A. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.

B. Description of Course Content

Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior. This course is required for admission to the Bachelor of Social Work (BSW) program. Offered as AAST 3317, SOCW 3307 and MAS 3319; credit will be granted in only one department.

C. 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 1-9, the main foci are competencies 2, 3, 7, and 8.

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 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 goals.

**D. Required Textbooks and Other Course Materials**


**E. Additional Recommended Textbooks and Other Course Materials**

N/A

**F. Descriptions of Major Assignments and Examinations**

**Assignments**

**Assignment 1: Cultural Artifact – DUE WEEK 2 – TUESDAY 9/1/2020 (5 points)**

The purpose of this assignment is to assist you as you begin to think critically about yourself and to help start thinking about your Personal Standpoint paper assignment (assignment 3). You will share an artifact that represents a part of who you are as it relates to your values and experiences. You will be expected to discuss your artifacts with the class. This assignment is the first step in the course of students’ critical reflection about who you are, how you developed into the person you are today, and how this contributes to your worldview.
You will be asked to answer the following questions as you share their artifact in class:

- What is your artifact?
- Why did you choose it?
- What part(s) of your identity does this artifact represent?
- How does your artifact relate to issues of power, privilege, or oppression?

Assignment 2: News Reporter and Reflection paper - DUE THROUGHOUT SEMESTER - Reflection paper DUE BY WEEK 15 - THURSDAY DECEMBER 3rd (15 points)

Part one - News Reporter (10 points):

You will be expected to read a daily newspaper or other daily news publication of comparable journalistic quality (we will discuss where these should come from) that relates to the weekly topic (example: week 6 is immigration), and to come to class prepared to discuss implications of current news reports for human rights, justice, and how it relates to the practice of social work.

It is vital to know about what is happening in our community, the state, the country, and the world – and critically examine how it relates to issues of social justice and inclusion. One of the primary goals of the course is to enhance your ability to think critically. Each week, beginning in week 2, a student will be assigned to gather news related to social justice and issues of power, privilege, and oppression. You will select your assigned week during the first-class session. Students may send articles and/or videos to the instructor to post on Canvas, prior to class. All students should be prepared to engage in these weekly discussions. Students should be prepared to:

- Quickly summarize the article
- Discuss how the article is related to issues of social justice, diversity, power, privilege, or oppression
- Pose one question to the class: questions may include:
  - Is this a new issue – or has it happened before (and if so, how was it addressed or handled?)
  - Are there any biases present in the article? (Who benefits from this story? Who is missing from this story?)
  - What is the role of social work at the micro/mezzo/macro level in addressing this issue?

Part two - Reflection (5 points):

You will reflect on both your experience of being the news reporter and hearing and participating in discussions of others reporting the news. You will need to answer the following questions:

- How did you choose the article you presented? How did you narrow down your choices?
- What was something about this assignment that surprised you?
- What questions did this assignment leave you with?

This reflection should be 2 to 3 pages double spaced in Times New Roman size 12. If you complete all the questions thoughtfully and thoroughly it will be an A paper.

Assignment 3: Personal Standpoint paper (25 Points)

The personal standpoint paper is a self-analysis of your own identity and builds on your thoughts about your cultural artifact. This paper asks you to contextualize your identity, within society, your own family, and through the larger society by examining the messages you received about the identity you are discussing. You must address Race/Ethnicity, Sexual Orientation, and Socio-Economic Status, for your fourth identity you must choose one of the following: Gender/Gender Identity, Language, Ability Status, Immigration Status/Citizenship, Religion, or Justice System Involvement/Incarceration. You must include a critical reflection that includes how it felt to write this paper, what felt okay and what was uncomfortable, how do these feelings possibly relate to what it may be like to be a client who interacts with a social worker, and include any final thoughts you may want to include.
Please refer to Assignment 3 Handout in Canvas (under week 6) to help you work through this narrative paper and to use it as a rubric (if you complete all the prompts thoughtfully and thoroughly it will be an A paper).

