**Semester/Year:** Winter Intersession 2018  
**Course Title:** Human Behavior and the Social Environment  
**Course Prefix/Number/Section:** SOCW 5301-001  
**Instructor Name:** Maxine Davis, MSW, MBA, PhD  
**Faculty Position:** Assistant Professor  
**Faculty Profile:** N/A  
**Office Number:** 201B  
**Phone Number:** N/A  
**Email Address:** maxine.davis@uta.edu  
**Office Hours:** By Appointment  
**Day and Time of Class (if applicable):** M/T/W/TH/F 6:00PM-9:50PM  
**Location:** UTA Fort Worth Campus: UTASF114  

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: [https://elearn.uta.edu](https://elearn.uta.edu)

### A. Description of Course Content

Exploration of behavioral and social science knowledge of human behavior and development through the life course. It examines major systems in society: individual, group, family, and community; and the diversity of ethnicity, race, class, sexual orientation, and culture.

### B. Student Learning Outcomes

This course meets the follow education policy, practice behaviors and accreditation policies of the Council on Social Work Accreditation:

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**  
(Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:)

1. Engage in career-long learning.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**  
(Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:)

1. Recognize and manage personal values in a way that allows professional values to guide practice.  
2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of
3. Tolerate ambiguity in resolving ethical conflicts; and
4. Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.4—Engage diversity and difference in practice. [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:]

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:]

1. Use research evidence to inform practice. [Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:]

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.

Educational Policy 2.1.9—Respond to contexts that shape practice. [Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:]

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Student Learning Outcomes:

- Students will demonstrate comprehension of the major organizational scheme of social work: reciprocal relationships between human behavior and the social environment.
- Students will examine theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.
- Students will examine theoretical frameworks for understanding the interactions between and among the various systems such as individuals, groups, societies, and economic systems.
- Students will examine, apply, and illustrate theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.
- Students will examine, apply, and illustrate the development of persons through the life span based on
theories and empirical knowledge of biological sociological, cultural, psychological, and spiritual aspects of development.

- Students will examine, apply, and illustrate ways in which social systems promote or block the achievement and maintenance of health and well being.
- Students will distinguish among individuals in terms of race, ethnicity, national origin, social class, religion, physical and mental ability, sexual orientation, and how a particular person is related or not to each area.
- Students will describe in their own words what their views are of persons of different races, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation.
- Students will distinguish among the codes and values in the NASW Code of Ethics which ones relate directly to human diversity and regard for worth and dignity of all persons. They will assess and discuss what they think about these requirements for all social workers and how they plan to apply them in their social work practice to persons who are different from them.
- Students will describe their plan for further knowledge development about human behavior and the social environment and the life span.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

As assigned by the instructor

E. Descriptions of Major Assignments and Examinations

Team Projects

**Biological Domain:** Team members are to examine various biological theories that influence human behavior (e.g., evolution, genetics, growth and development) as they apply across the lifespan (infants, children, adolescents, adults, aging). Each member of the team must interview a person around biological issues that has had an impact on their behavior (e.g., health, physical abilities and/or disabilities, developmental issues, biochemical effects, mind-body issues, diet, medication). Each team member will bring a written summary of their interview, to be handed in. Each team must have interviewed persons from all five of the lifespan categories noted. In the case of infants or very young children, the interview can be observational or interactional. Each team will be responsible for developing a theory-based conceptual tool that will be able to accurately determine whether behavior has a biological cause and that is applicable across the lifespan. Each team will present its Conceptual Tool. The entire class will decide which tool best accomplishes its goals. Teams are free to adopt another team’s conceptual tool if they believe it will be more effective in the next exercises.

**Psychological Domain:**

Team members are to examine various psychological theories that attempt to explain human behavior (e.g. cognitive theories, communication, information processing, learning theories, theories of attitude and change, psychological theories) as they apply across the lifespan (infants, children, adolescents, adults, aging). Each member of the team must interview a person around psychological issues that have had an impact on at least two areas of their lives (school/work, community, family). The persons interviewed must be different from those interviewed in the biological domain project. Each team member will bring a written summary of their interview, to be handed in. Each team must have interviewed persons from all five of the lifespan categories mentioned above. In the case of infants or very young children, the interview can be observational or interactional. Each team will use a theory-based conceptual tool that may be the same as the one used for the biological domain, or may be different. The theory-based conceptual tool should be able to determine whether behavior has a psychological cause that is applicable across the lifespan. Each Team will present its new Conceptual Tool. The entire class will then decide which team’s tool best accomplishes its goals.
Social Domain:

