A. Description of Course Content

Supervised social work experience in a human service agency where students will integrate generalist practice concepts into professional practice experiences. Requires a minimum of 240 clock hours in the agency. An additional 2 hours a week are spent in a classroom seminar to integrate of social work knowledge, theory, and skills learned in the classroom with practical application in a social work setting. For additional information and requirements, see the BSW Field Policies and Procedures Manual. Prerequisite: SOCW 3301, SOCW 3302, SOCW 3303, SOCW 3304, and SOCW 3306. This course must be taken in the semester immediately following SOCW 4951 or concurrently with it if completing a Block placement. 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

This course addresses all nine competencies detailed below.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and

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, may 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 and

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights
such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement 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 value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.
Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on

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 quantitative 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

C. Required Textbooks and Other Course Materials

BSW Field Policy Manual - available on UTA SSW Office of Field Education Website.

NASW Code of Ethics – available on website https://www.socialworkers.org

Required texts and other materials will be assigned by the agency-based Field Instructor. These may include agency operating procedures manuals, federal and/or state policies, research and other materials relevant to the agency services and population served.

D. Additional Recommended Textbooks and Other Course Materials


Additional readings and other course materials are available online.

E. Descriptions of Major Assignments and Examinations

This course is comprised of two components: Field and Seminar. Field accounts for 70% of your grade for the course and Seminar accounts for 30% of your grade for the course. A passing grade will only be assigned if the following are achieved:

1. A minimum of 240 hours at the assigned agency must be completed by the end of the semester
2. All assignments for both Field and Seminar must be completed by the end of the semester

The following assignments are for Field and account for 70% of your course grade:

**Agency Information Form (5 points)** - Complete the agency information form. This form will provide the professor with the necessary information about your agency and also ensure you have all the necessary information to begin your placement. Please type on the form and ensure to complete all sections.

**Learning Contract (10 points)** - Students will work with their Field Instructors to complete the learning contract. The learning contract provides the objectives student must meet while in their placement. Students should not complete learning contracts on their own, if this happens please contact your professor right away. Please ensure that there are new tasks under each objective and very limited repeats. You must have at least one new task under each objective. Please type the form and ensure to complete all sections.

**Weekly Supervision Logs (15 points)** – Students need to complete a supervision log for each week in the semester during their weekly supervision. For instance, in Fall and Spring semesters students need 15 supervision logs for the number of weeks in the semester, but in Summer semesters students need 11 supervision logs for the number of weeks in the semester. Supervision logs should be completed and signed
each week during weekly supervision with your Field Instructor.

If weekly supervision is missed during a week, then a supervision log needs to be completed that states the reason why supervision was missed. During the next supervision time, the log should be signed. Students should not miss more than 3 weekly supervisions in a given semester.

**Midterm Evaluation & Midterm Conference Call (10 points)** - Field Instructors will complete a midterm evaluation based on student’s progress to date. Student and Field Instructor will speak with the professor regarding the student’s progress and review the midterm evaluation.

**Student Field Evaluation (10 points)** - Students will complete an evaluation of their Field Agency, Field Instructor and professor.

**Final Field Packet Submission (20 points)** - Students must have the fully completed originals of the following documents:

1. End of Term Paperwork Checklist
2. Learning Contract
3. Weekly Supervision Logs
4. Timesheet

Students should keep a copy of all documents for their records as well. A course grade cannot be assigned until the final evaluation, student evaluation and the completed final field packet is submitted.

The following assignments are for Seminar and account for 30% of your course grade:

**Classroom Activities/Participation (10 points)** - Students will participate in discussions in the classroom. Classroom participation activities will be given each week throughout the semester, and you will not be able to make up the grade for these in-class participation activities.

**Resume Update (5 points)** - Students will update their resumes to include their Field practicum information. The professor will provide feedback for your resume; however students may choose to incorporate the feedback at their discretion.

**Micro or Macro Presentation (15 points)** - Students will create a PowerPoint presentation with 15-20 slides from their micro or macro paper completed in the first half of Field. The presentation should be between 10-15 minutes. Students should maintain client confidentiality.

**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,

Attendance and participation is 10% of the final grade. You will be expected to attend the entire class each week. Roll will be taken each week at various times during the class period. Attendance in class is required and will be recorded on sign in sheets at each session.
Computer and cell phone use shall be limited to note taking relevant to class or social work research only. Electronics should be limited as the primary focus is class discussions.

Seminar Format – Classroom discussion is the primary format of this seminar. Active participation of every student is essential to this format. Students are expected to attend each class session and come to class prepared to discuss the day’s topic. Designated class(es) this semester will meet online. Discussion and participation of every student is essential to this format as well.

