THE UNIVERSITY OF TEXAS AT ARLINGTON
School of Social Work

Semester/Year: Spring 2020
Course Title: Social Work Practice III: Macro Practice
Course Prefix/Number/Section: SOCW 3306-004
Instructor Name: De'An Roper, PhD, LCSW-S
Faculty Position: Assistant Professor in Practice
Faculty Profile: N/A
Office Number: Bldg B #130
Phone Number: 214-676-7920
Email Address: dean.roper@uta.edu
Office Hours: Tu/W/Th
Day and Time of Class (if applicable): Tu/Th 2:00-3:20
Location: Trimble Hall 204

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.
Blackboard: https://elearn.uta.edu; Canvas: https://uta.instructure.com/

A. Description of Course Content

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

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1-9, it mainly focuses on competencies 7 & 9.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitate methods for evaluating outcomes and practice effectiveness. Social workers:

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

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

- **Quizzes:** There will be 10 quizzes (worth 1 point each) developed from weekly chapter readings. Addresses Competency 7.
• **Required Community Assessment Activities:** (8 activities worth 5 points each)

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

- **Activity I** Exploring the Community Assessment Topic—Students discuss and consider their personal experiences & values regarding the chosen topic.
- **Activity II** Windshield Survey—Students visit the chosen community on foot or in a vehicle and reflect on community assets and areas of need based on visual observations.
- **Activity III** Asset Mapping—Using the course text, students develop a “chart” of the community assets and gaps in services, based on observations and empirical research to this point in the project.
- **Activity IV** Identifying Major Findings—Student expand on developed knowledge from previous assignments and additional exploration including research, possible community meetings or interviews and begin to make some conclusions regarding their findings.
- **Activity V** Assess an Organization—Students are provided with questions for exploring an actual human service organization in their chosen area.
- **Activity VI** Key Informant Interview
- **Activity VII** Discussion Topic—Public Service Video. Students find and discuss a public service announcement with other course attendees.
- **Activity VIII** Advocacy. Using knowledge obtained in all of the previous assignments and additional research, students develop a suggested tool or method for advocating on behalf of an identified population.

**Community Assessment Assignment:** See online rubric (worth 45 points)

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

- The Goal of the Assessment is to thoroughly explore a primary topic and subtopic as it relates to a specific community location. (e.g., What is happening in Dallas with regard to Poverty?) Students may not rely on assumption or intuition only. A thorough research assessment using course materials and empirically based information is required.
- As a macro or micro practitioner, a community assessment can help to better respond to the population’s needs and to contribute to one of our major ethical responsibilities, social change. In addition to the course materials, readings, lectures, quizzes, and discussion boards, the Required Activities I-VII mentioned above are designed to guide the student through various components of topic exploration.
- **Before beginning the assignment, students must discuss with the instructor the chosen topics and if they are completing this assignment as an individual or in groups of no more than four.**
- The information researched on the topic will be analyzed and organized into either a professional presentation (Power Point, Prezi, Google Slides, etc.) or a written assignment in the form of a paper posted on Safe Assign.
- The Goal of the Assessment is to thoroughly explore a topic as it relates to a specific community location. For example: What is happening in Dallas with regard to Poverty? Students may not rely on assumption or intuition only. A thorough research assessment using course materials and empirically based information is required.

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

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

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

- **Demonstrate the Findings:** The information researched on the topic will be analyzed and organized into either a professional presentation (Power Point, Prezi, Google Slides, etc.) or a written assignment in the form of a 12-16-page paper posted on Safe Assign. APA is required. Papers use 12-point font & double spacing. The Cover page and the Reference page do not count in the total number of required pages. Use a minimum of six resources using journal articles and other professionally sourced material. Additional outside sources from the course text, materials, and the community is expected.

- **Student Self-Assessment:** (Worth 10 Points)

Students will review one of the following, using the rubric provided on line.

