A. Description of Course Content

This foundation level course introduces graduate students to both theory and methods for social work practice with individuals, families, and small groups. It emphasizes a generalist perspective, beginning interviewing and relationship skills, problem assessment, goal setting, and contracting. Special attention is given to the common roles assumed by social workers (e.g. facilitator, broker, advocate). Required of all except advanced standing students.

B. Student Learning Outcomes

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

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires
the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment

**Educational Policy 2.1.10(a-d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(b) - Assessment**
Social workers

- collect, organize, and interpret client data;
- assess client strengths and challenges;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c) - Intervention**
Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.
C. Required Textbooks and Other Course Materials


*Please note because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.

D. Additional Recommended Textbooks and Other Course Materials
Will be provided via Blackboard as needed.

E. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>Genogram/Ecomap</td>
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</tbody>
</table>

Final grades will be according to the UTA Graduate School guidelines:

- 4.0 (90-100) A
- 3.0 (80-89) B
- 2.0 (70-79) C
- 1.0 (60-69) D
- 0.0 (0-59) F

**GENOGRAM AND ECOMAP– 20 pts**
You will create a three generation family Genogram (i.e., grandparents, parents, self, and siblings). If applicable, you may include your children in the Genogram. You will also create an ecomap. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.6(a)
Educational Policy 2.1.7(a) Educational Policy 2.1.10(b)-(i, ii, iii, iv, v)

**ETHICS GROUP PRESENTATION-15 pts**
In this assignment, students will be working in groups. Each group is responsible for determining an ethical course of action for handling the dilemma in the assigned scenario. Groups will utilize resource materials in:

- Class Lecture
- Cournoyer et al. Chapter 5
- NASW Code of Ethics
- Ethical decision making handout

Each group will review a case presenting an ethical dilemma from the list below and discuss the dilemmas in light of the reading. That is, groups should discuss what ethical principles (according to the Code of Ethics) and/or practice issues are at play. Each group will review their scenario, identify the ethical dilemma(s), discuss the dilemma(s) utilizing the ethical decision-making materials discussed in class, and work to arrive at a consensus (class time will be provided for this, although it may not be enough). In discussing the cases, please follow steps 1-4 of Reamer’s 7-Step Process on the Ethical decision making handout.

Each group will make a 15-20 minute presentation in class. Presentations should include the following
(divided among the members of your group):

Steps 1-4 of Reamer’s 7-Step Process:

1. Identify the ethical issues, including the social work values and duties that conflict.
2. Identify the individuals, groups, and organizations that are likely to be affected by the ethical decision.
3. Tentatively identify all possible courses of action and the participants involved in each, along with possible benefits and risks for each.
4. Thoroughly examine the reasons in favor of and opposed to each possible course of action, considering the relevant ethical theories, principles, and guidelines; codes of ethics and legal principles; social work practice theory and principles; personal values (including religious, cultural, and ethnic values and political ideology), particularly those that conflict with one's own.

Each group should also turn in a typed handout to the instructor at the time of their presentation listing their responses to the above questions. Power points, role play, posters, etc. may be used for the presentation. Be creative!

Grading Criteria

Presentations will be evaluated on the group's ability to clearly address each of the above questions thoroughly and concisely during the presentation. Students are to provide feedback on group members (including themselves) via an evaluation form on Blackboard. This evaluation will be part of your grade. The evaluation form WILL NOT be shared with anyone other than the instructor.

Rubric: Presentation / Discussed Dilemma utilizing Reamers 7 Step Process, Steps 1-4 (5 points) + Typed handout on day of presentation + Submitted evaluation form (5 points) + Group participation average (5 points) = 15 points

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.2(a, b, c, and Educational Policy 1.3(a, b, c) Educational Policy 2.1.7(a).

ROLE PLAYS – 0 pts

On a number of occasions throughout the semester, you will meet in triads to practice skills learned in class and in assigned readings. You will take turns being the social worker and the client. Students are expected to participate fully as part of their class participation. The goal of these exercises is for you to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, I want you to gain insight into what is NOT said as much as what is said, and to notice when the body language of the role players does not match what they are saying. The role-plays will not be graded; however, participation in the exercises is required as part of your class participation grade.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.1(a, b) Educational Policy 2.1.2(a, b, c, and d) Educational Policy 2.1.3(a, b, and c) Educational Policy 2.1.6(a) Educational Policy 2.1.7(a) Educational Policy 2.1.10(a)-(i, ii, iii, iv, and v) Educational Policy 2.1.10(b)-(i, ii, iii, iv, v) Educational Policy 2.1.10(c)-(i, ii, iii, iv, and v) Educational Policy 2.1.10(d)-(i, ii, iii, iv, v)