Team members are to examine various social theories that attempt to explain human behavior (e.g., ecological systems theory, family theory, group theory, organizational theory, community and society theory) as they apply across the lifespan (infants, children, adolescents, adults, aging). Each member of the team must interview a person about how they have had an impact on, or been impacted by, a social system (family, group, organization, community, society). The persons interviewed must be different from those interviewed in the Biological Domain and Psychological Domain modules. Each team member will bring a written summary of their interview, to be handed in. Each Team must have interviewed a person from all of the categories mentioned above. In the case of infants or very young children the interview can be observational or interactional. Each team may use the same Theory-based Conceptual Tool used in either of the previous domains, or from both of them or a completely different one to determine the impact social factors have on behavior. Each Team will present its new Theory-based Conceptual Tool. The entire class will decide which Conceptual Tool best accomplishes its goals.

Multidimensional Framework:

Team members are to examine multidimensional theories and the theories of the three domains focusing on their mutual reciprocity in affecting and being affected by human behavior. It will be necessary to take a perspective that understands the simultaneity of the domains and the interactive response they have to each other and to the person across his/her lifespan. Team members are to examine the Conceptual Tools in the three domains they have developed and determine what they have in common and how they can be combined to show the interactive reciprocity between persons and the three domains, as well as the influence of the three domains on each other, within an overarching multidimensional framework. The Team may modify the Conceptual Tool(s) however it sees fit. Each Team will present its new Conceptual Tool. The entire class will determine which tool reflects best practice, has a good theoretical basis and is likely to be most accurate in determining the influences on specific human behavior.

Reflective Papers: Students are required to write three reflection papers integrating what they have learned in each of the modules with their own experiences and development. Each paper will be a minimum of two pages.

Biological Domain: Describe your biological history from infancy to the present (you will need to talk to your parent(s), or significant caregiver(s), to get a view of your infancy and early childhood). Note your developmental milestones and whether they occurred within expected ranges. Describe serious illnesses you may have had, or any significant injuries. Discuss how you performed in school and your reactions to your performance. Discuss your current state of health, and cognitive abilities. Think of yourself as an aging person and discuss how you can prepare for healthy aging. Construct an eco-map of you in the present showing the influences various biological factors have had, and are having, on you. As part of your reflection, cite three sources from the biological domain that are relevant to you.

Psychological Domain: Reflect on your psychological development from infancy to the present (you will need to talk to your parent(s), or significant caregiver(s), to get a view of your infancy and early childhood). Describe your family and how your experiences with the members of your family have influenced who you are today. Explain how you respond to changes that have occurred in your life. Explore the influence older persons have had on your sense of self and the lessons you have learned from them. Take your eco-map from the Biological Domain and layer over it the influences factors in the psychological domain have had, and are having, on you. As part of your reflection cite at least three sources from the Psychological Domain literature that are particularly relevant to you.
**Social Domain:** Reflect on the influences family, groups, organizations, communities and the larger cultural and social environment has had on you from infancy to the present (you will need to talk to your parent(s), or significant caregiver(s), to get a view of your infancy and early childhood). Note when you first noticed differences in race, ethnicity, religion, sexual orientation, gender, and class, and your response to that realization. Describe the contact you had with the older generation and how the differences in generations influenced perceptions of culture and world surrounding you. Take your eco-map from the Biological and Psychological Domains and overlay it with the influences social factors have had and are having on you. As part of your reflection, cite three sources from Social Domain literature that are particularly relevant to you.

**Peer Evaluations:** Peer evaluations will be completed at the end of each module. Students are to reflect on their own performance and their peers' performance in the team. Students will be given a form to complete, which they will then turn in to the Professor for the first three evaluations. For the last evaluation, students will complete a face-to-face form and then discuss it with each of their peers and listen to their peers’ evaluation of them. The forms will be submitted to the Professor, who will also monitor the face-to-face evaluations.

**Individual Personal Assessment:** This paper will be due the end of the day on the last session. This is the final assignment and students will critically review factors that influenced their own biological, psychological and social development across the stages of the lifespan (infancy, childhood, adolescence, adult and aging). It is understood that some students will not have undergone all of the lifespan stages and so they would cover from infancy to their current lifespan stage. The successful paper will cover all six areas of Integrated Learning. Students may use the three Reflection Papers as part of this final synthesis. Papers will be a minimum of eight pages in length and will conform to APA writing standards, 6th edition.

