A. Description of Course Content

Critical evaluation of the value base of the social work profession and basic practice concepts including interviewing, communication and problem solving skills at the individual, family, and group levels in diverse settings. This course is required for admission to the Bachelor of Social Work (BSW) program. Prerequisite: SOCW 2311. Prospective BSW majors only. Grade of C or better in SOCW 2311 required.

Class time will be provided to discuss and prepare the Group Ethics presentation; however, it may not be enough. It is possible that students will need to spend some time on this assignment outside of the regular class period.

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:

1. Practice personal reflection and self-correction to assure continual professional
2. Attend to professional roles and boundaries

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:
1. Recognize and manage personal values in a way that allows professional values to guide
2. 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
3. Tolerate ambiguity in resolving ethical conflicts; and
4. Apply strategies of ethical reasoning to arrive at principled

**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:

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice
2. Analyze models of assessment, prevention, intervention, and evaluation; and
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and

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

1. Use research evidence to inform practice.

**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:

(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

**Educational Policy 2.1.10(a), (b), (c), and (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(a)**—**Engagement:** Social workers

1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
2. Use empathy and other interpersonal skills; and
3. Develop a mutually agreed-on focus of work and desired

**Educational Policy 2.1.10(b)**—**Assessment:** Social workers

1. Collect, organize, and interpret client
2. Assess client strengths and
3. Develop mutually agreed-on intervention goals and objectives; and
4. Select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention:** Social workers

1. Initiate actions to achieve organizational goals.
2. Implement prevention interventions that enhance client capacities.
3. Help clients resolve problems.
4. Negotiate, mediate, and advocate for clients; and
5. Facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation:** Social workers critically analyze, monitor, and evaluate interventions.

**Council on Social Work Educational Policy, Section 4.5, Social Work Practice:** “Social work practice is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge 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.”

**C. Required Textbooks and Other Course Materials**


*Please note that students will use these texts again in SOCW 3304. Because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.*

**D. Additional Recommended Textbooks and Other Course Materials**

Additional course materials can be found under course folders.

**E. Descriptions of Major Assignments and Examinations**

**A. Genogram/ecomap/critical events time line - 50 pts**

Create:

1. a three generation family genogram, including your grandparents, parents, yourself, and your siblings. If applicable, you may also include your children in the genogram

   or

2. Ecopmap

   or

3. Critical events timeline
Write a 2 page reflective paper explaining your genogram/ecomap or critical events timeline and any insights you gained. This paper does not have to be in the APA format but it does need to be written professionally using correct grammar & punctuation.

B. ETHICS GROUP PRESENTATION - 50 pts

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

- **Class Lecture**
- **Cournoyer, et al. Chapter 5**
- **Ethical decision making handout**

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

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

**Steps 1-4 of Reamer’s 7-Step Process:**

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

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

**Grading Criteria**

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

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).

C. Skills Demonstration -50 pts
Students will demonstrate the skills that they have learned throughout the semester in a final brief 2 person role-play segment involving basic interviewing skills utilized by the social work practitioner during an initial meeting. The role play is expected to last 10 minutes. The topic of the first meeting (i.e., why the social worker is meeting the client) should be submitted to me by the end of class on a date TBA. Some class time will be provided to discuss and prepare the role-play; however, it may not be enough. It is likely that students will need to spend some time on this assignment outside of the regular class period. Additional information on the content and grading of this assignment will be provided in class and posted on Blackboard in the Assignment folder.

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

D. WHY SOCIAL WORK? – 50 pts

Students will write a brief (4 page) paper identifying your reasons for choosing Social Work as a profession. The paper should take the form of a coherent, well-organized essay, with a logical structure that is apparent to the reader. You will be graded in part on how effectively you are able to communicate your ideas in written form, so be sure to pay close attention to such details as spelling, grammar, and punctuation. Please use APA style and 4 peer reviewed, journal or book professional references.

In this paper you will identify: PLEASE USE THE FOLLOWING 10 CRITERIA AS HEADINGS TO GUIDE YOU AS YOU WRITE.

• your reasons *
• significant relationships*
• personal life experiences*
• personal values that may influence your ability to practice*
• strengths and weakness that you bring to the field*

You will also be asked to address how your own:

• race *
• gender *
• culture *
• religion *
• sexual preference *

potentially affect your ability to establish and maintain an accepting professional relationship with individuals and families in need.

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)

E. EXAMS (2) - 50 pts each

Two exams will be given during the semester. One will cover the first half of the class material; the second will cover the second half of the class. Exam material will come from lectures, assigned readings, and any handouts given in class. Make-up exams and their format will be provided at instructor’s discretion and you must contact me by email or phone before the time of the scheduled exam. Anyone arriving 30 minutes late for an exam will not be allowed to take the exam and no points will be given for the exam.

Addresses the following Core Competencies (Skills and Behaviors): Educational Policy 2.1.2(a, b, c, d) Educational Policy 2.1.3(a, b, c) 2.1.6(a) Educational Policy 2.1.7(a)
F. Participation - 10 points

There will be 5 in class participation activities worth 2 points each. If a student is not in attendance no points will be given. You cannot make up points.