Assignment 4: Media Analysis (30 Points)

For this assignment, you will choose one topic from various media sources (see below) to analyze and critique the issues presented in the source based on discussions/theories we have learned about in class (through readings, class discussions, videos, etc). You may also choose a topic different from below however, everyone must have their source approved no later than Thursday, October 8th (Week 7).

Part two (25 points):

Please use the following headings to guide your paper:

- **Introduction**
  - Name the source you chose to examine. Provide a brief overview (what is the topic the source is exploring, how does it approach the topic, how is related to our class?)

- **Issue Presentation**
  - Who is impacted by the source you selected? What is the role of history in the issue? Is the selection proposing a new way to address the issue? If so, how?

- **Critique**
  - What did your selection miss? Was it lacking in any way? What questions were you left with? Was there diverse representation in the selection? Was the community affected involved in the making of the source you selected?

- **Conclusion and Connection to Social Work**
  - How did your selection impact you and your understanding of the issue of the selection?
  - How is your selected material related to social justice or issues of power, privilege, or oppression?
  - What is the role of social work at the micro/mezzo/macro levels?

You must use at least ONE reading from the class as well as ONE outside source in your paper. This paper should be at LEAST 8 pages, and no longer than 12 pages double spaced using Times New Roman size 12 font. You will be graded on your writing, the incorporation of course material and outside material, and the incorporation of critical analysis in your paper. Remember to always answer the “how” in your writing and to properly cite sources using APA.

Possible Sources for Media Analysis Paper:

**Immigration**
- Living Undocumented – TV series (documentary) (available through Netflix) Please watch all six episodes

**Racism and Involvement in the Criminal Justice System**
- 13th – movie (documentary) (available through Netflix)
- The Hate You Give - movie (fictional drama) (Available on Hulu and Amazon)
- True Justice: Bryan Stevenson’s Fight for Equality - movie (documentary) (available at provided YouTube link): [https://www.youtube.com/watch?v=JfZPl4CFEUc](https://www.youtube.com/watch?v=JfZPl4CFEUc)
- Just Mercy - movie (biographical drama) (Available on Amazon)
- When They See Us – TV series (based on real events) (Available through Netflix). Please watch all four episodes
- Whose Streets – movie (documentary) (available through Amazon)

**Racism**
- Loving – movie (movie based on a documentary) (available through Amazon)
History and Impact of Enslavement in the United State


National and International Oppression of Women

- Half the Sky: Turning Oppression into Opportunity for Women Worldwide (Check with me for availability). Please watch both episodes

Disability

- Crip Camp: A Disability Revolution - movie (documentary) (Available through Netflix)

LGBTQ

- Do I Sound Gay? - movie (documentary) (Available through Amazon)
- All in my Family - movie (documentary) (Available through Netflix)
- Out in the Night - movie (documentary) (Available through Amazon)
- The Year We Thought about Love - movie (documentary) (Available on Apple TV)

