A. Description of Course Content

The theory and practice of social change at the community level, including a sociological analysis of bureaucracies as collectivities of power, and of the community as a social phenomenon. Three models of community organization—community development, social action, and social planning—will be emphasized including methods of resource delivery and redistribution. This course is required for Social Work Field Instruction and Seminar II (SOCW 4952). Prerequisite: SOCW 3301. BSW majors only.

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 7 & 9
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 and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitate methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

1. Quizzes: There will be 10 quizzes developed from weekly chapter readings. Addresses Competency 7 & 9.

2. Teamwork Assignments:

- Area of Interest Chart- Students will be assigned to groups based on completion of an area of interest chart in Module 1.
• Video Introduction- After the student is assigned to a group online, Students will then complete a video introduction to their team to get started with the Teamwork activities. (Video Introduction & Area of Interest Survey 5 points)

Students in this specific course section will work in groups or Teams of 3-4 to complete assignments, with the ultimate goal of giving a group presentation on the Community Assessment. Prior to completing Required Community Assessment Activities below, students will complete the following TEAMwork Assignments 1 & 2. There are two major Teamwork Assignments: Assignment 1 (Tasks 1 & 2) and Assignment 2 (Tasks 3 &4).

These Teamwork Assignments will allow the team to form a solid foundation prior to attempting the 8 Required Community Assessment Activities.

<table>
<thead>
<tr>
<th>Teamwork Assignment 1</th>
<th>Task 1: Becoming a Team</th>
<th>2 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Task 2: Communicating with your Team</td>
<td>2 Points</td>
</tr>
<tr>
<td>Teamwork Assignment 2</td>
<td>Task 3: Working Together</td>
<td>2 Points</td>
</tr>
<tr>
<td></td>
<td>Task 4: Tools for the Project</td>
<td>2 Points</td>
</tr>
</tbody>
</table>

3. Required Community Assessment Activities: (8 activities)

The following activities allow students to actively participate in the Community Assessment assignment. Each activity is designed to assist students in developing the Community Assessment. See details for each activity in Course Modules. Addresses Competencies 7 and 9.

Activity I Exploring the Community Assessment Topic-Students discuss consider their personal experiences & values regarding the chosen topic.

Activity II Windshield Survey-Students visit the chosen community on foot or in a vehicle and reflect on community assets and areas of need based on visual observations.

Activity III Asset Mapping-Using the course text, students develop a “chart” of the community assets and gaps in services, based on observations and empirical research to this point in the project.

Activity IV Identifying Major Findings-Student expand on developed knowledge from previous assignments and additional exploration including research, possible community meetings or interviews and begin to make some conclusions regarding their findings.

Activity V Assess an Organization- Students are provided with questions for exploring an actual human service organization in their chosen area.

Activity VI Key Informant Interview

Activity VII PSA Video Discussion Topic Public Service Video. Students find and discuss a public service announcement with other course attendees.

Activity VIII Advocacy. Using knowledge obtained in all of the previous assignments and additional research, students develop a suggested tool or method for advocating on behalf of an identified population.

4. Community Assessment Assignment: See on line for more details rubric.

Addresses Competencies 7: Assess Individuals, Families, Groups, Organizations, and Communities & 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Goal of the Assessment is to thoroughly explore a primary topic and subtopic as it relates to a specific community location. (e.g., What is happening in Dallas with regard to Poverty?) Students may not rely on assumption or intuition only. A thorough research assessment using course materials and empirically based
information is required.

As a macro or micro practitioner, a community assessment can help to better respond to the population’s needs and to contribute to one of our major ethical responsibilities, social change. In addition to the course materials, readings, lectures, quizzes, and discussion boards, the Required Activities I-VII mentioned above are designed to guide the student through various components of topic exploration.

Before beginning the assignment, students must have discussed with the instructor the chosen topics and if they are completing this assignment as an individual or in groups of no more than four.

The information researched on the topic will be analyzed and organized into either a professional presentation (Power Point, Prezi, Google Slides, etc.). Students will be expected to use CANVAS studio for recording, keep in mind not all programs are easily transferrable in Canvas.

The Goal of the Assessment is to thoroughly explore a topic as it relates to a specific community location. For example: What is happening in Dallas with regard to Poverty? Students may not rely on assumption or intuition only. A thorough research assessment using course materials and empirically based information is required.

Choose a Primary Topic: Students will begin by choosing a primary Topic from the following list: Children & Families, Aging, Mental Health, Health, and Substance Use.

