A. Description of Course Content

Exploration of behavioral and social science knowledge of human behavior and development through the life course. Examines major systems in society: individual, group, family, and community; and the diversity of ethnicity, race, class, sexual orientation, and culture.

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 and 7:

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 experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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.

C. Required Textbooks and Other Course Materials


Other readings as assigned by the instructor.

D. Additional Recommended Textbooks and Other Course Materials


*I encourage students to take an active role in their own learning by providing supplemental materials both in-class and on Canvas such as videos, documentaries, and reading recommendations which, although not required, gives students the opportunity to deepen their understanding of topics or concepts they are most interested in.*
E. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Sunday by 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>Theorist Presentation</td>
<td>20</td>
<td>Students will sign up for a day to present</td>
</tr>
</tbody>
</table>
| Study Guides                    | 30 (2 at 15 points each) | 1. October 13  
2. December 1 |
| Final Paper- Life Stage Case Study | 30     | TUESDAY December 3                    |
| **Total:**                      | **100**|                                       |

**Class Participation**

Addresses competencies 1, 2, 6

Students will earn participation points by actively engaging in class activities such as discussions, group activities, ungraded Kahoot quizzes, Jeopardy games, guest speakers, etc. Just coming to class does not guarantee full participation points. Students should actively listen and engage with thoughtful questions and responses that demonstrate preparation/understanding of assigned readings. Class participation cannot be made up.

**Theorist Presentation**

Addresses competencies 6, 7, 8

Time to put your creative pants on! This course covers many different theories and their associated historical figures (for example, Mary Ainsworth & attachment/ Albert Bandura & social learning theory, etc.). For this assignment, students will have the opportunity to gain confidence and skill with public speaking by demonstrating expertise with one theory/theorist of their choice by making a short (5-10 minute) presentation to the class about that theorist, their work, and its contribution to the social sciences. You may just lecture, or have accompanying PowerPoint slides, handouts, do a demonstration, etc. Here’s the fun part- you are going to make it come alive and be extremely memorable for both you and your classmates because we are resurrecting the dead; you will be presenting in character AS the theorist of your choice. This includes dressing like them and bringing any relevant props. For example, you could bring a pipe (don’t smoke it!) for Freud, a stuffed dog for Pavlov, wear a prison jumpsuit for Zimbardo, etc. More details will be provided in class and in the grading rubric (Canvas > Modules > Course Materials > Grading Rubrics). You classmates will have the opportunity to provide feedback on your presentation, though this will be ungraded.

**Study Guides (Part 1 and 2)**

Addresses competencies: 1, 2, 4, 5, 6, & 9

This class covers very important information that students will need not only for field placements and careers, but also for Integrative Seminar class and licensing exams. In order to help you learn and remember the key concepts, you will create a study guide that gives a comprehensive overview of at least 4 of the theories/modalities covered in the class (such as family life cycle, stages of group formation, parts of the brain, etc.). This is a “scaffolded” assignment meaning that the assignment will be broken into two halves, the first covering the first few modules and the second part of the study guide covering the remaining topics. I will provide detailed feedback on your first submission so that you can learn and improve on the second part. This assignment gives students a chance to be creative and shine using a couple different skill sets. Regardless of chosen methods, students will be expected to demonstrate understanding of key concepts from each module.
Some examples could be:

1. **Create a written outline with bullet points**
2. **Record yourself teaching a mini “review” class**
3. **Draw concept maps or cartoons for each module**
4. **Create a PowerPoint presentation**
5. **Use SmartArt or other graphic design tools to create graphics**
6. **Write a song or wrap about each module**

I understand that this is a non-traditional assignment, but breathe! A rubric with more detailed instructions/expectations will be available in Canvas and I am happy to answer any questions and provide examples.

**Comprehensive Case Study**

*Addresses competencies: 2 and 7*

It’s important, both academically and professionally, for students to be able to effectively communicate in writing. Of course, theory doesn’t help us if we can’t connect it to real people! In this assignment, you’ll get to apply what you’ve learned about a life stage group you’d like to work with by writing a case study (8-10 pages) on a REAL child, young adult, midlife adult, or older adult. You will apply theory and concepts from class readings by describing the biopsychosocial-spiritual elements of this person, analyze their life stage, and describe their role in a group, organization or community. Additional information can be found on this assignment rubric.

I also encourage students to practice their teamwork and collaboration skills, so *you may work with a group of classmates you create (max group of 4) on your final paper. This is NOT required.* I understand partner work can be difficult in an online setting so if you prefer to work alone you may do so. Groups should clearly indicate on the title page who was a part of the group and all members will receive the same grade.