SKILLS PRESENTATION – 5 pts

Students will demonstrate the skills that they have learned throughout the semester in a final brief 2 person role-play segment involving basic interviewing skills utilized by the social work practitioner during an initial meeting. The role play is expected to last 5 minutes. The topic of the first meeting (i.e., why the social work is meeting the client) should be submitted to me by the end of class on 02/05/19. Some class time will be provided to discuss and prepare the role-play; however, it may not be enough. It is likely that students will need to spend some time on this assignment outside of the regular class period. Additional information on the content and grading of this assignment will be provided in class and posted on Blackboard in the Assignment
folder.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.1(a, b)
Educational Policy 2.1.2(a, b, c. and d) Educational Policy 2.1.3(a, b, c) Educational Policy 2.1.6(a) Educational Policy 2.1.7(a) Educational Policy Educational Policy 2.1.10(a)-(i, ii, iii, iv, v) Educational Policy 2.1.10(b)-(i, ii, iii, iv, v) Educational Policy 2.1.10(c)-(i, ii, iii, iv, v) Educational Policy 2.1.10(d)-(i, ii, iii, iv, v)

**DOCUMENTATION EXERCISE- 5 pts**

Using the topic chosen for your skills presentation, you will select one of the formats (e.g., SOAP, BIRP) taught in class to compose a progress note which will describe your session from the clinician’s perspective. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.10(b)-(i, ii, iii, iv, and v) Educational Policy 2.1.10(c)-(i, ii, iii, iv, v)

**CHARACTER STRENGTHS ASSIGNMENT - 10 pts**

What are your strengths as a person and soon to be social worker? You are to go to [www.viacharacter.org](http://www.viacharacter.org) and fill in “take the survey”. Take your top signature strength and answer the following five questions in no more than 4 pages:

1. What is the history and development of this strength?
2. Provide details about how you put this strength into every day practice. How will this strength sustain you in the coming semester?
3. Discuss the important people who have contributed to the development of this strength.
4. What significant meaning (if any) does this strength hold for you?
5. What are the dreams and hopes that stand behind this strength?

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Objectives 2.1.3 subpoints 1, 2, 3

**BIOPSYCHOSOCIAL ASSESSMENT 20 PTS:**

Students will complete a biopsychosocial of an individual of their choosing to exclude existing clients. It would be best to interview a friend or classmate. A biopsychosocial history is a comprehensive assessment of an individual. The assessment does not have a specific length, but should not exceed 10 double-spaced pages. It is expected that you will complete the assessment fully and in a professional manner. This includes paragraph form (no bullet points), complete descriptions, and using formal writing (without contractions, slang, etc.). This assignment will also have a reflective component in which you will evaluate how well you were able to engage the client and use the interviewing skills studied in class. I will post additional information about this assignment on Blackboard by the end of September.

Grading Criteria: This will be based on completeness of the information gathered, clarity of writing, and applicability of the intervention(s) recommended.

Learning Objectives Addressed: The purpose of this assignment is for students to begin the process of conceptualizing the initial assessment process in terms of; (a) knowing what information is required in a biopsychosocial assessment; (b) the process of actually interviewing someone with the view to gathering said information; and (c) organizing that information in a way that allows for making recommendations about interventions.

**Addresses the following Core Competencies (Skills and Behaviors):** Educational Policy 2.1.7 subpoint 1 and Educational Policy 2.1.10(b) subpoint 1-4
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, students are expected to be on time, attend all class sessions, and stay until the completion of the class and contribute to, and maintain, a positive learning environment throughout. Students are to complete reading assignments and be prepared to participate in class, and participate in discussions and small group activities. Expect an active learning environment. Multiple absences, or non-participation, will, likely result in a letter grade deduction from the final calculated grade of the class (i.e. 3 or more). Greater absence or non-participation, than this, will likely result in not receiving a passing grade for the course. Class participation points will be given randomly and may not be made up.

All written assignments are due by 1159pm on the date specified on the course outline and must be submitted via Blackboard. Emailed or digital papers will not be accepted. Late papers will not be accepted.

Any disruption of the classroom learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted, and cancellation of class work scores for the disrupted class session(s), with a recorded failing semester grade and possible referral for adjudication.

All graduate students have ascribed to the NASW code of ethics at admission and are responsible for adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program.

G. Grading

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.

General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives. In most cases, expect the professor to grade assignments within 2 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. Please, do not ask when grades will be assigned before the 2 week period. FERPA, a federal law that provides privacy to university students, severely limits the professor's ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email about your grades from an email account other than MavMail.
Calculating your grade after ALL assignments have been graded: Find the “Total” column in Blackboard Grade Center and see where that number falls in the following grading scale below.

