A. Description of Course Content

This foundation level course introduces graduate students to both theory and methods for social work practice with individuals, families, and small groups. It emphasizes a generalist perspective, beginning interviewing and relationship skills, problem assessment, goal setting, and contracting. Special attention is given to the common roles assumed by social workers (e.g. facilitator, broker, advocate). Required of all except advanced standing students.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine 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, 4, 6, 7, and 8, the main foci are competencies 1, 6, 7, and 8.
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 behavior.

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 constituencies.

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 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 goals.

C. Required Textbooks and Other Course Materials

MindTap Social Work for Cournoyer's The Social Work Skills Workbook
https://www.cengage.com/dashboard/#/course-confirmation/MTPPWDQNNN1Cinitial-course-confirmation

MindTap Social Work for Cournoyer's The Social Work Skills Workbook
https://www.cengage.com/dashboard/#/course-confirmation/MTPNV8ZNJ7CVinitial-course-confirmation

- Students may purchase Cengage Unlimited for $119. This will include both texts and access to labs.

D. Additional Recommended Textbooks and Other Course Materials

Will be provided by instructor.

E. Descriptions of Major Assignments and Examinations

• MINDTAP EXERCISES AND CASE STUDIES-50 pts
  Students will engage in practice and case study activities throughout the term via Mindtap. More will be explained in Week 2.

Addresses Student Learning Outcome 1, 6, 7 and 8.
• GENOGRAM AND ECOMAP- 25 pts

You will create a three-generation family Genogram (i.e., grandparents, parents, self, and siblings). If applicable, you may include your children in the Genogram. You will also create an ecomap. Additional information on the content, style, and grading of this assignment will be provided in class and posted on online in the Assignment folder.

Addresses Student Learning Outcome 7

• Biopsychosocial Assessment 25 pts:

Students will complete a biopsychosocial of an individual of their choosing (no family members or spouses). A biopsychosocial history is a comprehensive assessment of an individual. The assessment does not have a specific length, but should not exceed 10 double-spaced pages. It is expected that you will complete the assessment fully and in a professional manner. This includes paragraph form (no bullet points) with headings, complete descriptions, and using formal writing (without contractions, slang, etc.). This assignment will also have a reflective component in which you will evaluate how well you were able to engage the client and use the interviewing skills studied in class. I will post additional information about this assignment online by the end of September.

Grading Criteria: This will be based on completeness of the information gathered, clarity of writing, and applicability of the intervention(s) recommended.

Learning Objectives Addressed: The purpose of this assignment is for students to begin the process of conceptualizing the initial assessment process in terms of, (a) knowing what information is required in a biopsychosocial assessment; (b) the process of actually interviewing someone with the view to gathering said information; and (c) organizing that information in a way that allows for making recommendations about interventions.

Addresses Student Learning Outcome 7

PAPERS - GENERAL INFORMATION AND EXPECTATIONS

All papers must follow APA guidelines. At a minimum this means:

• Points will be deducted if you do not follow these guidelines. See the following website for additional help with APA format: http://owl.english.purdue.edu/owl/resource/560/01/
• Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own – i.e., using direct sentences written by others) will result in a failing grade for the course.
• Please use formal and professional language when completing papers and assignments for this course. This includes refraining from the use of contractions (e.g., can’t, don’t, won’t, etc.).

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genogram/ Ecomap</td>
<td>25</td>
</tr>
<tr>
<td>Mindtap Exercises</td>
<td>50</td>
</tr>
<tr>
<td>Biopsychosocial</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
</tr>
</tbody>
</table>
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, I expect you to be fully engaged in the course. This means logging in at least twice a week, checking email, responding to feedback and interacting with peers. All assignments are due by 1159pm on the date specified in the course outline and must be submitted via Canvas. Emailed or digital papers will not be accepted. Late papers will not be accepted.

Any disruption of the classroom learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted, and cancellation of class work scores for the disrupted class session(s), with a recorded failing semester grade and possible referral for adjudication.

All graduate students have ascribed to the NASW code of ethics at admission and are responsible for adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program.

G. Grading

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.

General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on flashdrives, networks or hard drives. In most cases, expect the professor to grade assignments within two weeks of the due date. If you have questions about your grade, check the grade book on Canvas. Please, do not ask when grades will be assigned before the 2 week period. FERPA, a federal law that provides privacy to university students, severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email about your grades from an email account other than MavMail. Calculating your grade after ALL assignments have been graded:

Find the “Total” column in Blackboard Grade Center and see where that number falls in the following grading scale below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genogram/Ecomap</td>
<td>25</td>
</tr>
<tr>
<td>Mindrap Activities</td>
<td>50</td>
</tr>
<tr>
<td>Biopsychosocial Assessment</td>
<td>25</td>
</tr>
</tbody>
</table>
H. Make-Up Exams

Assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor.