1. The Community Assessment Written Assignment: Students who complete the Community Assessment Written assignment as an individual will review and grade their own papers. Students in a Group will review the group paper, each member independently. ALL students will complete a Student Assessment of the Written assignment as an individual, NOT as a Group. This assignment is completed prior to the Course Instructor’s review and final grade.

2. The Community Assessment Presentation: Students who complete the Community Assessment Presentation as an individual will review and grade their own presentations. Students in a group will review the overall group presentation. ALL students will complete the Assessment of the project as an individual, not as a group. This assignment is completed prior to the Course Instructor’s review and final grade.

EXTRA CREDIT: The instructor reserves the right to provide extra credit throughout the course. Students must complete all of the course assignments to receive extra credit.

### Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (1 point each)</td>
<td>10</td>
</tr>
<tr>
<td>Required Activities I-VII (5 Points Each)</td>
<td>35</td>
</tr>
<tr>
<td>Community Assessment</td>
<td>45</td>
</tr>
<tr>
<td>Student Self-Assessment of Community Assessment</td>
<td>10</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 Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section.
Your engagement with the course will be monitored to ensure you are successful.

**Class participation includes:** regularly attendance, contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructors. Actions that undermine your class participation and compromise the sense of intellectual and practice community negatively affect your grade. Actions that undermine your class participation include but are not limited to failure to submit assignments in a timely manner, posting contents that are not supported by readings, not attending class on a regular basis, and not using critical thinking skills. In borderline grade situations, attendance will count at the professor’s discretion.

**Additional requirements:** A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade. Meaningful class participation is one of the requirements of the university. In this online course participation includes: regularly accessing the course, meaningful contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor.

**G. Grading**

**Suggestions for earning a higher grade:**

The course materials, assigned readings, powerpoints, and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due.

Additionally, you will find the grading rubrics that will be used to assess your major assignments on Canvas. This will help guide your work and understand your professor’s expectations. It is recommended that you check the rubric before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, and/or UTA’s English Writing Center.

**Recommendations:**

Check Canvas at least twice a week to read the announcements, complete/submit assignments, communicate with your group, monitor your threads and review course materials posted by the instructor. Complete your readings. Take notes, watch videos as many times as needed to digest the material presented. Complete the assignments for each week. These are designated in the course outline in this document and outside resources will be available in Canvas.

Assignments will be submitted via Canvas by 11:59 PM (midnight) on the due date. Assignment links will be available in the “Assignments” tab and DB in the Discussions table in the main menu on Canvas.

**NO ASSIGNMENTS WILL BE ACCEPTED VIA EMAIL.**

Evaluate whether you understand the course. If you have questions about the course materials, then please email your questions to the professor Dean.Roper@UTA.edu or the post in your group or post on the “Ask the Instructor” tab on Canvas.

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

An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes.
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

Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. In these cases, late assignments may be accepted under extreme circumstances and at the discretion of the instructor. Points may be deducted.

YOU MAY NOT SUBMIT LATE ASSIGNMENTS FOR PARTIAL CREDIT without prior approval.

Note: In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly. Most weather events that compromise your web access are foreseeable and should be planned for accordingly.

