A. Description of Course Content

This course explores, within the context of a strengths and empowerment perspective, theories of human behavior. For social work majors, it is strongly recommended that SOCW 3302 be taken before this course. Offered as AAST 3301 and SOCW 3301; credit will be granted in only one department. This course is required for Social Work Field Instruction and Seminar I (SOCW 4951).

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1-9, it mainly focuses on competencies 2 & 7.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, my oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experience; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients.

C. Required Textbooks and Other Course Materials


[NASW Code of Ethics](#)

Any Assigned Articles given by Instructor (These will be provided through Blackboard).

D. Additional Recommended Textbooks and Other Course Materials

[APA Formatting and Style Guide (Online Writing Lab, Purdue University)](#)

[UT Arlington School of Social Work Writing Resource Office](#)

E. Descriptions of Major Assignments and Examinations

Note: All assignment due dates are in the course Schedule later in this document.
1) Plagiarism Tutorial (10 points)

- This tutorial is designed to make you aware of what constitutes plagiarism. This will assist you in avoiding plagiarism in your papers for this class and others.
- Complete the tutorial available at [http://library.uta.edu/plagiarism/index.html](http://library.uta.edu/plagiarism/index.html).
- Then, complete the quiz at the end of the tutorial.
- The tutorial provides you with an option to email you certificate to your professor. Please opt to have the system email the certificate to me at rtpraetorius@uta.edu or you may upload the certificate in the space provided in Blackboard under Session 1.

Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.2.

2) Discussion Boards (10 points each)

There are discussion board questions posted for each session. These can be found in the respective Session folders. These are an opportunity for you to discuss course content with your classmates. These will help you better understand and apply the material.

You must answer at least one of the discussion board questions posted for each session. In addition, you must post responses to at least two postings of your classmates. You may earn up to 10 points each session by participating in the discussion board. There will be 15 Discussion Boards, corresponding with the 15 Sessions of the semester. These can be found in the respective Session folders.

In order to earn the full 10 points in any given session, you must meet the following criteria:

1. Respond to at least one new discussion board question and comment on two postings from your classmates.
2. Demonstrate thoughtfulness and effort in your response.

Note: Discussions will end on Mondays at 11:59pm, and new discussions will begin on Tuesdays at 12am. I encourage you to respond to other students’ postings and to participate in more than the minimum number of discussions required, as participation will generally enhance your understanding of the material as well as your overall experience in the course.

Includes all designated skill(s) or behavior(s) for this course.

3) Quizzes (10 points each)

There will be 10 short timed quizzes administered during the semester. The quizzes will be open-book, and you may access your notes as well as other resources to complete the quizzes. Each quiz will be worth a total of 10 points; due dates are noted in the Course Schedule later in this document.

Includes all designated skill(s) or behavior(s) for this course.

4) Diversity and Ethics Paper (40 Points)

Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.2(1); Educational Policy 2.1.4(1-3); Educational Policy 2.1.6(2).

Write a paper on explicit aspects of the NASW Code of Ethics and values that relate to human diversity with regard for the worth and dignity of all persons, as applied to a specific case where you are delivering social services. This case can be based on your own practice experiences or a hypothetical one based on your understanding of social work practice—do not use a case from a textbook. Discuss how you will apply these ethics and values to your practice with persons different from you in terms of race, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation. Address at least two of these areas. What dilemmas do you anticipate and why? How will you resolve them? Cite and specify the pertinent ethics and values that will guide your practice decisions in working with diverse persons. Write out
the values and codes (with code numbers). Discuss how the Hierarchy of Ethical Principles (Loewenberg & Dolgoff, 1996) would guide your decision-making. Cite at least two peer reviewed academic journal articles that present research findings specifically relevant to your case and related to working with persons different than yourself. The paper must be written in APA style. Paper should be 3-5 pages in length. The cover and reference pages are not included in the page number requirement.