**Part 1 - Foundational Knowledge:** Use the theories from each of the domains (Biological, Psychological and Social) that are particularly relevant to you, to reflect on your own development from infancy to the present. Give examples of how the theories explain your development. Discuss how the domains interacted with you throughout the various stages of your lifespan and develop an organizing conceptual framework of your development.

**Part 2 - Application:** Examine the theories from the various domains and select the ones that apply best to you. Recognize that no theory may fit perfectly, but some theories fit better than others. Explain how your experiences compare to the theories you selected, focusing on where they very closely describe you and where they differ from you.

**Part 3 - Integration:** Using the multidimensional framework, explore the theoretical explanation that most closely pulls together the various theories from the various domains. Some of these theories will fit better than others, so explain why you chose the ones you did. Include your eco-map from your Reflection Papers for your present age and reflect on how it relates to the Multidimensional Framework you have chosen.

**Part 4 - Human Dimension:** Describe what have you learned about yourself as a result of your Teamwork, Reading, and Reflections. Explore the new things you have learned about human behavior and how it reciprocally interacts with the biopsychosocial environment. Think about what you would like to accomplish by the time you reach 65 and provide goals for yourself to accomplish by that time.

**Part 5 - Caring:** Discuss how you have begun to incorporate the core values of social work (service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence) into your view of yourself and others. Explore how you will work with clients whose values and life experiences may differ from yours and/or the core values of social work.
Part 6 – Learning How To Learn: Plan how you will be able to keep up with advances made in social work practice, social work's stance on policy issues and the development of best practice models for social workers in a variety of field. Explain how you can use your experiences as a social worker to become more proficient and effective in the services you provide.

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<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Overall Grade</th>
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<tbody>
<tr>
<td>3 Reflection Papers</td>
<td>3 x 5pts</td>
<td>15%</td>
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<tr>
<td>3 Interview Summaries</td>
<td>3 x 4pts</td>
<td>12%</td>
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<tr>
<td>4 Team Projects</td>
<td>4 x 6 pts</td>
<td>24%</td>
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<tr>
<td>One Individual Presentation</td>
<td>11pts</td>
<td>11%</td>
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<td>Final Individual Paper</td>
<td>30pts</td>
<td>30%</td>
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<td>Peer Assessments</td>
<td>2 x 4pts</td>
<td>8%</td>
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F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

Attendance Policy

Students are expected to attend and participate in all class meetings. One absence is acceptable. Absences will affect the final grade as follows:

- One Absence: make up the work (Work assigned in class on that day will need to be made up within 2 weeks.)
- Two Absences: 5% will be deducted from the final grade (After the second absence you should make an appointment with the professor to discuss your progress in the course and any difficulties you may be having.)
- Three Absences: 10% will be deducted from the final grade (The student should consider withdrawing from the class.)
- Four Absences: The student will receive an F for the course. (If a student misses 4 or more classes per semester, it is recommended that the student withdraw from the course).

Attendance Means: The student is present at the beginning of the class. Professional behavior is expected of all students in the classroom. When students leave class during the class it disrupts the learning process. We will have a 15-minute break midway through the class.

Excessive Lateness: (more than 15 minutes late)

- Arriving late for class 1-2 times will be overlooked.
• Please be on time. Students who arrive late unintentionally disrupt the learning process.
• Excessive lateness will have an impact on the attendance and participation portion of the grade.

G. Grading

90-100 A
80-89 B
70-79 C
60-69 D
0-59 F

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

H. Make-Up Exams

No exams are part of this course. Decisions for makeup assignments are made at the instructor's discretion.