**Extra Credit**

But wait, there’s more! There is also an opportunity to earn extra credit by:

1. Completing an additional Resources discussion board (see Canvas) and
2. By meeting (virtually or in-person) with the UTA Writing Center to get help with your papers. First, make an appointment at the Writing Center. The writing center will then send me a summary of what you worked on within a week or so. If two weeks have passed since your appointment and I haven’t entered your EC point, email me to let me know.

Go to this link to make an appointment at the Writing Center*: [http://www.uta.edu/owl/](http://www.uta.edu/owl/)

We used to have a social work-specific writing center, but that is on hold temporarily. While you can’t make appointments, you can browse some GREAT writing resources, including writing guides and several awesome webinars: [https://www.uta.edu/ssw/student-resources/writing-resources/index.php](https://www.uta.edu/ssw/student-resources/writing-resources/index.php)

*Please note that I cannot control the Writing Center’s availability, especially around holidays. It’s your responsibility to reach out to schedule an appointment as early as possible.*
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Extra Credit</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Discussion Board</td>
<td>1 point</td>
<td>November 10</td>
</tr>
<tr>
<td>Work with Writing Center on your Final</td>
<td>1 point</td>
<td>Same date the paper is due</td>
</tr>
</tbody>
</table>

Summary

Knowledge: After successfully completing assigned readings, lecture materials and course assignments, students will be able to remember, understand, apply, analyze, and evaluate information about a variety of theories and social work concepts related to the person-in-environment, biopsychosocial assessments and life course development, and to and create new material based on this knowledge.

Skills and Abilities: After successfully completing assigned readings, lecture materials and course assignments, students will further develop skills such as professional writing, public speaking, interpersonal communication, creative problem solving, and critical thinking.

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,

^^That section of the syllabus template cannot be edited by the instructor but please note that we are in CANVAS, not Blackboard.

I work hard to be attentive in answering student’s emails. Since I typically teach five different classes each semester, until I learn everyone's name It is very helpful for me if you include the course number (i.e. SOCW 53xx) and name (i.e. HBSE, Advanced Micro, etc.) in the subject line of all emails you send me. That way, if you asked a question about “the syllabus” or “the paper” I know which one you are talking about!

The classroom should be an inclusive, intellectually stimulating environment where students are able to learn new and diverse perspectives, express their opinions, and ask questions. Class discussions may be a great opportunity to practice being respectful, considerate, empathetic and professional. Students are expected to strive to exemplify the UTA Principles of Community of mutual respect, constructive communication, a supportive environment, collaborative relationships, leadership & service, and inclusion & diversity.

The Canvas course shell contains modules that may include assignment information, lecture materials, and additional resources. Students are expected to log in to Canvas regularly and engage with each module. Please also regularly check your email and Announcements in Canvas. Students are expected to attend all classes and notify the professor IN ADVANCE if you have to miss a class. In class, students should demonstrate active listening and participate in activities and discussions. There is a strong positive correlation between active
class participation and high levels of learning and achievement in this course. Also, you are paying for this education so you might as well get your money’s worth, right?

G. Grading

The professor welcomes questions regarding lectures, assignment expectations and grading.

You can set up notifications when a grade is entered for you under Account>Notification. In order to view feedback on Canvas submissions, you will see a blue 1 appear in a circle next to the Grades tab in the left column of the course page. Click on that. From there, you can click on the blue hyperlink of the assignment name to:

1. See any highlighted comments in the paper (used to highlight grammar, APA issues, etc.)
2. View my general comments on the paper (on the right hand side box).
3. Click “Show Rubric” in the top right corner to see detailed feedback for each rubric item.

Writing: I strive to help students polish their writing skills and prepare them for future academic and professional roles where grammar, organization of ideas, following directions, and formatting will be important. This could include a thesis or integrative paper, cover letters, documentation of client services, grant writing, designing treatment protocols, and writing research articles.

To help practice these skills, papers must be grammatically correct and follow APA style, 6th edition. This includes being double-spaced, using 12 pt font, and including a title page, section headings, page numbers and a references page. Papers should generally be written in the third person (avoiding I, me, we, etc.). See the following link for an APA sample paper:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

Rubrics will be used to grade each assignment. This helps ensure that expectations are clearly communicated and grading is fair. Students are highly encouraged to review rubrics in Canvas before submitting assignments.