Grades will be determined based on the following rubric:

<table>
<thead>
<tr>
<th>Grading Element</th>
<th>Points</th>
<th>Notes</th>
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</thead>
</table>
| Clarity - Content is expressed with clarity and coherence. | 9 points | Includes grammar, spelling, & coherence.  
  Extensively Evident: 8 - 9 points  
  Moderately Evident: 6 - 7 points  
  Inconsistently Evident: 4 - 5 points  
  Rarely Evident: 1 - 3 points  
  Not Evident: 0 points |
| Correct APA style is used.               | 7 points | 1 point per numbered element (Websites are provided for assistance):  
  1. Margins, page numbers, and font: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)  
  2. Cover Page, running head: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)  
  3. Headings: [http://owl.english.purdue.edu/owl/resource/560/16/n](http://owl.english.purdue.edu/owl/resource/560/16/n)  
  4. Citations (in-text)  
  · When to cite: [http://libraries.uta.edu/ebarker/flashPlag/](http://libraries.uta.edu/ebarker/flashPlag/)  
  · In-text: [http://owl.english.purdue.edu/owl/resource/560/03/](http://owl.english.purdue.edu/owl/resource/560/03/)  
  5. Reference page: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)  
  · Electronic resources: [http://owl.english.purdue.edu/owl/resource/560/10/](http://owl.english.purdue.edu/owl/resource/560/10/)  
  6. Properly formatted quotations where applicable: [http://owl.english.purdue.edu/owl/resource/560/02/](http://owl.english.purdue.edu/owl/resource/560/02/)  
  7. Does not overuse quotations. |
| Introduction, case description and background. | 10 points | Introduces the paper and provides a roadmap of what the paper will accomplish. Describes the case and provides sufficient background.  
  Extensively Evident: 8 - 10 points  
  Moderately Evident: 5 – 7 points  
  Inconsistently Evident: 2 – 4 points  
  Not or Rarely Evident: 0 – 1 points |
| Applications: Substantive, Comprehensive, detailed, more than 1 or 2 sentences. | 14 points | A detailed discussion of how you will apply ethics when working with diverse persons in your case example described in the introduction. A minimum of 2 ethical dilemmas should be described in detail. Resolution of the dilemma are detailed and guided by the Code of Ethics and Hierarchy of Ethical Principles (Loewenberg & Dolgoff, 1996). Citations from the Code of Ethics and minimum of 2 journal articles are required.  
  Extensively Evident: 12 - 14 points  
  Moderately Evident: 8 – 11 points  
  Inconsistently Evident: 4 – 7 points  
  Rarely Evident: 1 - 3 points  
  Not Evident: 0 points |
| Total | 40 points | |

5) Case Study (50 Points)

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.7(1-2); Educational Policy 2.1.3(1); Educational Policy 2.1.4(1-3).

Write a case study on a family, a group, a small organization, or a community continuing to use the case
presented in the Diversity and Ethics Paper.

1. Examine your social system using **3 perspectives/theories** and **5 concepts** (ideas derived from the theories found in the text chapters) as they apply to the social unit you select.

2. **Define and discuss the perspectives/theories and concepts in detail** and give examples of how the social system demonstrates each theory and concept. Also discuss diversity issues relevant to the social system (**race, ethnicity, social class, religion, physical/mental ability, sexual orientation, etc.**).

3. Describe and illustrate ways in which social systems **promote or block** the achievement and maintenance of health and well-being for the social unit you selected.

4. The student should consider this project a —work in progress (in most cases a continuation of the Diversity and Ethics Paper), and work on the case study throughout the semester in order to make the case study manageable and turn in quality work.

5. This paper should be a maximum of **7 - 10 double-spaced pages** in length and follow APA format. Include pertinent material from your textbook and include a **minimum of three articles from social work journals** that present research findings specifically relevant to understanding the causes of your client’s problems or relevant to how to provide effective social services. The cover and reference page are not included in the page number requirement. Points will be deducted for failure to adhere to the maximum number of pages.