An Incomplete (“I”) grade may be assigned only in relation to an emergency and/or hardship situation, and when the completed portion of the student’s work in the course is passing A request, for an “I”, must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington) http://library.uta.edu/plagiarism/index.php
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) http://www.chem.uky.edu/courses/common/plagiarism.html#Examples
- Avoiding Plagiarism (UC-Davis) http://sja.ucdavis.edu/files/plagiarism.pdf
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services) http://www.indiana.edu/~wts/pamphlets.shtml

I. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions; Syllabus and Course Overview</td>
<td>C: Cournoyer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H: Hepworth et al.</td>
<td></td>
</tr>
<tr>
<td>08/21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introduction and The Challenges of Social Work</td>
<td>C: Chapter 1-3</td>
<td></td>
</tr>
<tr>
<td>08/26</td>
<td>Introduction to Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direct Practice: Domain, Philosophy, Roles</td>
<td>H: Chapter 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical Thinking, Scientific Inquiry, and Career-Long Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of the Helping Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Valuing Diversity, Advancing Human Rights and Social Justice, and</td>
<td>C: Chapters 4 and 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promoting Social Well-Being through Policy Practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical Decision Making</td>
<td>Social Work Code of Ethics</td>
<td></td>
</tr>
<tr>
<td>09/02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| 5&6   | Talking and Listening: The Basic Interpersonal Skills: Building Blocks of Communication: Conveying Empathy and Authenticity Preparing, Beginning Verbal Following, Exploring, and Focusing Skills. | C: Chapter 6, 7 and 8  
H: Chapter 5 and 6 |                                |
| 09/16 | Exploring                                                            | C: Chapter 9      
H: Chapter 7  
SOAP Notes  
BIRP Notes  
Genogram and Ecomap Due 10/13 |                                |
| 09/23 | Exploring                                                            | C: Chapter 9      
H: Chapter 7  
SOAP Notes  
BIRP Notes  
Genogram and Ecomap Due 10/13 |                                |
| 7&8   | Assessing                                                            | C: Chapter 9      
H: Chapter 7  
SOAP Notes  
BIRP Notes |                                |
| 09/30 | Assessing                                                            | C: Chapter 9      
H: Chapter 7  
SOAP Notes  
BIRP Notes |                                |
| 10/07 | Assessing                                                            | C: Chapter 9      
H: Chapter 7  
SOAP Notes  
BIRP Notes |                                |
| 9&10  | Assessing                                                            | C: Chapter 9      
H: Chapter 7  
SOAP Notes  
BIRP Notes |                                |
| 10/14 | Assessing                                                            | C: Chapter 9      
H: Chapter 7  
SOAP Notes  
BIRP Notes |                                |
| 10/21 | Assessing                                                            | C: Chapter 9      
H: Chapter 7  
SOAP Notes  
BIRP Notes |                                |
| 11&12 | Contracting, Working, Evaluating Developing Goals and Formulating a Contract. Planning and Implementing Change-Oriented Strategies. Developing Resources, Organizing, Planning, and Advocacy as Intervention | C: Chapter 11-12  
H: Chapters 12-14 |                                |
| 10/28 | Contracting, Working, Evaluating Developing Goals and Formulating a Contract. Planning and Implementing Change-Oriented Strategies. Developing Resources, Organizing, Planning, and Advocacy as Intervention | C: Chapter 11-12  
H: Chapters 12-14 |                                |
H: Chapters 12-14 |                                |
| 14    | Additive Empathy, Interpretation, and Confrontation. Managing Barriers to Change | H: Chapters 17 and 18 |                                |
| 11/18 | Additive Empathy, Interpretation, and Confrontation. Managing Barriers to Change | H: Chapters 17 and 18 |                                |
| 15    | Ending                                                               | C: Chapter 13     
H: Chapter 19 |                                |
| 11/25 | Ending                                                               | C: Chapter 13     
H: Chapter 19 |                                |
| 16    | Wrap up                                                              | C: Chapter 13     
H: Chapter 19 |                                |
| 12/02 | Wrap up                                                              | C: Chapter 13     
H: Chapter 19 |                                |

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/aaofao/).

0. 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.