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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

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

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

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

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

C. Required Textbooks and Other Course Materials


*We will be using Mindtap exercises during the course. Additional information about purchasing the EBook and having access to the Mindtap exercises can be found here: [https://www.cengage.com/student-training/mindtap/canvas/ia-no/](https://www.cengage.com/student-training/mindtap/canvas/ia-no/) or here [https://www.cengage.com/student/](https://www.cengage.com/student/)

D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

Continuing the course after distribution and review of the syllabus constitutes informed consent to participate in the course, per syllabus criteria. In addition to assignments listed below, each student is expected to read
100% of the assigned reading material.

Students will be required to actively utilize the online program to access course assignments, required reading assignments, and to communicate with peers and the instructor throughout the semester.

**GENOGRAM AND ECOMAP- 20 points**

**Due: 2/23**

You will create a three-generation family Genogram (i.e., grandparents, parents, self, and siblings). If applicable, you may also 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

**Online Interprofessional Education (IPE) Activity “Race and Discrimination during Hurricane Katrina: A Closer Look-15 points**

In this assignment, students will be engaging in interprofessional groups with students from TCU and UNTHSC from various professions. The online discussion will take place in TCU’s online learning management system, which UTA students will be enrolled in during the semester for this activity.

The online discussion board will open, Sunday, February 23rd. Students will be required to respond to a prompt by 3/1/20 at 11:59pm. Students will then have the next week to respond to two (2) peer’s posts, which will be due by 3/8/20 at 11:59pm.

Addresses Student Learning Outcome 1, 6 and 8

**Mindtap Exercises (Total Points 35)**

Students will need to register for both textbooks in order to participate in Mindtap exercises throughout the semester, which they will have access to through links in Canvas. During the semester students will utilize the resources in Mindtap to complete activities, as well as have optional practice activities.

Students will need to choose a select number of activities out of the exercises below. Please note that you can do more than what is required, but the maximum number of points you can receive for the Mindtap exercises is 35 points.

All activities are due on Sunday at 11:59pm for that module. The activities will only be open for that module, therefore do not plan to go back at the end of the semester and complete activities from previous modules to ensure you have all of your points; you are encouraged to plan ahead to get your 35 points. For example, during Module 10, the activities for Module 3 will be closed, this is to help you build your skills throughout the semester.

The required Mindtap activities are

**5 Helper Studio (2 points per Helper Studio completed; 10 points total)**

Students will watch a video and record and upload a response to a client. Students will need to choose 6 of the helper studio activities to complete throughout the semester.

**9 Case Study (1 point per case study; 9 points total)**

Students will read a case study and answer the questions that follow. Students will need to choose 10 of the case studies to complete throughout the semester.
**8 Video Activity (2 points per video activity; 16 points total)**

Students will watch a video and complete the questions at the end of the video. Students will need to choose 5 video activities to complete throughout the semester.

*Addresses Student Learning Outcome 1, 6, 7, and 8*

**DOCUMENTATION EXERCISE 5 pts**

Using one of the Mindtap Helper Studio scenarios, students will select one of the formats (e.g., SOAP, BIRP) taught in class to compose a progress note which will describe your session from the clinician’s perspective. Additional information on the content, style, and grading of this assignment will be posted online. This assignment is due by Sunday at 11:59pm for the week of the Helper Studio video that the student chooses.

*Addresses Student Learning Outcome 7*

**Biopsychosocial Assessment 25 pts:**

**Due: 4/5**

Students will complete a biopsychosocial of an individual of their choosing. (Based on reports from past students, they have recommended that you avoid family members as it could add stress to this assignment).

A biopsychosocial history is a comprehensive assessment of an individual. The assessment does not have a specific length, but is generally 8 -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), complete descriptions, and using formal writing (without contractions, slang, etc.). Imagine this assignment is something that a professional social worker will have documented in a client’s chart in an agency. 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.

If you are using an assessment at your current job or have used an assessment at an agency in the past, review the assessment with me prior to submitting the assignment. Please do not assume that the assessment at your job is acceptable for this assignment.

Additional information about the assignment will be posted online.

**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 See the following website for additional help with APA format: [http://owl.english.purdue.edu/owl/resource/560/01/](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 – 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 (i.e., Discussion Boards, Biopsychosocial Assessment). This includes refraining from the use of contractions (e.g., can’t, don’t, won’t, ).

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through the online learning management system.

Assignments will not be accepted via email. Hard Copies are not to be turned in unless specified otherwise.

Participation in the course includes active engagement in the online setting and completion of module specific activities over the course of the semester.

Extra Credit: As the instructor for the course, I reserve the right to provide extra credit. Please do not assume that extra credit will be offered. If an extra credit opportunity is offered, it will have a specific due date, which will be strictly adhered to. At the end of the semester, please do not ask for additional time to complete extra credit opportunities.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genogram/Ecomap</td>
<td>20</td>
</tr>
<tr>
<td>Online Interprofessional Education (IPE) Activity</td>
<td>15</td>
</tr>
<tr>
<td>Mindtap Exercise-Helper Studio</td>
<td>10</td>
</tr>
<tr>
<td>Mindtap Exercise-Case Study</td>
<td>9</td>
</tr>
<tr>
<td>Mindtap Exercise-Video Activity</td>
<td>16</td>
</tr>
<tr>
<td>Documentation</td>
<td>5</td>
</tr>
<tr>
<td>Biopsychosocial Assessment</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></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.