I. Course Schedule

Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>In Class Topics and Activities</th>
<th>Out of Class Work</th>
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<tbody>
<tr>
<td>12/17</td>
<td>1</td>
<td><strong>Topics: Introduction to the Course</strong></td>
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<td><strong>Human Behavior and Theoretical Perspectives</strong></td>
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<td>• Human Behavior and social environment overview</td>
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<td>• What is human behavior and the social environment?</td>
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<td>• Why is this course important?</td>
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<td>• How does the content relate to other social work content?</td>
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<td><strong>A Multidimensional Framework for Assessing Social Functioning</strong></td>
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<td>• Critical thinking</td>
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<td></td>
<td>• What is theory?</td>
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<td>• How do we critique theory?</td>
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<td>• Eight Perspectives</td>
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<td><strong>Required Readings:</strong></td>
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<td>• Hutchison, Dimensions of Human Behavior: Person and Environment, Chapters 1: A Multidimensional Approach</td>
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<td>• Chapter 2: Theoretical Perspectives on Human Behavior</td>
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<td>Activities:</td>
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<td>1. Hopes &amp; Fears Exercise</td>
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<td>2. Team Placement</td>
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<td>3. Individual Presentation Assignments</td>
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<td>4. Lecture</td>
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<td>5. Interview Arrangements</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Required Readings</td>
<td>Activities</td>
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| 12/18 | The Biological Person | • Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 3: The Biological Person | 1. Individual Student Presentation  
2. Practice Interviews  
3. Biological Team Case Review  
4. Begin Team Project on Biological Domain |
| 12/19 | The Psychological Person Part I | • Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 4: The Psychological Person: Cognition, Emotion, and Self | 1. Individual Student Presentation  
2. Time Allotted for Interviews |
| 12/20 | The Psychological Person Part II | • Explore this website: [http://www.tosurviveonthishore.com/home](http://www.tosurviveonthishore.com/home)  
As part of their work on the Team, Team Members are expected to search for and find relevant scholarly articles covering their part of the Team assignment. Team Members then bring these articles into the class for discussion by Team Members | 1. Individual Student Presentation  
2. Team Project Work on biological portion of conceptual tool incorporating results from interviews  
3. Practice Peer Evaluation #1 |
| 12/21 | Psychological Continued-The Spiritual Person | • Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 6: The Spiritual Person | 1. Individual Student Presentation  
2. In-Class Written Peer Reviews/1:1 Consultation  
3. Biological Team Presentations of the Conceptual Tool  
4. Time allotted for interviews |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Activities</th>
<th>Required Readings</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2</td>
<td>The Physical Environment</td>
<td>1. Individual Student Presentation</td>
<td>• Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 7: The Physical Environment</td>
<td>Psychological Reflection Paper before the beginning of class</td>
</tr>
<tr>
<td>1/3</td>
<td>Culture and Human Behavior</td>
<td>1. Individual Student Presentation 1. Teams present the Psychological domain portion of the conceptual Tool to the class.</td>
<td>• Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 8: Culture</td>
<td>Psychological Interview Summary before the beginning of class</td>
</tr>
<tr>
<td>1/4</td>
<td>Social Structures &amp; Social Institutions</td>
<td>1. Individual Student Presentation 2. Begin working on social domain part of conceptual tool</td>
<td>• Chapter 9 Social Structures &amp; Social Institutions: Global and National</td>
<td>Social Reflection Paper before the beginning of class</td>
</tr>
<tr>
<td>1/7</td>
<td>The Family</td>
<td>1. Individual Student Presentation</td>
<td>• Reading: Dimensions of Human Behavior: Person and Environment; Chapter 10: Families • Chapter 11: Small Groups</td>
<td>Social Interview Summary Paper due before the beginning of class</td>
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</tbody>
</table>
| Topics: Formal Organizations  
  • Perspectives on Formal Organizations  
  • Developmental Stages of Formal Organizations  
  • Issues of Diversity in Formal Organizations  
Topics: Communities  
  • Theoretical Approaches to Community  
  • Types of Communities  
Social Workers and Communities  
Activities:  
1. Individual Student Presentation  
2. Social Domain Team Presentation  

**Required Readings:**  
• Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 12: Formal Organizations  
• Chapter 13 Communities

<table>
<thead>
<tr>
<th>1/9</th>
<th>11</th>
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</table>
| Topics: Social Movements  
Activities:  
1. Individual Student Presentation  
2. Team Preparation  
3. Final Mutidimensional Presentation  
4. Face to Face In-Class Peer Evaluations  
5. Hope & Fears Revisited  
6. Course Evaluations  

**Required Readings:**  
• Chapter 14

Due: Final Paper

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievances**


**L. Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).
The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:

http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

Library Home Page...................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians....................... http://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ....................... http://library.uta.edu/how-to
Connecting from Off- Campus........... http://libguides.uta.edu/offcampus
Ask a Librarian................................ http://ask.uta.edu

N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/faq/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to
provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Q. Non-Discrimination Policy**

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

**R. Title IX Policy**

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.*

**S. Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism/](http://library.uta.edu/plagiarism/)

**T. Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important
deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.