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Final grades will be according to the UTA Graduate School guidelines:

- 4.0 (90-100) A
- 3.0 (80-89) B
- 2.0 (70-79) C
- 1.0 (60-69) D
- 0.0 (0-59) F

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

- First, read and view the assignment
- Second, ask your questions regarding the course materials through an email to the professor
- Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment

Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? … Does TUV relate to WXY in such and such a manner? … etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? … Do we have to answer all the questions in this assignment? … Why did I get a low grade? … Do we need to buy the book? … etc..”

The course materials, assigned readings, powerpoints and this syllabus are all you require to earn a higher grade in this class. Read all these materials and review videos carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due. Additionally, you will find the grading rubric that will be use to assess your major assignments on Blackboard. This will help you guide your work and understand your professor's expectations. It is recommended that you check the rubric before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA's English Writing Center. 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

Assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor.

An Incomplete (“I”) grade may be assigned only in relation to an emergency and/or hardship situation, and when the completed portion of the student's work in the course is passing. A request, for an “I”, must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington) [http://library.uta.edu/plagiarism/index.php](http://library.uta.edu/plagiarism/index.php)
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) [http://www.chem.uky.edu/courses/common/plagiarism.html#Examples](http://www.chem.uky.edu/courses/common/plagiarism.html#Examples)
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services) [http://www.indiana.edu/~wts/pamphlets.shtml](http://www.indiana.edu/~wts/pamphlets.shtml)
# I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/15</td>
<td>Introductions, Syllabus and Course Overview, Introduction and The Challenges of Social Work</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01/22</td>
<td>Introduction to Professionalism, Direct Practice: Domain, Philosophy, Roles, Critical Thinking, Scientific Inquiry, and Career-Long Learning Overview of the Helping Process</td>
<td>Writing Resources Workshop (mandatory class participation) See schedule</td>
</tr>
<tr>
<td>3</td>
<td>01/29</td>
<td>Valuing Diversity, Advancing Human Rights and Social Justice, and Promoting Social Well-Being through Policy Practice, Ethical Decision Making, Operationalizing the Cardinal Social Work Values</td>
<td>Ethics Presentations (In class 02/05)</td>
</tr>
</tbody>
</table>

**Reading Sources:**
- C: Cournoyer
- H: Hepworth et al.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>02/12</td>
<td>Talking and Listening—The Basic Interpersonal Skills Building Blocks of Communication: Conveying Empathy and Authenticity Preparing, Beginning, Verbal Following, Exploring and Focusing Skills.</td>
<td>C: Chapter 6, 7 and 8 H: Chapter 5 and 6</td>
</tr>
<tr>
<td>5</td>
<td>02/19</td>
<td>Exploring Eliminating Counterproductive Communication Patterns</td>
<td>C: Chapter 9 H: Chapter 7</td>
</tr>
<tr>
<td>5</td>
<td>03/05</td>
<td></td>
<td>Skills Exercise in class 02/26 Documentation Exercise Due 03/05</td>
</tr>
<tr>
<td>6</td>
<td>03/18</td>
<td>Contracting, Working, Evaluating Developing Goals and Formulating a Contract. Planning and Implementing Change-Oriented Strategies. Developing Resources, Organizing, Planning, and Advocacy as Intervention</td>
<td>C: Chapter 11-12 H: Chapters 12-14</td>
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<tr>
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<td></td>
<td>Biopsychosocial Assessment Due 03/18</td>
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<td></td>
<td>Date</td>
<td>Event Description</td>
<td>Chapters</td>
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<tr>
<td>7</td>
<td>03/25</td>
<td>Enhancing Family Functioning and Relationships.</td>
<td>H: Chapter 15</td>
</tr>
<tr>
<td>8</td>
<td>04/02</td>
<td>Intervening in Social Work Groups.</td>
<td>H: Chapters 11 and 16</td>
</tr>
<tr>
<td>9</td>
<td>04/09</td>
<td>Additive Empathy, Interpretation, And Confrontation.</td>
<td>H: Chapters 17 and 18</td>
</tr>
<tr>
<td>10</td>
<td>04/16</td>
<td>Ending Termination Evaluation</td>
<td>C: Chapter 13</td>
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<tr>
<td>11</td>
<td>04/23</td>
<td>Guest Speakers</td>
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<tr>
<td>12</td>
<td>04/30</td>
<td>Self-Care</td>
<td></td>
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</tbody>
</table>

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](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](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](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](http://www.uta.edu/library)
- **Subject Guides**..................... [http://libguides.uta.edu](http://libguides.uta.edu)
- **Subject Librarians**................ [http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
- **Course Reserves**................... [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- **Library Tutorials**................... [http://library.uta.edu/how-to](http://library.uta.edu/how-to)
- **Connecting from Off- Campus**.... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
- **Ask a Librarian**.................... [http://ask.uta.edu](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://wwwb.uta.edu/aoa/fao/](http://wwwb.uta.edu/aoa/fao/)).

**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](mailto: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.