A. Description of Course Content

Building on a social determinants of health theoretical perspective and research methods in health care, this course undertakes a critical examination of policies, research and practices that contribute to health disparities. Topics vary each semester depending on the needs and interests of students and faculty. Potential topics may include, but are not limited to: community health, homelessness, HIV/AIDS, maternal and child health, immigrant health, and veteran health. Emphasis is placed on the role of the social work practitioner in promoting and advancing social justice in health. **Co-requisites:** SOCW 5311 OR SOCW 5312

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

Advanced courses at the MSW level incorporate advanced competencies that are specific to a
Competency 1: Demonstrate ethical and professional behavior for advanced social worker specializing in health

- Advanced social workers specializing in health strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and address ethical dilemmas in health care practices affecting individuals, organizations, and communities.

- Advanced social workers specializing in health exercise personal reflection and self-regulation to manage personal values, maintain professional demeanor in behavior and appearance, and oral, written, and electronic communication in direct and indirect connection to the delivery of services.

- Advanced social workers specializing in health recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery.

Competency 2: Engage Diversity and Difference in Practice

- Advanced social workers specializing in health practice self-awareness and self-regulation to manage the influences of personal bias and values, including, but not limited to, age, class, color, culture, disability and ability, gender identity, religion, and immigration status, in working with diverse populations in connection with the delivery of health care services.

- Advanced social workers specializing in health recognize and respect different values related to health and health care beliefs.

- Advanced social workers specializing in health promote diversity and equity in health and health care service delivery, particularly amongst diverse populations, persons who are vulnerable, oppressed, or living in poverty.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Advanced social workers specializing in health advocate for health care as a fundamental human right, and utilize health-related practices that promote health equity and reduce health disparities.

- Advanced social workers specializing in health understand how issues of social, economic, and environmental justice influence individuals’ rights to health and health care, and how their own perspectives and privilege may influence their delivery of services in health-related practice settings.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
• Advanced social workers specializing in health demonstrate an understanding of the role of evidence-based practice and practice-informed research, in promoting health equity and reducing health disparities.

• Advanced social workers specializing in health engage in critical analysis, and apply it appropriately to assess and intervene with individuals and families in health care settings.

• Advanced social workers specializing in health have an understanding that their own personal beliefs or biases may influence interpretation of, or translation of research.

**Competency 5: Engage in Policy Practice Curriculum**

• Advanced social workers specializing in health understand that human rights and social justice, as well as social welfare and services, are mediated by policy implementation at the federal, state, and local levels.

• Advanced social workers specializing in health understand the history and current structures of health policies and services, the role of policy in health service delivery, the social work role in policy development and implementation within health care practice settings, at the micro, mezzo, and macro levels, and actively engage in policy practice to affect change within those settings.

• Advanced social workers specializing in health recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect health policy, and are knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

• Advanced social workers specializing in health understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.

• Advanced social workers specializing in health uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.

• Advanced social workers specializing in health use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Advanced social workers specializing in health integrate sources of knowledge, including, but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends, within evaluation processes.

- Advanced social workers specializing in health plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.

C. Required Textbooks and Other Course Materials

Abraham, L.K. (1993). *Mama might be better off dead: The failure of health care in urban America*. Chicago, IL: The University of Chicago Press. (this book will be read the second half of the class)

Required readings will be available online through the UTA Library.

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 and to come to class prepared to discuss (e.g. ask and answer relevant questions) the 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. Some class sessions, as determined by the instructor, will be done online.

Participation-25 points

Each class has three parts: (1) a Round-of-Questions, (2) Discussion, and (3) a Case Study.

The intentions of the Round-of-Questions is to ensure every student has completed the readings. For the Round-of-Questions, each student will prepare three questions *ahead of time* about the readings and share them at the beginning of each class via the google doc. Students will need to submit the questions before class each Monday at 11:59pm and note which questions they submitted.

These questions should be specific, and they should focus on the readings. For example, “I don’t understand why the author argues that social workers should take on this role: ____, because from my experience it is much more appropriate to take on this other role: ____?” Or “Why does the intervention in the first article take this approach: _____, but the intervention in the second article takes this different approach: _______?” As you can see, “WHY” questions are good questions. When you come to class, you don’t need to know the answers,
but you will be expected to clarify your questions.