Typically a focus area will develop within that topic as students continue further research. Subtopics may emerge. Eventually, students may choose to narrow the main topic down to a subtopic: Domestic Violence, Child Abuse, Elder Abuse, Disease, Poverty, Human Trafficking, and Addiction. Students will discover additional information regarding the topics that may lead to expansion of the topic by the time the project has been completed. This type of informational research is a process throughout the semester.

Choose a Location: Students will then choose an area/location from the following list. This is where the students will focus when completing the Community Assessment Written Assignment. Dallas, Fort Worth, Arlington, Tarrant County, Dallas County, any smaller areas such as "Stop 6", or "South Dallas", a small town, a city of your choice. It is best to designate your location prior to beginning the assessment.

Demonstrate the Findings: The information researched on the topic will be analyzed and organized into either a professional presentation (Power Point, Prezi, Google Slides, etc.). Use a minimum of six resources using journal articles and other professionally sourced material. Additional outside sources from the course text, materials, and the community is expected. This is a thorough community assessment using a variety of sources.

5. Group Evaluation: Students will be expected to evaluate the performance of each member of the group, including themselves in relation to the final outcome of the group presentation.

6. TeamWork Survey: Extra Credit Students will be asked to complete an anonymous survey regarding the incorporation of the Teamwork tasks.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,
The online setting provides students with flexibility for completing assignments. However, there are specific due dates for each assignment posted in the schedule on this syllabus. Students are expected to adhere to the due dates and complete the weekly assignments each week. Each week begins on a Tuesday 12 am and ends on a Monday at 11:59pm. It is strongly recommended that students begin the course on the first available day of the semester and maintain a regular schedule for the assignments. Students who wait to get started typically are not as successful as those who keep a steady pace.

G. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (10) .8 points each</td>
<td>8</td>
</tr>
<tr>
<td>Areas of Interest Chart Module 1</td>
<td>2.5</td>
</tr>
<tr>
<td>Introduction Video</td>
<td>2.5</td>
</tr>
<tr>
<td>Teamwork Assignment Tasks: 1 &amp; 2</td>
<td>5</td>
</tr>
<tr>
<td>Teamwork Assignment Tasks: 3 &amp; 4</td>
<td>5</td>
</tr>
<tr>
<td>Required Activities I-VIII</td>
<td>40</td>
</tr>
<tr>
<td>Community Assessment Power Point Presentation</td>
<td>35</td>
</tr>
<tr>
<td>Group Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>Teamwork Survey: Extra Credit</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101 Points</strong></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.

H. Make-Up Exams

Students are expected to participate in the course and complete all of participation and major assignments listed previously. See Office of Records and Registration: Grading (Links to an external site.) and Final Grade Reports Schedule (Links to an external site.) for dates and deadlines related to grades. 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.

Extra Credit: there may be extra credit available at the instructor’s discretion. Extra Credit points will ONLY count toward the final number of points accumulated at the end of the semester, if the student has attempted to complete ALL of the assignments as demonstrated by gradable posts as they appear online as required.

Make-up Exams: Students are expected to complete all assignments in a timely manner.

There are no make up exams unless the student has received prior approval from the instructor.

Late assignment Policy: Late assignments are not accepted after 5 days from the first day it was due. All late assignments will be given a 10 point grade deduction. Writing assignments will not be accepted after 5 days.

A grade of “incomplete” for the course will **not** be awarded without prior consultation with the instructor. The student is responsible for initiating this conversation with the instructor. Incomplete will be given only for such reasons as medical emergencies, serious emotional distress, etc. The instructor reserves the right to
make the final decision regarding incomplete.

**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 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances:**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. Undergraduate Grading Policies (Links to an external site.); for graduate courses, Graduate Grading Policies (Links to an external site.). For student complaints, see Student Complaints (Links to an external site.).

I. Course Schedule

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATES</th>
<th>Lecture TOPICS</th>
<th>Required Reading</th>
<th>Activities/Assignments/Due Dates</th>
</tr>
</thead>
</table>
| 1      | 1st day of class Th. 8/22/19 | Introduction and course overview:  
Syllabus review,                                                                 | Chapter 1 *Introduction to Macro Practice*                          | Review the Syllabus                                       |
| 2      |               | Skills in Macro Practice  
*Students are provided the assessment topic and join Teams.* | Chapter 3 *Micro Skills with Organizations & Communities*            | Quiz 1 Ch. 1  
Quiz 2 Ch. 3  
**TEAMwork Assignment 1:**  
· Join a Group on line  
· See Assignments in the groups area on line  
· Complete Tasks 1 & 2  
Task 1: Becoming a Team  
Task 2: Communicating with your Team |