Grades will be determined based on the following rubric:

<table>
<thead>
<tr>
<th>Grading Element</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity - Content is expressed with clarity and coherence.</td>
<td>9 points</td>
<td>Includes grammar, spelling, &amp; coherence. Extensively Evident: 8 - 9 points Moderately Evident: 6 - 7 points Inconsistently Evident: 4 - 5 points Rarely Evident: 1 - 3 points Not Evident: 0 points</td>
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<tr>
<td>Description and application of theories</td>
<td>6 points</td>
<td>Minimum of 3 theories need to be elaborate, detailed and substantive to receive full credit.</td>
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<tr>
<td>Description of concepts</td>
<td>10 points</td>
<td>Minimum of 5 concepts. Need to be elaborate, detailed and substantive to receive full credit.</td>
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<tr>
<td>Description of diversity Issues/Influences</td>
<td>7 points</td>
<td>Discuss and explain diversity issues of the social unit that you have selected (religion, sexual orientation, race, disability, etc.).</td>
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<tr>
<td>Promotion of Health and Well-Being</td>
<td>4 points</td>
<td>Discuss in terms of social systems and how they promote or block the achievement of health and well-being.</td>
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</tbody>
</table>
Depth and Substance | 7 points | Applications of theories, concepts, and diversity influences are intricate, comprehensive, and reflect depth versus superficiality. Citations from the book and minimum of 3 social work journal articles are required.
---|---|---
Total | 50 points | 

6) Midterm (50 points) and Final Exams (100 points)

There will be both a Midterm (50 points) and a Final Exam (100 points) in this course. Both will be administered online and will include various types of questions such as multiple choice, true/false, short answer and essay. 

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.2(1); Educational Policy 2.1.6(2); Educational Policy 2.1.7.

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,

Regular access to the course in Blackboard is expected. In borderline grade situations, Blackboard access will count at the professor’s discretion. Actions that undermine your class participation and compromise the sense of intellectual and practice community in the online classroom negatively affect your grade. Actions that undermine your class participation include, but are not limited to: failure to submit assignments in a timely manner, not logging in at least twice weekly to the course website, and disrespectful communication either in person or via electronic means.

G. Grading

1. Late Policy: Late assignments will be handled on a case-by-case basis at the instructor’s discretion. Please email the instructor if this issue arises (rtpraetorius@uta.edu).
2. When to Expect Grades: In most cases, expect the professor to grade assignments within 2 weeks of the due date; note the department requirement for grading is within 3 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. Do not ask when the professor will assign grades. Do not call the professor about your grades or email her about them.
3. Incompletes: Generally, the professor will not grant an “incomplete” grade. The professor assigns “incomplete” grades only in rare circumstances.
4. Calculating your Final Grade (After all assignments have been graded): Find the “Total” in Blackboard Grade Center. This is the total number of points you have earned. Find where that number falls in the following grading scale below for your final grade.

A = 450+ = Unusually good and outstanding performance; excellent
B = 400-449 = Very good performance; exceeds the acceptable standard
Suggestions for Earning a Good Grade. The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

- First, complete the assigned material in the Session folder, i.e., read the chapter and related materials, view the linked videos.
- Second, ask your question regarding the course materials through an email to the professor.
- Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment.

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

The course materials, assigned readings, videos and this syllabus are all you require to earn a higher grade in this class. Read and listen to all these materials carefully. This document provides you with directions for completing the assignments and a schedule showing you when each assignment is due.

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 exams and assignments will be handled on a case by case basis. Contact the Instructor.

I. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Session</th>
<th>Book Chapter</th>
<th>Topic and Assignment</th>
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<tbody>
<tr>
<td>8/27/2015</td>
<td>1</td>
<td>1</td>
<td>Introduction and Ch. 1: Setting the Stage: A Multidimensional Approach</td>
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<td>Discussion Board 1 due 8/31/2015, 11:59pm</td>
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<td>Plagiarism Tutorial due 8/31/2015, 11:59pm</td>
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<td>8/31/2015</td>
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<td>Chapter 2: Theoretical Perspectives on Human Behavior</td>
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<td>Quiz due 9/7/2015, 11:59pm</td>
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<td>Discussion Board 2 due 9/7/2015, 11:59pm</td>
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<td>9/7/2015</td>
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<td>NA</td>
<td>NASW Code of Ethics; Hierarchy of Ethical Principles (Loewenberg &amp; Dolgoff, 1996)</td>
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<td>Quiz due 9/14/2015, 11:59pm</td>
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<td>Discussion Board 3 due 9/14/2015, 11:59pm</td>
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<td>4</td>
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<td>Chapter 3: The Biological Person</td>
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<td>Quiz due 9/21/2015, 11:59pm</td>
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<td>Discussion Board 4 due 9/21/2015, 11:59pm</td>
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<td>Chapter 4: The Psychological Person</td>
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<td>Chapter 5: The Psychosocial Person</td>
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<td><strong>Quiz due 9/28/2015, 11:59pm</strong></td>
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<td><strong>Discussion Board 5 due 9/28/2015, 11:59pm</strong></td>
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<td>9/28/2015</td>
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<td><strong>Diversity and Ethics Paper due 10/5/2015, 11:59pm</strong></td>
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<td>Chapter 8: Culture</td>
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<td>Chapter 9: Social Structure and Social Institutions</td>
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<td><strong>Quiz due 10/12/2015, 11:59pm</strong></td>
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<td><strong>Discussion Board 6 due 10/12/2015, 11:59pm</strong></td>
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<td>Chapter 11: Small Groups</td>
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<td><strong>Quiz due 10/19/2015, 11:59pm</strong></td>
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<td><strong>Discussion Board 7 due 10/19/2015, 11:59pm</strong></td>
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<td>10/19/2015</td>
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<td><strong>Midterm due 10/26/2015, 11:59pm</strong></td>
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<td>Chapter 10: Families</td>
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<td><strong>Discussion Board 8 due 11/2/2015, 11:59pm</strong></td>
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<td><strong>Quiz due 11/2/2015, 11:59pm</strong></td>
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<td>11/2/2015</td>
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<td><strong>Case Study Due 11/9/2015, 11:59pm</strong></td>
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<td>*11/4/2015 last day to drop classes</td>
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<td>11/9/2015</td>
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<td>Chapter 12: Formal Organizations</td>
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<td><strong>Quiz due 11/16/2015, 11:59pm</strong></td>
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<td><strong>Discussion Board 9 due 11/16/2015, 11:59pm</strong></td>
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<td>Chapter 13: Communities</td>
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<td><strong>Quiz due 11/23/2015, 11:59pm</strong></td>
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<td><strong>Discussion Board 10 due 11/23/2015, 11:59pm</strong></td>
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<td>Chapter 7: The Physical Environment</td>
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<td><strong>Quiz due 11/30/2015, 11:59pm</strong></td>
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<td><strong>Discussion Board 11 due 11/30/2015, 11:59pm</strong></td>
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<td>11/26-11/27/2015</td>
<td>Thanksgiving Holidays</td>
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<td>Chapter 6: The Spiritual Person</td>
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<td><strong>Quiz due 12/7/2015, 11:59pm</strong></td>
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<td><strong>Discussion Board 12 due 12/7/2015, 11:59pm</strong></td>
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<td>12/7/2015</td>
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<td><strong>Discussion Boards 13 and 14 due 12/14/2015, 11:59pm</strong></td>
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<td>12/14/2015</td>
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<td><strong>Discussion Board 15 and Final Exam due 12/17/2015</strong></td>
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<tr>
<td>12/17/2015</td>
<td></td>
<td><strong>Final Exam and Discussion Board 15 due 11:59pm</strong></td>
<td></td>
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</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for
assignments and exams, and reviewing online content, etc.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or 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/ao/aafao/).

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/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.