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

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date - Before 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Strengths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Genogram</td>
<td>(4 posts at 5 points each = 20 total)</td>
<td>Sunday September 2</td>
</tr>
<tr>
<td>- Genogram</td>
<td></td>
<td>Sunday September 16</td>
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<tr>
<td>- Genogram</td>
<td></td>
<td>Sunday October 21</td>
</tr>
<tr>
<td>- Genogram</td>
<td></td>
<td>Sunday October 28</td>
</tr>
<tr>
<td>Ethics PowerPoint</td>
<td>15</td>
<td>Sunday September 23</td>
</tr>
<tr>
<td>Biopsychosocial Assessment</td>
<td>20</td>
<td>Sunday November 4</td>
</tr>
<tr>
<td>Skills Presentation Video</td>
<td>20</td>
<td>Sunday November 25</td>
</tr>
<tr>
<td>Theory &amp; Practice Comparison Paper</td>
<td>25</td>
<td>TUESDAY December 4th by 11:59pm</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>-</td>
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</tbody>
</table>

Optional Extra Credit

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due by 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend “The Write Stuff” seminar at SSW Writing Resource Center</td>
<td>1</td>
<td>Anytime during semester</td>
</tr>
<tr>
<td>Resource Discussion Board</td>
<td>1</td>
<td>Sunday October 7</td>
</tr>
<tr>
<td>Work with Dr. Kilgore on Biopsychosocial Assessment</td>
<td>1</td>
<td>Sunday November 4</td>
</tr>
<tr>
<td>Work with Dr. Kilgore on Final Paper- Theory &amp; Practice Comparison</td>
<td>1</td>
<td>TUESDAY December 4</td>
</tr>
<tr>
<td>Wrap up Discussion Board</td>
<td>1</td>
<td>TUESDAY December 4</td>
</tr>
</tbody>
</table>

DISCUSSION BOARDS

All discussion boards and responses are due Sunday evenings by 11:59pm.

Students will answer questions posted on the Discussion Board thread. Topics include:

- Creating a genogram
- **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)

- Documentation

- **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)

- Assessing your strengths

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

These questions will require you to have read the material and to think critically about it. It is expected that you will read the questions and responses of your classmates and respond to at least one of them with thoughtful comments and questions that reflect your knowledge of the readings. It is the quality of the response that will be evaluated.

Be clear about the distinction between your opinions and materials taken from the text. In order to ensure that you are completing the required reading and understand the information, please cite the textbook or other readings (articles, lecture PowerPoints, etc.), both in-text and in a reference citation at the end, to support specific information you provide. It is expected that all responses to questions will be clearly written using correct spelling and grammar.

**ETHICS POWERPOINT PRESENTATION**

In this assignment, students will be working in groups to create a PowerPoint presentation. Each group is responsible for determining an ethical course of action for handling the dilemma in a hypothetical scenario. Groups will utilize resource materials in:


Each group will review a case presenting an ethical dilemma from the list below and discuss the dilemmas in light of the reading. In discussing the cases, please follow steps 1-4 of Reamer’s 7-Step Process on the Ethical decision making handout.

**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.

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

**SKILLS PRESENTATION VIDEO**

Students will demonstrate the skills that they have learned throughout the semester in a 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.

**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)
BIOPSYCHOSOCIAL ASSESSMENT

Students will complete a biopsychosocial of an individual of their choosing. A biopsychosocial history is a comprehensive assessment of an individual. The assessment does not have a specific length, but should not exceed 7 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.).

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

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

FINAL PAPER- THEORY & PRACTICE MODEL

In this paper, you will compare and contrast two practice models (e.g., motivational interviewing, solution-focused brief therapy, narrative therapy, case management, psychoeducation, etc.). The paper should be 6-8 pages in length and written APA style. At least 5 professional references are required. Two of these references must be from social work books or journals.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.7 subpoints 1 and 2; Educational Policy 2.2.10 b subpoints 1-4; Educational Policy 2.2.10 c subpoints 1-5

PAPERS - GENERAL INFORMATION AND EXPECTATIONS

All papers must follow APA guidelines. At a minimum this means:

- Points will be deducted if you do not follow these guidelines. See the following website for additional help with APA format: http://owl.english.purdue.edu/owl/resource/560/01/
- Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else's words, thoughts, or ideas and claiming them as your own - i.e., using direct sentences written by others) will result in a failing grade for the course.
- Please use formal and professional language when completing papers and assignments for this course.