Media Analysis – Total of 25 points (Part 2) Grading Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Excellent (22.5 - 25 Points)</th>
<th>Good (22- 20 Points)</th>
<th>Average (19 - 17 Points)</th>
<th>Poor ( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Writing (5 points possible)</td>
<td>The grammar and mechanics of style are consistent with APA formatting with particular emphasis on the following: The organization of the paper is clear and logical and consistent with APA formatting (see Chapter 3 of manual) The reference list is consistent with APA formatting (see Chapter 6 of APA manual). The paper is free of spelling errors.</td>
<td>The student only partially addressed the criteria related to professionalism in writing from the Excellent column.</td>
<td>The student only partially addressed the criteria related to professionalism in writing from the Excellent column.</td>
<td>There are several spelling errors, the paper in unclear and lacks organization and proper citation using APA guidelines is not used.</td>
</tr>
<tr>
<td>Introduction (2.5 points possible)</td>
<td>Student names and thoroughly describes the sources chosen. Student provides an explanation for how the source approached the topic and thoughtfully and succinctly connects it to the course.</td>
<td>Student names and describes the source chosen. Student provides minimal explanation of how the source approached the topic and minimally connects it to the course.</td>
<td>Student names and describes the source chosen, but does not provide a thoughtful explanation of either how the source approached to topic OR does not succinctly connect to the course</td>
<td>Student does not name the source and minimally describes the source chosen.</td>
</tr>
<tr>
<td>Issue Presentation</td>
<td><strong>Presentation</strong> (5 points possible)</td>
<td><strong>Critique</strong> (10 points possible)</td>
<td><strong>Conclusion and Connection to Social Work</strong> (2.5 points possible)</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------</td>
<td>----------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Student thoroughly answers the following questions: Who is impacted in the source you selected? What is the role of history in the issue? Is the selection proposing addressing the issue in a new way? If so, how?</td>
<td>Student answers the following questions but is missing some key details: Who is impacted in the source you selected? What is the role of history in the issue? Is the selection proposing addressing the issue in a new way? If so, how?</td>
<td>Student only answers some of the following questions and may be missing key details: What did your selection miss? Was it lacking in any way? What questions were you left with? Was there diverse representation in the selection? Was the community affected involved in the making of the source you selected?</td>
<td>Student only answers some of the following questions and may be missing key details: How did your selection impact you and your understanding of issue of the selection? How is your selected material related to social justice or issues of power, privilege, or oppression? What is the role of social work at the micro/mezzo/macro levels?</td>
<td></td>
</tr>
<tr>
<td>Student thoroughly answers the following questions: What did your selection miss? Was it lacking in any way? What questions were you left with? Was there diverse representation in the selection? Was the community affected involved in the making of the source you selected?</td>
<td>Student answers the following questions but is missing some key details: What did your selection miss? Was it lacking in any way? What questions were you left with? Was there diverse representation in the selection? Was the community affected involved in the making of the source you selected?</td>
<td>Student only answers some of the following questions and may be missing key details: What did your selection miss? Was it lacking in any way? What questions were you left with? Was there diverse representation in the selection? Was the community affected involved in the making of the source you selected?</td>
<td>Student only answers some of the following questions and may be missing key details: How did your selection impact you and your understanding of issue of the selection? How is your selected material related to social justice or issues of power, privilege, or oppression? What is the role of social work at the micro/mezzo/macro levels?</td>
<td></td>
</tr>
<tr>
<td>Student thoroughly answers the following questions: How did your selection impact you and your understanding of issue of the selection? How is your selected material related to social justice or issues of power, privilege, or oppression? What is the role of social work at the micro/mezzo/macro levels?</td>
<td>Student answers the following questions but is missing some key details: How did your selection impact you and your understanding of issue of the selection? How is your selected material related to social justice or issues of power, privilege, or oppression? What is the role of social work at the micro/mezzo/macro levels?</td>
<td>Student only answers some of the following questions and may be missing key details: How did your selection impact you and your understanding of issue of the selection? How is your selected material related to social justice or issues of power, privilege, or oppression? What is the role of social work at the micro/mezzo/macro levels?</td>
<td>Student only answers one or two of the following questions and is missing key details: How did your selection impact you and your understanding of issue of the selection? How is your selected material related to social justice or issues of power, privilege, or oppression? What is the role of social work at the micro/mezzo/macro levels?</td>
<td></td>
</tr>
</tbody>
</table>

**Part one (5 points):**

The informal presentation of your paper is an opportunity for you to present the outline of your paper and get
feedback from the class and me to inform your final product. The presentation of your work should be no longer than 5 minutes to leave enough time for feedback.

Be prepared to present:

- Your selection
- A very brief response to the prompts above (in Part two)

This is an informal presentation, it can be a discussion and you DO NOT need to have a PowerPoint presentation or any formal material, please just have an outline to speak to. Part one is being done to prepare you to comprehensively complete Part two.