I. Course Schedule

<table>
<thead>
<tr>
<th>MODULE</th>
<th>Lecture TOPICS</th>
<th>Required Reading See Online Additional for supplemental readings.</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and course overview: Syllabus review,</td>
<td>Chapter 1: Introduction to Macro Practice</td>
<td>Review the Syllabus Quiz over Chapter 1 1/23/2020</td>
</tr>
<tr>
<td>2</td>
<td>Skills in Macro Practice</td>
<td>Chapter 3: Micro Skills with Organizations &amp; Communities</td>
<td>Quiz Chapter 3 1/30/2020 Student Groups Assigned 1/28/2020</td>
</tr>
<tr>
<td>3</td>
<td>Understanding Neighborhoods &amp; Communities</td>
<td>Chapter 8</td>
<td>Quiz over Chapter 8 2/6/2020 Activity I: Exploring the Community 2/4/2020</td>
</tr>
<tr>
<td>4</td>
<td>Macro Practice And Communities</td>
<td>Chapter 9</td>
<td>Quiz Chapter 9 2/13/2020</td>
</tr>
<tr>
<td>5</td>
<td>Understanding Organizations</td>
<td>Chapter 5</td>
<td>Complete Quiz Chapter 5 Activity II: Windshield Survey</td>
</tr>
<tr>
<td>6</td>
<td>Using Supervision &amp; Developing &amp; Managing Agency Resources</td>
<td>Chapter 13 &amp; 14</td>
<td>Quiz Chapter 13 &amp; 14 2/20/2020 Activity III: Asset Mapping 2/18/2020</td>
</tr>
<tr>
<td>7</td>
<td>Decision Making for Organizational Change</td>
<td>Chapter 6</td>
<td>No Quiz This Week Activity IV: Identifying the Findings, not due until week 10.</td>
</tr>
<tr>
<td>8</td>
<td>Change &amp; Implementing Organizational Change</td>
<td>Chapter 7</td>
<td>Quiz over Chapters 6 &amp; 7 -2/27/2020 Activity V: Assess and HSO 2/25/2020 Activity VI: Post a Public Service Video 2/25/2020</td>
</tr>
<tr>
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</tr>
<tr>
<td>9</td>
<td>Advocacy</td>
<td>Chapter 11</td>
<td>Quiz over Chapter 11 -3/5/2020</td>
</tr>
<tr>
<td>10</td>
<td>Group Skills For Org. Change</td>
<td>Chapter 4: Group Skills for Org. Change</td>
<td>Quiz over Chapter 4 -3/19/2020 Activity VII: Advocacy Self-Assessment of Community Assessment Due</td>
</tr>
<tr>
<td>11</td>
<td>Evaluating Macro Practice</td>
<td>Chapter 10</td>
<td>Quiz over Chapter 10- 3/31/2020 COMMUNITY ASSESSMENT PRESENTATIONS</td>
</tr>
<tr>
<td>12</td>
<td>Ethics</td>
<td>Chapter 12: Ethics</td>
<td>Quiz over Chapter 12- 4/16/2020 COMMUNITY ASSESSMENT PRESENTATIONS Community Assessment Paper Due</td>
</tr>
<tr>
<td>13</td>
<td>Stress Management</td>
<td>Chapter 2: Stress Management</td>
<td>No Quiz on Chapter 2 -4/28/2020 COMMUNITY ASSESSMENT PRESENTATIONS</td>
</tr>
<tr>
<td>14 &amp; 15</td>
<td>FINALS WEEK</td>
<td>There is no final in this course.</td>
<td>COMMUNITY ASSESSMENT PRESENTATIONS Complete Course Survey 5/7/2020</td>
</tr>
</tbody>
</table>

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 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:

<table>
<thead>
<tr>
<th>Library Home Page</th>
<th><a href="http://www.uta.edu/library">http://www.uta.edu/library</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Guides</td>
<td><a href="http://libguides.uta.edu">http://libguides.uta.edu</a></td>
</tr>
<tr>
<td>Subject Librarians</td>
<td><a href="http://library.uta.edu/subject-librarians">http://library.uta.edu/subject-librarians</a></td>
</tr>
<tr>
<td>Course Reserves</td>
<td><a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a></td>
</tr>
<tr>
<td>Library Tutorials</td>
<td><a href="http://library.uta.edu/how-to">http://library.uta.edu/how-to</a></td>
</tr>
<tr>
<td>Connecting from Off-Campus</td>
<td><a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a></td>
</tr>
<tr>
<td>Ask a Librarian</td>
<td><a href="http://ask.uta.edu">http://ask.uta.edu</a></td>
</tr>
</tbody>
</table>

**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/aaoo/fao/](http://wweb.uta.edu/aaoo/fao/)).

**P. Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished
academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](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](http://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/](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/)

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

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.