A. Description of Course Content

This course builds on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation), in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Required of all Direct practice students. Prerequisites: SOCW 5304; SOCW 5310; and SOCW 5551.

Detailed course description:

Advanced micro practice builds on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation), in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. In addition, this course assumes and builds on a prior knowledge of the importance of worker variables with respect to developing, maintaining and using the client-worker relationship to provide relevant help to clients who are asking for assistance. Therefore, the focus for students in the advanced year is to relate a range of intervention strategies to various client populations relevant to students’ work concerns, and relative to intended advanced specialty track. Theoretical underpinnings are explored; our philosophical approach is to prefer empirically supported methods, but to be technically eclectic in technique selection.

Attention is paid to a range of change theories, intervention strategies, and therapeutic techniques employed at individual couple and family levels. Emphasis is placed on developing criteria for selecting intervention strategies that are appropriate to the specific goals of treatment. Application of practice theories will be presented in the context of sensitivity to ethnic and minority groups. The functional analysis of behavior,
data-based treatment, and practitioner variables and accountability are common elements emphasized in this course.

B. Student Learning Outcomes

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.

<table>
<thead>
<tr>
<th>Aging Specialty</th>
<th>Children and Families Specialty</th>
<th>Health Specialty</th>
<th>Mental Health/Substance Abuse Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.</td>
<td>1. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.</td>
<td>1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.</td>
<td>1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.</td>
</tr>
</tbody>
</table>

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

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.
### 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.

<table>
<thead>
<tr>
<th>Aging Specialty</th>
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<th>Health Specialty</th>
<th>Mental Health/Substance Abuse Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.</td>
<td>1. Advanced social workers in children &amp; families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.</td>
<td>1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Aging Specialty</th>
<th>Children and Families Specialty</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.</td>
<td>1. Advanced social workers in children &amp; families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
<td>1. Advanced social workers in children &amp; families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.</td>
<td>1. Advanced social workers in children and families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
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<tr>
<td>2. Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.</td>
<td>2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td>2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td>2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
</tr>
</tbody>
</table>

**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(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.
<table>
<thead>
<tr>
<th>Aging Specialty</th>
<th>Children and Families Specialty</th>
<th>Health Specialty</th>
<th>Mental Health/Substance Abuse Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults</td>
<td>1. Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.</td>
<td>1. Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect health.</td>
<td>1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.</td>
</tr>
</tbody>
</table>

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

Exams:
Students will complete two exams. A Mid-Term Exam (Modules 1-7) is given on 10/11 and a Final Exam (Modules 8-13) is given on 11/15. Each exam is worth 20% of the final grade.

Core competency 2.1.2 sub point 3; core competency 2.1.3 sub points 1-3; core competency 2.1.10 c- sub point 2-3

Major Paper:
Assessment of an intervention theory: Students will be required to examine and identify in detail an intervention theory, including its history (which includes key figures), basic assumptions of the theory, and examples of how the theory is applied. This will provide the foundation for a more important effort: at some point developing your own theory of intervention. Your first task is to decide which intervention model you wish to assess. You may select any of the models listed in the course outline. Your final written report must follow the outline below. You will note that the first three points are theoretical, and the last two are more subjective. Your paper will not be graded if the outline provided is not used. This includes the headings as listed below.
1. **History of the theory**: How was the theory initially formulated and who were the major proponents?

2. **Basic Assumptions**: This is the *what* of the intervention model. This section should include (a) what the model says about human nature and what it means to be human (i.e. the model's theory of personality); (b) what the model says about how problems develop (i.e. the model's theory of psychopathology); and (c) how those problems are dealt with by the model (i.e. the model's theory of psychotherapy or intervention).

3. **Examples of what the intervention might look like**: This is the *how* of the model. This includes discussion what are the typical worker activities and behaviors, in general terms; how to see this model in action.

4. **Specific application of the model**: This is the *how with a particular client*. In this instance you will work with a specific case (there are three to choose from); how you would use this model to help the client you have chosen. Address how you would use the intervention, and also provide a rationale for your choice. To access the case analysis site use the following link (you may have to cut and paste the address to your browser):

   [http://theories.brookscole.com](http://theories.brookscole.com)
   Use the following login information:
   - **Username**: counsel1
   - **Password**: theoriessite

5. **Overall impression of the model**: This requires discussing why you chose this model based on knowledge of
   (a) yourself and your own preferences; (b) your assessment of the strengths and weakness of the model; and (c) knowledge of the evidence from the literature of this model's effectiveness (this covers the evidence base of the model).