Important Note. Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to the fullest extent in the learning environment, and to facilitate others’ ability to participate at the same time. This means coming prepared to join in the classroom learning experience by having readings and other work completed, respecting ourselves and others, and taking responsibility for completing assignments in a competent and timely manner. But more than this, it also means that we each take shared responsibility for the growth and professional development of each of the individuals in our learning community.

G. Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Field Assignments</strong></td>
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<tr>
<td>Agency Information</td>
<td>5</td>
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<tr>
<td>Learning Contract</td>
<td>10</td>
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<tr>
<td>Weekly Supervision Logs</td>
<td>15</td>
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<tr>
<td>Midterm Evaluation &amp; Midterm Conference Call</td>
<td>10</td>
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<tr>
<td>Student Field Evaluation</td>
<td>10</td>
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<tr>
<td>Final Field Packet Submission</td>
<td>20</td>
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<tr>
<td><strong>Seminar Assignments</strong></td>
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<tr>
<td>Classroom Activities/Participation</td>
<td>10</td>
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<tr>
<td>Resume Update</td>
<td>5</td>
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<tr>
<td>Micro or Macro Presentation</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td>100</td>
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Field accounts for 70% of your grade for the course and Seminar accounts for 30% of your grade for the course. A passing grade will only be assigned if the following are achieved:

1. A minimum of 240 hours at the assigned agency must be completed by the end of the semester
2. All assignments for both Field and Seminar must be completed by the end of the semester

Field and Seminar will receive the same letter grade. A grade of “I”-Incomplete cannot be given for any Field or Seminar courses.

A course grade cannot be assigned until the final evaluation, student evaluation and the completed final field packet is submitted.

Grade Scale: A= 90-100 points, B=80-89 points, C=70-79 points, D= 60-69 points, F=less than 60 points

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

Please check online for assignment due dates. If an assignment is received after the deadline or it is received but unable to be viewed by the Field Liaison, the assignment will be considered late until the problem is corrected and points will be deducted according to the late assignment policy. Please ensure appropriate submission of all assignments.

Late assignments will be assigned one (1) point penalty for each day late, and will only be accepted up to 2 days after the scheduled due date.

Make up policy: In-class assignments may not be made up. No exceptions.

Participation: Students are expected to attend their field placement according to the schedule determined by the student and field instructor, complete and submit all assignments when due.

If a situation occurs that is out of your control, it will be discussed with the Field Liaison to see if it warrants making other arrangements. All individual circumstances taken into account requires documentation such as a documented medical emergency.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings/Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>8/27 Introductions Syllabus Review Describe your agency/program; include name, location, and purpose of agency. Read Syllabus Review Learning Contract- how to. -Competencies -SMART goals -Appropriate verbiage Due: Complete Supervision Log.</td>
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<tr>
<td>Module 6</td>
<td>10/1</td>
<td>The Planned Change Process (a.k.a. Helping Process) (micro, mezzo, macro) -Evaluation &amp; Termination</td>
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| Module 8 | 10/15 | **10/15 - SW Career Panel 12:00-2:00pm**  
Midterm  
Self-assessment  
- Areas of growth?  
- Action plan to improve?  
- Know yourself. | *Prepare for call. Midterm questions provided.  
**Due:** Midterm Conference Calls - as scheduled. Midterm Evaluations Complete Supervision Log. |
| Module 9 | 10/22 | Leadership in Social Work Resume Workshop  
11/1 - LAST day to drop before 4:00pm | Due: Journal #4. Midterm Conference Calls - as scheduled. Complete Supervision Log. |
| Module 10 | 10/29 | Social Work Careers  
- Social Work License.  
| Module 11 | 11/5 | Endings in Field Education | Due: Journal #5. Complete Supervision Log. |
| Module 13 | 11/19 | Review requirements for Field Packet Submission. | Presentation (con’t)  
**Due:** Complete Supervision Log. |
| 11/26 | Thanksgiving Week | No assignments due this week, if you go to your field placement this week you will need to turn in your weekly supervision log. |
| Module 14 | 12/3 | Finalize Field Paperwork. Final Evaluations. | Presentation (con’t)  
**Due:** Complete Supervision Log. Final Evaluation by Field Instructor. Final Evaluation by Student. **Please complete your Course Survey sent to you via email. Your input is appreciated.** |
Module 15  
12/10  

Field Packet.

Due:
Complete Supervision Log.
Submit Field Packet.

All field paperwork with original signatures. Include all documents below:
*Checklist...must be included.
*Learning Contract SIGNED,
*15 SIGNED supervision logs, and
*SIGNED time sheet with hours logged.
Maintain copies for your records.

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. 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 information, visit http://www.uta.edu/news/info/campus-carry/

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.