COURSE SCHEDULE  
SOCW 3306: PRACTICE III  
Each week begins on a Tuesday & ends on Monday. All assignments are due at the end of each week Mondays 11:59. Expect an occasional due date change for holidays or special concerns. See Online Assignment for exact dates.
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topic</th>
<th>Chapter</th>
<th>Quiz/Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Understanding Neighborhoods &amp; Communities</td>
<td>Chapter 8</td>
<td>Quiz 3 Ch. 8</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td><strong>ACTIVITY I:</strong> Exploring the Community Issue (Completed as a TEAM)</td>
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<td><strong>TEAMwork Assignment 2:</strong> Complete Group Tasks 3 &amp; 4</td>
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<td>Task 3: Working Together</td>
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<td></td>
<td>Task 4: Tools for Project</td>
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<td><strong>EXTRA CREDIT:</strong> Students may do one of the Following: Attend a neighborhood meeting, attend a city council meeting, or locate a city council meeting online (some are air played or recorded). Complete Reflection Assignment in ON LINE.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Macro Practice And Communities</td>
<td>Chapter 9</td>
<td>Quiz 4: Chapter 9</td>
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<td><strong>ACTIVITY II:</strong> Complete the Windshield Survey. Reading the course materials is essential. (Complete as a Team)</td>
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<tr>
<td>5</td>
<td></td>
<td>No Reading This Week</td>
<td>Quiz 5: Chapter 5</td>
<td>Information for the activity found in Chapter 9.</td>
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<td></td>
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<td></td>
<td><strong>ACTIVITY III:</strong> Asset Mapping See details on Online &amp; read page 356 - 357 (Complete as a TEAM)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Understanding Organizations</td>
<td>Chapter 5</td>
<td>Quiz 6 Ch 13 &amp; 14</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td><strong>ACTIVITY IV:</strong> (due Module 8) Identifying Major Findings Students have until Module 8 to complete this activity, as it may take additional research of the topic &amp; time. Complete the Worksheet Provided on ON LINE &amp; Complete a Key Findings Grid for your chosen population target (page 334-336) See ON LINE for details. (Complete as a TEAM)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Using Supervision &amp; Developing &amp; Managing Agency Resources</td>
<td>Chapter 13 &amp; 14</td>
<td>Quiz 6 Ch 13 &amp; 14</td>
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<td><strong>ACTIVITY V:</strong> Using your chosen topic: Complete Assessing a Human Service Organization. See ON LINE. (Complete as a TEAM)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Decision Making for Organizational Change</td>
<td>Chapter 6</td>
<td>No Quiz This Week</td>
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<td></td>
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<td><strong>Activity VI:</strong> Key Informant Interview (Completed as a TEAM)</td>
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<td><strong>Reminder:</strong> Activity IV Identifying Major Findings from Module 5 is due.</td>
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</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapter(s)</td>
<td>Quiz/Activity</td>
<td></td>
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</tbody>
</table>
| 9    | Change & Implementing Organizational Change | Chapter 7 | Quiz 7: Ch. 6 & 7  
**Activity VII:** Using your topic for the Community Assessment, locate one PSA VIDEO (Public Service Announcement) regarding the topic. Post the PSA online for grading. Due at the end of this week. Individual Students must participate in the Discussion with at least two other groups to receive full credit. PSA's may also be discussed in class. (Complete the location of the PSA as a team, then respond to others as an individual). |
| 10   | Advocacy | Chapter 11 | ACTIVITY VIII: Using your target population, develop a method of advocacy or intervention for the population. Think about what you discovered about the population, the issue, and the community. Were there gaps in services? What will you do to solve the issue? See ON LINE for details. (Completed as a TEAM) |
| 11   | Group Skills For Org. Change | Chapter 4: Group Skills for Org. Change | Quiz 8 over Chapter 4  
COMMUNITY ASSESSMENT PRESENTATIONS |
| 12   | Evaluating Macro Practice | Chapter 10 | Quiz 9 over Chapter 10  
Evaluate Your TEAM (complete as individual)  
COMMUNITY ASSESSMENT PRESENTATIONS |
| 13   | Ethics Stress Management | Chapter 12: Ethics Chapter 2: Stress Management | Quiz 10 over Chapter 12  
No Quiz on Chapter 2  
COMMUNITY ASSESSMENT PRESENTATIONS  
Group Evaluations Due |
| 14 & 15 | FINALS WEEK | | Community Assessment Presentations  
Complete Course Survey  
There are two surveys:  
· TEAMwork survey on line  
· University survey sent to MyMav email. |

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

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

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

K. Grade Grievances


L. Student Support Services

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

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

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

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

N. Drop Policy

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

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://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](http://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](http://www.uta.edu/titleIX)** or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto: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.