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.
1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.

1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

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.

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.

**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>
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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 evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.</td>
<td>1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.</td>
<td>1. Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.</td>
<td>1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.</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.
**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>
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<th>Health Specialty</th>
<th>Mental Health/Substance Abuse Specialty</th>
</tr>
</thead>
</table>

| 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. | 1. Advanced social workers in children & 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. | 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. | 1. Advanced social workers in children & 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. |
| 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. | 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. | 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. | 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. |
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.

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.

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 disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

The following are recommended for further reading, NOT required:


E. Descriptions of Major Assignments and Examinations

For all assignments, please see RUBRIC in Blackboard for additional information on assignment expectations!

Theory to Practice Papers:

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

Final grades will be based on FOUR papers of one of the theories presented in class modules. At the beginning of the semester all of you will have been given a case (Laura) that we as a class will be following throughout the course, and applying various intervention models and theories to Laura’s various issues. For each paper, you will write about one intervention model that has been covered in the previous section and apply that theory to how you would help Laura. Please do not write a paper on an intervention model that has not yet been discussed in class.
These four papers should be **no less than four (4) and no longer than five (5) pages** each. As with all papers, your discussion will need to be supported from the readings and other external sources. **Note that you will need to refer (using in-text citations and references) to the class readings, and you will lose points if you do not.** They need to be properly cited according to APA requirements, and will be graded on the basis of correct formatting. **Please note that the papers are to be submitted through Blackboard and Safe Assign on the dates specified in the outline below.** These will count for 25 points each, for a total of 100 points. You may choose to work in a group of up to 4 students for ONE paper of your choice. The other three must be individual. Alternatively, you can do all four papers individually.

The outline you must use for the discussion papers is as follows:

1. What are the key features of the intervention model you chose? This includes the theory behind the model and what the model says about human nature, how problems develop, and how the model is designed to address those problems.
2. Describe how you would apply this model to help Laura, clearly highlighting which of Laura’s issues you will be focusing on.
3. Discuss the benefits and drawbacks of using this model with Laura.

The schedule below shows your choice of intervention models for each paper:

<table>
<thead>
<tr>
<th></th>
<th>Due by 11:59pm</th>
<th>Points</th>
<th>Theories to choose from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Sunday Feb 17th</td>
<td>25</td>
<td>Ecological systems, psychoanalytic, attachment, or humanistic/person-centered.</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Sunday March 10th</td>
<td>25</td>
<td>SFBT, IPT, CBT, or REBT.</td>
</tr>
<tr>
<td>Paper 3</td>
<td>Sunday April 7th</td>
<td>25</td>
<td>DBT, Existential, Gestalt, or Narrative</td>
</tr>
<tr>
<td>Paper 4</td>
<td>FRIDAY May 3rd</td>
<td>25</td>
<td>Crisis Intervention, EFT, MI, Mindfulness, or Family therapy</td>
</tr>
</tbody>
</table>

I am typically very quick to respond to questions via email and will communicate regularly through the Announcements section in Blackboard. Although I will try to send due date reminders, it’s ultimately your responsibility to follow the schedule, submit assignments on time, and communicate with me if you encounter problems or need clarification. I also do my best to grade quickly and give feedback, and the earlier you turn your papers in ahead of time, the most likely you will be to get a rapid turnaround for a grade (since I won’t have so many to grade at once if it’s more spread out).

There is also an opportunity to earn extra credit by completing additional discussion boards and by meeting (virtually or in-person) with Dr. Chris Kilgore at the School of Social Work’s Writing Resource Center to get help with your papers.

https://www.uta.edu/ssw/student-resources/writing-resources/index.php

**Please note that I cannot control Dr. Kilgore’s availability, especially around holidays. It’s your responsibility to reach out to schedule an appointment as early as possible.**

<table>
<thead>
<tr>
<th>Extra Credit</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Discussion Board</td>
<td>0.5</td>
<td>Sunday January 20th</td>
</tr>
<tr>
<td>Work with Dr. Kilgore on any paper</td>
<td>1 each, 4 total possible</td>
<td>The same date as the paper is due</td>
</tr>
<tr>
<td>Resource Discussion Board</td>
<td>0.5</td>
<td>Sunday February 10th</td>
</tr>
</tbody>
</table>
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,

The Blackboard course shell contains a total of 16 modules that may contain assignment information, lecture materials, and additional resources. Students are expected to login to Blackboard regularly and engage with each module.

G. Grading

All papers must be grammatically correct using APA style, 6th edition. Any assignments completed in groups will result in each student receiving the same grade. Rubrics will be used to grade each assignment. Students are highly encouraged to review rubrics (located under Course Material > Assignment Information) before submitting assignments.

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70</td>
<td>C</td>
</tr>
<tr>
<td>69.9-60</td>
<td>D</td>
</tr>
<tr>
<td>59.9 or lower</td>
<td>F</td>
</tr>
</tbody>
</table>

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.

Suggestions for earning a good grade:

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

Please keep in mind that asking a question regarding the course materials before you turn in your assignments
is much better than asking your question about your grade.

Other ways to earn a good grade:

1) Do the weekly readings

2) Turn in all assignments on time

3) Talk to the professor about any issues you are facing

4) Ask questions about assignments prior to the assignments due dates

5) Follow the syllabus and rubric guidelines for assignments.