Role-plays - 0 pts

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

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

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 (i.e., Why Social Work paper and Psychosocial Assessment). This includes refraining from the use of contractions (e.g., can’t, don’t, won’t, etc.).

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through Blackboard. Hard Copies are not to be turned in unless specified otherwise.

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, Due to the format and content of this course, regular and punctual attendance is imperative and expected. Additionally, it is expected for students to be on time and not leave early. Repetitive lateness (e.g., 15 minutes late), as well as leaving class early, may affect your final grade. If it is necessary for you to be late or leave class early, please let me know in advance. Any in class assignment missed cannot be made up.
G. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points possible</th>
<th>Due Date</th>
<th>Course Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genogram/summary</td>
<td>50 pts</td>
<td>9/18/2019</td>
<td>288-320 = A</td>
</tr>
<tr>
<td>Ethics Presentation</td>
<td>50 points</td>
<td>10/16/2018</td>
<td>256 - 287 = B</td>
</tr>
<tr>
<td>Exam I -online</td>
<td>50 points</td>
<td>10/23/2019-10/28/2018</td>
<td>224 - 255= C</td>
</tr>
<tr>
<td>Why Social Work? Paper</td>
<td>50 pts</td>
<td>11/20/2018</td>
<td></td>
</tr>
<tr>
<td>Skills Demonstration</td>
<td>50 pts</td>
<td>11/27/2018</td>
<td></td>
</tr>
<tr>
<td>Progress note/Soap Note</td>
<td>10 pts</td>
<td>11/28/2018 to BB @ 11:59</td>
<td></td>
</tr>
<tr>
<td>Exam II</td>
<td>50 pts</td>
<td>12/4/2018 - 12/9/2018</td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>10 pts</td>
<td>Throughout semester</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>320</td>
<td></td>
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</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.

H. Make-Up Exams

Make-Up Exam and Assignment Policy:

There are no make up exams. Anyone arriving 15 minutes late for an exam will not be allowed to take the exam and no points will be given for the exam. If it is an online exam and you miss the opportunity to complete the exam you will not be permitted to access the exam once it is closed.

If it is necessary for you to be late or leave class early, please let instructor know in advance. Any in class assignment missed cannot be made up.

All written assignments will be due on the date listed on the Course Schedule (see below) at the beginning of class; if you are more than 15 minutes late for class, the assignment is considered late. Five points will be deducted for each calendar day an assignment is late.

I. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings C: Cournoyer H: Hepworth et al.</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28/2018</td>
<td>Introductions; Syllabus and Course Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
<td></td>
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<tr>
<td>2</td>
<td>9/4/2018</td>
<td>The Challenges of Social Work Review genogram assignment</td>
<td>C: Chapter 1&lt;br&gt;H: Chapter 1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/11/2018</td>
<td>Introduction to Professionalism Direct Practice: Domain, Philosophy, Roles</td>
<td>C: Chapter 2&lt;br&gt;H: Chapter 2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/9/2018</td>
<td>Ethics Presentation Preparation Self care, Risk Management</td>
<td>See course materials</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/16/2018</td>
<td>Ethics Presentations /peer review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/23/2018</td>
<td>Review Presentations, Exam review, Case study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10/30/2018</td>
<td>Talking and Listening--The Basic Interpersonal Skills Building Blocks of Communication: Conveying Empathy and Authenticity</td>
<td>C: Chapter 6&lt;br&gt;H: Chapter 5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/6/2018</td>
<td>Preparing, Beginning Verbal Following, Exploring, and Focusing Skills.</td>
<td>C: Chapter 7 and 8&lt;br&gt;H: Chapter 6</td>
<td></td>
</tr>
</tbody>
</table>
| 12 | 11/13/2018 | Exploring: Eliminating Counterproductive Communication Patterns Video and discussion | C: Chaper 9  
H: Ch 7 |
|---|---|---|---|
| 13 | 11/20/2018 | No in class meeting presentation preparation Extra credit in discussions | see course materials  
Why social Work? paper due 11/20/2018 submit to BB |
| 14 | 11/27/2018 | Skills Presentations/peer review and feedback | see course materials  
Progress Note/Soap Note due 11/28/2018 @ 11:59 |
| 15 | 12/4/2018 | Review skills demonstration, peer feedback Wrap up/Review for exam II Exam II online | see course materials  
Exam II online 12/4/2018- 12/11/2018 |

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](mailto:resources@uta.edu), or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto: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

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians...................... http://library.uta.edu/subject-librarians
Course Reserves...................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ........................ http://library.uta.edu/how-to
Connecting from Off-Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian........................... http://ask.uta.edu

N. Emergency Exit Procedures

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

O. Drop Policy

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

P. Disability Accommodations

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

The Office for Students with Disabilities, (OSD) www.uta.edu/disability 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

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](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.