Assignment Samples: Since some students are still learning APA style, I do provide a sample APA paper which allows students to review formatting. For “out of the box” assignments, I may also provide some mini-samples to illustrate what I am expecting. However, I typically do not provide complete examples of previous students’ assignment work. This is a thoughtful decision that I think best facilitates students’ skill building based on the following factors:

1. In your career, you will often be expected to produce a deliverable without an example to go off of. While some agencies may provide examples for things like documentation notes, many other important tasks (such as presentation requests, grants, research proposals, etc.) will include detailed instructions only.
2. I’ve found that when I provide samples this limits creativity and problem solving, as students try too hard to model their own work off the sample.

If you are struggling with understanding assignment expectations, please don’t hesitate to ask me. I am happy to clarify and provide guidance.

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70</td>
<td>C</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.

**Final grades will not be rounded up.** Any assignments completed in groups (if applicable) will result in each student receiving the same grade. Suggestions for earning a good grade:

1) Do the weekly readings
2) Turn in all assignments on time
3) Talk to the professor about any issues you are facing
4) Ask questions about assignments prior to the assignments due dates
5) Follow the syllabus and rubric guidelines for assignments

I am typically very quick to respond to questions via email (karen.magruder@uta.edu) and will communicate regularly through the Announcements section in Canvas. Although I will try to send due date reminders, it’s ultimately your responsibility to follow the schedule, submit assignments on time, and communicate with me if you encounter problems or need clarification.

I also do my best to grade quickly and give detailed, helpful feedback, and the earlier you turn your papers in ahead of time, the most likely you will be to get a rapid turnaround for a grade (since I won’t have so many to grade at once if it’s more spread out).

**Academic Integrity (READ THIS!!!):**

- UTA Plagiarism Tutorial: [https://library.uta.edu/plagiarism/](https://library.uta.edu/plagiarism/)
- UTA Writing Center: [http://www.uta.edu/owl/](http://www.uta.edu/owl/)
- Social Work Writing Resources: [https://uta.edu/ssw/student-resources/writing-resources/index.php](https://uta.edu/ssw/student-resources/writing-resources/index.php)
- Examples of Plagiarism and Unacceptable Paraphrases: [https://indiana.edu/writing-guides/pdf/plagiarism.pdf](https://indiana.edu/writing-guides/pdf/plagiarism.pdf)

The work you are submitting must be **your own original writing**. Information from outside sources must be **summarized in your own words and cited appropriately**.

- All information from outside sources should be cited in APA format.
- Most information from outside sources should be paraphrased in your own words. **Changing a couple words from the original source does not constitute an appropriate summary.**
- **Even if you summarize information, you should still give credit to the source** of that information using an in-text citation, like this (Magruder, 2019). You must also include a full reference in your references page.
- **Direct quotes should be used sparingly and should always be in quotation marks to show you are using another person’s exact words.** Only use direct quotes when there is no other way of conveying that information. I know you can read & copy/paste. I want to know whether you understand the information well enough to convey it effectively yourself. When you use a direct quote, use quotation marks and cite the page or paragraph number it came from, “like this” (Magruder, 2019, p.1).
- **Do not try copying your friend’s paper (in whole or segments) from a previous semester and pretending it’s your own.** I have access to papers submitted previously even to other classes or institutions and I have caught several students doing this who thought I would never know.
  - **Do not resubmit a paper that you wrote for another class assignment.** This is considered
"self-plagiarism" and is not appropriate in the "real world". For example, if you write a journal article which is published in Journal A, you can't then copy that article (in whole or part) to be published as a "new" article in Journal B. Reusing your own work is also unfair to other students who put in the effort to write that paper.

Assignments will be checked using UniCheck plagiarism checking software. UniCheck searches the internet, electronic books, and papers previously submitted by other students. It will find a match even if you change a couple of words.

Any students found plagiarizing (which includes using segments of another student's paper, inadequate paraphrasing or copy/pasting phrases directly from another author without using quotation marks) may fail the assignment or fail the class and will be referred to the Office of Student Conduct for an Honor Code violation, which could result in academic probation and/or expulsion. I do not want to fail students for plagiarizing, but I have had to do so in the past. Please don't plagiarize and ask me if you have any questions.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams

Late Assignments: My late policy is designed to help students practice meeting expectations of their future clients and employers to be timely and reliable. I understand that life happens and work to accommodate the needs of students with extreme unforeseen circumstances. However, students should also develop good time management skills and be able to prioritize commitments to make deadlines.