   **Some additional points:**
   - Your assessment paper should be no less than ten (10) and no more than fifteen (15) double-spaced pages (*excluding* references and title page). You must use one inch margins and font size no larger than 12-point;
   - Include a brief introduction and cover page; you will be penalized if there is either no abstract or introduction. Your paper will require coverage of the five sections listed above, *and headings*, or it will not be graded. You will need to write in the (usual) third-person at all times, except in the last two sections where you are providing your own application and evaluation of the intervention model you have chosen.
   - Documentation is required, following APA style format. A minimum of ten (10) references will be required for this assignment, at least half of which should have been published no more than five years ago. While you are certainly allowed to use your textbooks as sources from which to draw information (they are indeed legitimate sources after all), please make every effort to use other sources instead. If you do use material from your textbook(s), you need to remember that if they are edited with several authors contributing each chapter, *you need to cite the chapter, not the book*. You will be penalized if this is not followed.
   - This paper is worth 40% of the final grade and is due at midnight (11:58 PM) on **October 25th, 2018**. Late papers will not be accepted, except in extenuating circumstances as noted above. Grading will be based on how well you cover the theory in the five sections, as well as spelling, grammar, and adherence to APA style guidelines.
   - Please do not cite me in your papers; while I may be flattered, I would like to see what you have to say about the topic rather than simply reciting what I said. The lecture material came from somewhere, and I would like to see that you have consulted the sources.

Core competency 2.1.1 sub points 2-3; core competency 2.1.3 sub points 1-3; core competency 2.1.6 sub points 1-2; core competency 2.1.10 b sub points 1-4; core competency 2.1.10 c sub points 1-4F.
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.

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. All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

**Grading scheme:**
- Mid-Term Exam 20%
- Major Paper 40%
- Final Exam 20%
- Class Participation/Group Activities 20%
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 or the Ask the Instructor Link on Blackboard • 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 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 rubrics 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 rubrics 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
● Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) http://www.chem.uky.edu/courses/common/plagiarism.html#Examples
● Avoiding Plagiarism (UC-Davis) http://sja.ucdavis.edu/files/plagiarism.pdf
● Unacceptable Paraphrases (Indiana University Writing Tutorial Services) http://www.indiana.edu/~wts/pamphlets.shtml
# I. Course Schedule

<table>
<thead>
<tr>
<th>Module/Date</th>
<th>Topics Covered</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-08/23</td>
<td>Introduction to the course</td>
<td>Coady &amp; Lehmann, Ch. 1, 2</td>
</tr>
<tr>
<td></td>
<td>-Introduction of the instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Introduction of the students</td>
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<tr>
<td></td>
<td>-Review of the syllabus</td>
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<tr>
<td></td>
<td>-Theory thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-What is theory?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-What is practice theory?</td>
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<tr>
<td></td>
<td>-What is the relationship between theory and the choice of intervention?</td>
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<tr>
<td></td>
<td>-Critical thinking skills</td>
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<tr>
<td></td>
<td>-Introduction of the case(s)</td>
<td></td>
</tr>
<tr>
<td>2-08/30</td>
<td>Psychodynamics</td>
<td>Coady &amp; Lehmann, Ch. 7, 9</td>
</tr>
<tr>
<td></td>
<td>-Self Psychology</td>
<td>Turner, Ch. 1, 25</td>
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<tr>
<td></td>
<td>-Attachment-informed practice</td>
<td></td>
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<tr>
<td>3-09/06</td>
<td>Relational Models</td>
<td>Coady &amp; Lehmann, Ch. 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Turner, Ch. 27, 28</td>
</tr>
<tr>
<td>4-09/13</td>
<td>Cognitive-Behavioral Models</td>
<td>Coady &amp; Lehmann, Ch. 10</td>
</tr>
<tr>
<td></td>
<td>-Beck’s Cognitive Therapy</td>
<td>Turner, Ch. 4, 5</td>
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<tr>
<td></td>
<td>-Ellis’s REBT</td>
<td></td>
</tr>
<tr>
<td>5-09/20</td>
<td>Dialectical Behavioral Therapy (DBT)</td>
<td>Readings in Blackboard</td>
</tr>
<tr>
<td>6-09/27</td>
<td>Existential Approaches</td>
<td>Coady &amp; Lehmann, Ch. 14</td>
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<tr>
<td></td>
<td></td>
<td>Turner, Ch. 10</td>
</tr>
<tr>
<td>7-10/04</td>
<td>Humanistic/Person-Centered Therapy</td>
<td>Coady &amp; Lehmann, Ch. 13</td>
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<td></td>
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<td>Turner, Ch. 3</td>
</tr>
</tbody>
</table>
8-10/11 Motivational Interviewing TIP 35 (see Blackboard)

**Mid-Term Exam Due 10/11 at 1159pm**

9-10/18 Emotion-Focused Therapy (EFT) Coady & Lehmann, Ch. 15

10-10/25 Constructivism – Narrative Therapy Coady & Lehmann, Ch. 8

**Major Paper Due 10/25 at 1159pm**

11-11/01 Constructivism – Solution-Focused Therapy Coady & Lehmann, Ch. 20

12-11/08 Ecological Systems and Social Work Coady & Lehmann, Ch. 4

13-11/15 Family Systems Coady & Lehmann, Ch. 5,11

Crisis Intervention Turner, Ch.11

**Final Exam Due 11/15 at 1159pm**

14-11/29 Integration – Bringing it all together Coady & Lehmann, Ch. 3, 21

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.

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 (817-272-7271 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://www.uta.edu/aaofao/).

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 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.

Counseling and Psychological Services, (CAPS) 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.

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 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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and 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.