As the instructor of this section, it is expected that you engage in the online setting. Missed online activities
will adversely affect your grade.

Additional requirements for the course:

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 meet with the professor.

Meaningful class participation is one of the requirements of the university. For this online course, participation includes regularly accessing the course, thoughtful and thorough contributions to the discussions and questions, class activities engagement and constructive interaction with peers and the instructor.

Online activities may not be made up as the purpose of the activity is to focus on student engagement in the online classroom with peers and/or the professor.

**G. Grading**

*Note: Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date.*

Late assignments may be accepted under extreme circumstances, when discussed with the instructor prior to the due date and at the discretion of the instructor. Late assignments may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

All assignments are due by 11:59p on the day of the due date. All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Expect the instructor to grade assignments within two weeks of the due date. Please do not ask when grades will be assigned before the two-week period. If a student has a question regarding his/her grade check the gradebook on Canvas. Federal law and FERPA ensure a student’s right to privacy and limits the instructor’s ability to discuss grades over the internet of via phone. Do not email about your grades from an email account other than Mav Mail. If you would like to discuss your grade, an appointment will need to be made with the professor.

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

First-Read and view the assignments and the syllabus

Second-Ask your question regarding the course materials through an e-mail to the professor or the “Course Q and A ” Discussion Board

Please keep in mind that asking a question regarding the course materials before you turn in your assignment is much better than asking your question about your grade.

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. Please see “Plagiarism Information” online for additional resources.

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.

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Support Services," below.

H. Make-Up Exams

There are no exams required for the course.

Please note:

Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date.

Late assignments may be accepted under extreme circumstances, when discussed with the instructor prior to the due date and at the discretion of the instructor. Late assignments may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

All assignments due by 11:59p on the day of the due date.

I. Course Schedule

*All assignments are due at 11:59pm unless otherwise noted.

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings C: Cournoyer</th>
<th>Assignments Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/21-1/26</td>
<td>Introductions; Syllabus and Course Overview Introduction and The Challenges of Social Work Introduction to Professionalism</td>
<td>C: Chapter 1 &amp; 2 H: Chapter 1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1/27-2/2</td>
<td>Critical Thinking, Scientific Inquiry and Life Long Learning Direct Practice: Domain, Philosophy, Roles; Overview of the Helping Process</td>
<td>C: Chapter 3 H: Chapter 2 &amp; 3</td>
<td></td>
</tr>
</tbody>
</table>
H: Chapter 4  
Social Work Code of Ethics  
http://www.socialworkers.org/pubs/code/code.asp |
| 4 | 2/10-2/16 | Talking and Listening--The Basic Interpersonal Skills Building Blocks of Communication: Conveying Empathy and Authenticity Preparing & Beginning | C: Chapter 6, 7 and 8  
H: Chapter 5 |
| 5 | 2/17-2/23 | Exploring; Verbal Following, Exploring, and Focusing Skills. (H6) Eliminating Counterproductive Communication Patterns | C: Chapter 9  
H: Chapter 6 &7  
SOAP & BIRP Notes  
http://fcm.unm.edu/education/physician-assistant-program/docs/template_clin_soap_note.pdf  
BIRP Notes:  
http://www.acbhcs.org/providers/QA/docs/2013/TR_BIRP_Progress_Note_Checklist.pdf  
Genogram and EcoMap due 2/23 at 11:59pm |
| 6 | 2/24-3/1 | Online IPE | Readings and activities will take place in the online IPE activity |
| 7 | 3/2-3/8 | Online IPE | Readings and activities will take place in the online IPE activity |
H: Chapters 8 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignment</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>3/30-4/5</td>
<td>Biopsychosocial Paper</td>
<td>No Reading; Complete Biopsychosocial Paper</td>
<td>Biopsychosocial Paper due 4/5 at 11:59pm</td>
</tr>
<tr>
<td>11</td>
<td>4/6-4/12</td>
<td>Contracting, Developing Goals and Formulating a Contract.</td>
<td>C: Chapter 11</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>H: Chapters 12</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/13-4/19</td>
<td>Working &amp; Evaluating Planning and Implementing Change-Oriented Strategies. Developing Resources, Organizing, Planning, and Advocacy as Intervention</td>
<td>C: Chapter 12</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>H: Chapters 13 &amp; 14</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>H: Chapters 17, 18 and 19</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>5/4-5/8</td>
<td>Course Wrap Up</td>
<td>Course Wrap up</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>5/11-5/15</td>
<td>Finals Weeks</td>
<td>Finals Week; no final in the class</td>
<td></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.

Other readings may be posted online. The instructor will notify the class if any reading assignments change or are added online.

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/aao/fao/).

**O. 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

**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.