Small assignments (10 points or less) will not be accepted late and cannot be made up. More major assignments are not accepted past the due date unless under extreme circumstances (such as serious illness, death of a family member, deployment etc.) and where arrangements are made with the instructor PRIOR to the due date with appropriate documentation (such as Urgent Care receipt, photo from car accident, etc.). Late major assignments (more than 10 points) without prior arrangements may be accepted and at the discretion of the instructor and will be docked 10% of the grade for each day it is turned in late.

I. Course Schedule

As the instructor for this course I reserve the right to change the course schedule as needed to meet the educational needs of students.

Unless otherwise noted, all assignments turned in on Canvas are due before 11:59pm the day before class (Sunday).

<table>
<thead>
<tr>
<th>Module</th>
<th>Week of</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Participation Activity (subject to change)</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>August 26</td>
<td>Syllabus and course overview Human Behavior: A Multidimensional Perspective</td>
<td>Syllabus Person in Environment, Chapter 1</td>
<td>-Introductions - Goal Setting -Theorist Presentation Sign Ups (1)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>September 2</td>
<td>NO CLASS- Labor Day</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Textbook Chapter(s)</td>
<td>Activity/Event</td>
<td></td>
</tr>
<tr>
<td>------</td>
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<td>----------------------------------------------------------------------</td>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | Sep 9    | Theoretical Perspectives AND Cultures                                | Person in Environment, Chapter 2, 8 | Several student theory presentations  
Guest Lecture- Chaundra Finley (Refugees)  
Potato Chip Activity (2)  
Family Sculpting  
Guest Lecture- Jordan Irvin-Martinez (Group Therapy for Eating Disorders) (2) |
| 3    | Sep 16   | The Family AND Small Groups                                          | Person in Environment, Chapter 10, 11 | Guest Lecture- Renae Perry (COO of The Senior Source) (1) |
| 4    | Sep 23   | Formal Organizations AND Communities                                 | Person in Environment, Chapter 12 & 13 | Kahoot  
Graying Green Cards (1) |
| 5    | Sep 30   | The Biological Person AND The Physical Environment                   | Person in Environment, Chapter 3, 7 | Study Guide Part 1 |
| 6    | Oct 7    | The Psychological Person                                             | Person in Environment, Chapter 4 | Study Guide Part 1  
Several student theory presentations (1) |
| 7    | Oct 14   | The Psychosocial Person                                              | Person in Environment, Chapter 5 | Study Guide Part 1  
Several student theory presentations Kahoot (1) |
| 8    | Oct 21   | The Spiritual Person AND Social Movement                             | Person in Environment, Chapter 6, 14 | Study Guide Part 1  
Journal about personal conflicts  
Several student theory presentations (2) |
| 9    | Oct 28   | Pregnancy through Toddlerhood                                        | The Changing Life Course, Chapters 1, 2 and 3 | Study Guide Part 1  
Guest Speaker (Video)- Laura Magruder (CEO of Maggie’s Place) (1) |
| 10   | Nov 4    | Early and Middle Childhood                                           | The Changing Life Course, Chapters 4, 5 | Study Guide Part 1  
Optional Extra Credit- Resource Discussion Board  
Jeopardy (2) |
| 11   | Nov 11   | Adolescence to Young Adulthood                                       | The Changing Life Course, Chapters 6, 7 | Study Guide Part 1  
Guest Speaker- Cara Pennington (School Social Work) (2) |
| 12   | Nov 18   | Middle Adulthood                                                     | The Changing Life Course, Chapter 8 | Study Guide Part 1  
Guest Speaker- Cara Pennington (School Social Work) (2)  
Jeopardy (1) |
| 13   | Nov 25   | Late to Very Late Adulthood                                          | The Changing Life Course, Chapters 9, 10 | Study Guide Part 2  
Jeopardy (1) |
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 is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](http://www.uta.edu/caps/index.php)) or UT Arlington Psychiatric Services (817-272-2771 or visit [https://www.uta.edu/caps/services/psychiatric.php](https://www.uta.edu/caps/services/psychiatric.php)) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

**M. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php)
The following is a list, with links, of commonly used library resources:
Library Home Page.......................... [http://www.uta.edu/library](http://www.uta.edu/library)
Subject Guides.............................. [http://libguides.uta.edu](http://libguides.uta.edu)
Subject Librarians.......................... [http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
Course Reserves............................ [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
Library Tutorials .......................... [http://library.uta.edu/how-to](http://library.uta.edu/how-to)
Connecting from Off-Campus............. [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
Ask a Librarian............................. [http://ask.uta.edu](http://ask.uta.edu)

N. 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/aaofao/](http://wweb.uta.edu/aaofao/)).

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](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.

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](http://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.

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.