**Academic Integrity:**

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)

Avoiding Plagiarism (UC Davis) [http://sja.ucdavis.edu/files/plagiarism.pdf](http://sja.ucdavis.edu/files/plagiarism.pdf)

Unacceptable Paraphrases (Indiana University Writing Tutorial Services) [http://www.indiana.edu/~wts/pamphlets.shtml](http://www.indiana.edu/~wts/pamphlets.shtml)

The work you are submitting must be your own original writing. Information from outside sources must be summarized in your own words and cited appropriately. Changing a couple words from the original source does not constitute an appropriate summary. Direct quotes should be used sparingly. Assignments will be checked using SafeAssign plagiarism checking software. Any students found plagiarizing (which includes using segments of another students paper, inadequate paraphrasing or copy/pasting phrases directly from another author without using quotation marks) may fail the class and will be referred to the Office of Student Conduct for an Honor Code violation.

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**

There are no exams in this course.

**Late Assignments:** Assignments are not accepted past the due date unless under extreme circumstances where arrangements are made with the instructor PRIOR to the due date. Late assignments without prior arrangements may be accepted and at the discretion of the instructor and will be docked 10% of the grade for
each day it is turned in late.

I. Course Schedule

The school “week” runs Monday through Sunday. Unless otherwise specified, all assignments are due by 11:59PM on that Sunday night.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1      | Jan 14-20  | · Introduction  
· Syllabus Overview  
· What is theory?  
· Strengths Perspective and Empowerment  
· Laura Case Study | Coady & Lehmann, Ch. 1 (Generalist-Eclectic), 2 (Theory), 6 (Strengths), 17 (Empowerment) | Extra Credit-Introduction Discussion Board- Sunday Jan 20th |
| 2      | Jan 21-27  | Ecological Systems                         | Coady & Lehmann, Ch. 4 (Ecological) Turner, Ch. 8 (Ecopsychology) 14 (General Systems Theory) | N/A                                                  |
| 3      | Jan 28-Feb 3 | Psychoanalytical: Self-Psychology & Freud | Coady & Lehmann, Ch. 9 (Self-Psychology) Turner Ch. 25 (Psychoanalytic) | N/A                                                  |
| 4      | Feb 4-10   | Attachment                                 | Coady & Lehmann, Ch. 7 (Attachment) Turner Ch 1 (Attachment)             | Extra Credit-Resources Discussion Post Due Sunday Feb 10th by 11:59pm |
| 5      | Feb 11-17  | Humanistic/Person-Centered                 | Coady & Lehmann, Ch. 13 (Client-Centered) Turner, Ch. 3 (Person-Centered) | Paper 1 Due Sunday February 17th by 11:59pm Optional Extra Credit- Work with Dr. Kilgore on your paper |
| 6      | Feb 18-24  | Solution-Focused Brief Therapy (SFBT)      | Coady & Lehmann, Ch. 3 (Problem-solving model), 12 (Task-centered) 20 (Solution-focused) | N/A                                                  |
| 7      | Feb 25-March 3 | · Relational Model  
· Interpersonal Psychotherapy (IPT) | Coady & Lehmann, Ch. 8 (Relational) Turner, Ch. 27 & 28 (Relational) | N/A                                                  |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Thematic Focus</th>
<th>Textbook References</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 8    | March 3-10  | Cognitive-Behavioral Therapy (CBT) · Rational-Emotive Behavior Therapy (REBT) | Coady & Lehmann, Ch. 10 (CBT), Turner, Ch. 4 (CBT), 5 (CT) | **Paper 2 Due**  
Sunday March 10th by 11:59PM  
Optional Extra Credit- Work with Dr. Kilgore on your paper |
|      | March 11-17 | N/A                                                                           | N/A                           | None- just self-care!                                                       |
|      | (SPRING BREAK) | N/A                                                                           | N/A                           |                                                                 |
| 10   | March 18-24 | Dialectical-Behavior Therapy (DBT)                                             | See Blackboard               | N/A                                                                        |
| 11   | March 25-31 | Existential · Gestalt                                                           | Coady & Lehmann, Ch. 14 (Existential), Turner Ch. 10 (Existential), 15 (Gestalt) | N/A                                                                        |
| 12   | April 1-7   | Constructivism-Narrative Therapy                                               | Coady & Lehmann, Ch. 18 (Narrative), Turner, Ch. 6 (Constructivism), 21 (Narrative), 34 (Social Construction) | **Paper 3 Due**  
Sunday April 7 before 11:59pm  
Optional Extra Credit- Work with Dr. Kilgore on your paper |
| 13   | April 8-14  | Emotion-Focused Therapy (EFT) · Motivational Interviewing (MI)                | Coady & Lehmann, Ch. 15 (Emotion-focused)  
See Blackboard | N/A                                                                        |
| 14   | April 15-21 | Crisis Intervention · Mindfulness                                              | Coady & Lehmann, Ch. 11 (Crisis Intervention), Turner Ch. 11 (Feminist)  
See Blackboard | N/A                                                                        |
| 15   | April 22-28 | Family Systems                                                                 | Coady & Lehmann, Ch. 5 (Individual and Family Development) | N/A                                                                        |
| 16   | April 29-  
**FRIDAY** May 3 | None                                                                         | None                          | **Paper 4 Due**  
**FRIDAY May 3** before 11:59pm  
Optional Extra Credit- Work with Dr. Kilgore on your paper  
**Extra Credit- Wrap Up Discussion Board Due Friday May 3** |

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 (817-272-3671 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. 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/aaofao/).

O. 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.

P. 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.

Q. 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/title IX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

R. 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/

S. 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.

T. 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/.

U. 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.

V. 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.