**Assignment Five: Final Exam (20 Points)**

The final exam will be held during the last class and will include both multiple-choice and essay questions

**Participation (5 Points)** - You will be expected to attend and participate in class.

**G. 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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

This is a Hybrid II course meaning course content is provided both in-person and online; Face to Face classes will be on Tuesdays and online classes will occur on Thursdays, both at the scheduled course time of 9:30am to 10:50am. Class all shift to online after Thanksgiving break.

**H. Grading**

You can attain a total of 100 points for this course. The grading for the course is as follows:

1. Cultural Artifact - 5 points
4. Media Analysis Paper: A total of 30 points.
5. Final Exam: 20 points
6. Participation - 5 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.

I. Make-Up Exams

Please stay in communication if you will be late on any assignment. If there is not any communication, 2 points will be taken off of the final grade for every day your assignment is late.

J. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Modality</th>
<th>Topic and Class Activity</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Thurs 8/27</td>
<td>Online</td>
<td>Course Introduction</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Week Two</td>
<td>Tues 9/1</td>
<td>In-person</td>
<td>Paradigms</td>
<td>Chapter 1</td>
<td>Assignment 1</td>
</tr>
<tr>
<td></td>
<td>Thurs 9/3</td>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Three</td>
<td>Tues 9/8</td>
<td>In-person</td>
<td>Prejudice, Stereotyping, and Discrimination</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 9/10</td>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Four</td>
<td>Tues 9/15</td>
<td>In-person</td>
<td>Cross-Cultural Communication</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 9/17</td>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Five</td>
<td>Tues 9/22</td>
<td>In-person</td>
<td>Privilege</td>
<td>See reading links on Canvas under week five</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 9/24</td>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Six</td>
<td>Tues 9/29</td>
<td>In-person</td>
<td>Immigration</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 10/1</td>
<td>Online</td>
<td></td>
<td></td>
<td>Assignment 3</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Tues 10/6</td>
<td>In-person</td>
<td>Indigenous Populations</td>
<td>See reading links on Canvas under week 7</td>
<td>Assignment 4 Source Selection due for approval</td>
</tr>
<tr>
<td></td>
<td>Thurs 10/8</td>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Eight</td>
<td>Tues 10/13</td>
<td>In-person</td>
<td>Heterosexism</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs 10/15</td>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Tues</td>
<td>In-person</td>
<td>Chapter</td>
<td>Thurs</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>-----------</td>
<td>-----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Nine</td>
<td>10/20</td>
<td>Sexism and Gender Diversity</td>
<td>10</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ten</td>
<td>10/27</td>
<td>Ableism &amp; Ageism Chapter 12</td>
<td>10/29</td>
<td>Assignment 4 - Part 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleven</td>
<td>11/3</td>
<td>Classism Chapter 9</td>
<td>11/5</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twelve</td>
<td>11/10</td>
<td>Religious Intolerance Chapter 6</td>
<td>11/12</td>
<td>Assignment 4 - Part 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thirteen</td>
<td>11/17</td>
<td>Cultural Pluralism Chapter 7</td>
<td>11/19</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourteen</td>
<td>11/24</td>
<td>Racism Revisited See links under week 14 in Canvas</td>
<td>11/26</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifteen</td>
<td>12/1</td>
<td>Bringing it all together and Allyship No readings</td>
<td>12/3</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sixteen</td>
<td>12/8</td>
<td>ONLINE</td>
<td>FINAL EXAM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
L. Grade Grievances


M. 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.

N. 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

O. 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.

P. 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/).

**Q. 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.

**R. 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.

**S. 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*

**T. 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/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism/](http://library.uta.edu/plagiarism/).

U. 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](http://www.uta.edu/oit/cs/email/mavmail.php).

V. 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/](http://www.uta.edu/news/info/campus-carry/).

W. 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).

X. 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.