**All assignments must be submitted through Blackboard under Course Materials > Submit Assignments Here.

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,

G. Grading

All papers must be grammatically correct using APA style, 6th edition. Any assignments completed in dyads or triads 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.

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

<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>
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<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)
COMMUNICATION:

I often teach multiple different classes each semester, so when emailing me, please include the name or number of the class in the title so I make sure I’ve got the context correct!

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

**Late Assignments:** Assignments are not accepted past 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. Discussion Boards will not be accepted late and cannot be made up.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due by 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>August 22-26</td>
<td>Syllabus and Course Overview</td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>1</td>
<td>August 27-September 2</td>
<td>The Challenges &amp; Opportunities of Social Work Introduction to Professionalism Direct Practice: Domain, Philosophy, Roles Overview of the Helping Process</td>
<td>H: Chapter 1-3</td>
<td>Discussion Board-Introduction Sunday September 2\textsuperscript{nd}</td>
</tr>
<tr>
<td>2</td>
<td>September 3-9</td>
<td>Introduction to Social Work continued Professionalism Critical Thinking, Scientific Inquiry, and Career-Long Learning</td>
<td>C: Chapter 1-3</td>
<td>NONE</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Chapters</td>
<td>Discussion Board-</td>
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<tr>
<td>3</td>
<td>September 10-16</td>
<td>Valuing Diversity, Advancing Human Rights and Social Justice, and Promoting Social Well-Being through Policy Practice.</td>
<td>C: Chapter 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>September 17-23</td>
<td>Ethical Decision Making Operationalizing the Cardinal Social Work Values Social Work Code of Ethics</td>
<td>C: Chapters 5 H: Chapter 4</td>
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<td></td>
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<td></td>
<td>Ethics Presentation</td>
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<tr>
<td>5</td>
<td>September 24-30</td>
<td>Talking and Listening--The Basic Interpersonal Skills Building Blocks of Communication: Conveying Empathy and Authenticity</td>
<td>C: Chapter 6 H: Chapter 5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>October 1-7</td>
<td>Preparing, Beginning Verbal Following, Exploring, and Focusing Skills.</td>
<td>C: Chapter 7 and 8 H: Chapter 6</td>
<td>Optional: Extra Credit-Resources Discussion Board</td>
</tr>
<tr>
<td>7</td>
<td>October 8-14</td>
<td>Exploring Eliminating Counterproductive Communication Patterns</td>
<td>C: Chapter 9 H: Chapter 7</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics</td>
<td>Chapters</td>
<td>Notes</td>
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<tr>
<td>9</td>
<td>October 22-28</td>
<td>Assessing Family Functioning in Diverse Family and Cultural Contexts.</td>
<td>H: Chapters 10-11</td>
<td>Discussion Board-Genogram Sunday October 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forming and Assessing Social Work Groups</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>November 5-11</td>
<td>Contracting Working &amp; Evaluating Developing Goals and Formulating a Contract. Planning and Implementing Change-Oriented Strategies.</td>
<td>C: Chapter 11-12 H: Chapters 12-13</td>
<td>NONE</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Additional Notes</td>
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<tr>
<td>13</td>
<td>November 19-25</td>
<td>Additive Empathy, Interpretation, and Confrontation. Managing Barriers to Change</td>
<td>H: Chapters 17 and 18</td>
<td></td>
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<tr>
<td></td>
<td>Skills Video</td>
<td>Sunday November 25</td>
<td></td>
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<tr>
<td>14</td>
<td>November 26-December 2</td>
<td>Ending Treatment Termination</td>
<td>C: Chapter 13</td>
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<td></td>
<td>H: Chapter 19</td>
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<td></td>
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<td>NONE- you’re about to “terminate” this class</td>
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<tr>
<td>15</td>
<td>December 3-10</td>
<td>NONE</td>
<td>NONE</td>
<td></td>
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<tr>
<td></td>
<td>Final Paper-Theory &amp; Practice Comparison- TUESDAY December 4th</td>
<td>Optional- Extra Credit Wrap Up Discussion Board</td>
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<td></td>
<td></td>
<td>Optional- Work with Dr. Kilgore on your final paper</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.
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. Drop Policy**

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

**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](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.

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/titleIX 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.