Following the Round-of-Questions, the instructor will provide an agenda for a guided discussion of the readings. The questions will be incorporated into this agenda and the instructor will facilitate the discussion by presenting questions about the readings, while students are expected to actively lead the discussion. Important elements of discussion include: presenting your perspective and defending it, agreeing with somebody and elaborating on their point, or disagreeing with somebody and providing evidence to the contrary. The discussion will wrap-up at the end of the first half of class.

In the second half of the class, students will work in their randomly assigned groups to discuss a case study that draws on the topic of the week. Students will intentionally be given a limited amount of time to read and discuss the case study and draft a short memo or presentation in response. The intention of only having limited time is to reflect professional situations in public health and health care settings that require decision-making with minimal time and preparation. Each group will discuss the results of their analysis, and groups will have the opportunity to amend their responses and send their final memo to the instructor within 2 days. Groups may be asked to present their responses the following week in class.

The class will conclude with key “take-away” points, as well as general guidance regarding the readings for the following week.

Two participation grades will be determined daily on a pass/fail basis. The first grade will be based on individual participation through contribution of discussion questions and subsequent discussion, and the second grade will be based on group participation measured through weekly memos related to case study topics.

Addresses competencies 1, 2, 3, 4, 5, 7, & 9

Project Outline-10 points

Due Date: 2/23

Working in groups, students will submit an outline for their project proposal. Students will identify a project that will focus on an aspect of chronic disease; this can be in the form of working with patients, caregivers, or organizations. See the Project Proposal Assignment for additional information regarding the full assignment.

Additional information and a grading rubric will be posted online.

Addresses competencies

Project Proposal Presentation-30 Points

Due Date 4/5

The purpose of the project proposal is to develop the proposal for a project that builds on health equity theories and conceptual frameworks, evidence-based practices in the field, achieves meaningful, measurable outcomes, and has policy relevance within our current political environment.

Projects should relate to the topic of the class but can vary widely in how they look—for example, students can propose interventions focused on clients by designing an entirely new program or redesigning an existing program. Alternately, students can propose a research project such as a local survey or a series of interviews or focus groups to explore an emerging need. Students can even focus on a macro-level intervention, such as a training program for employees or an advocacy initiative to support change in organizational or public policies.

The project proposal addresses each major component of the project and include a Theory-of-Change logic model. Students are encouraged to use the W.K. Kellogg Foundation’s Logic Model Development Guide
Students will present their project in class during modules 11 and 12. Students will also be required to post their presentations to the “Project Proposal Presentation” Discussion Board for their peers to access.

Additional information regarding the presentation expectations and a rubric will be posted online.

Addresses competencies 2, 3, 4, 5, 7, & 9

Proposal Peer Review-10 total points

The primary purpose of the peer review is to engage students directly in the learning process through skill-building, reflection, and collaboration with the instructor and with each other. A secondary benefit is to help students anticipate the review process that typically accompanies most grant and research proposals.

Prior to beginning the peer review, students will work together with the instructor to develop the scoring criteria for the peer review, which will include a numeric score and qualitative feedback. Once the criteria is developed, students will complete the peer review evaluation for their own group project first. This will be submitted to the instructor online.

Students will then meet with their groups and use the peer review guide they developed as a template to review each proposal and provide qualitative feedback as well as an individual numeric score. The individual numeric score will be confidentially aggregated by the instructor. Each group will elect two leaders—one person will facilitate the discussion while a second will be the designated notetaker. The group will discuss strengths and weaknesses in each proposal, which will be documented by the notetaker. Groups will meet on 4/21 individually and submit the qualitative feedback and numeric score to the instructor online.

In class on 4/28, groups will then present their qualitative feedback to the class. After this process, each student will complete a reflection about the process and compare their initial self-evaluation with the cumulative peer review score. The three highest-scoring proposals in each group will be acknowledged on the last day of class.

Addresses competencies 1 & 2

Interprofessional Education Patient Simulation and Case Note-Total Points=10

IPE Simulation Activity-February 29th and March 1st

Case Note Due 3/1

1. This assignment will allow you to participate in a unique learning activity which will involve students from multiple health professions who are currently attending UTA, TWU, and UT Southwestern (UTSW) in team-based interprofessional simulation. UTA and TWU nurse practitioner students in multiple specializations will be participating. MSW students in multiple specializations (e.g., Health, Mental Health and Substance Abuse, Aging, etc.) from UTA may also be participating. Multiple professions from UTSW, including medical students, clinical nutrition, prosthetist/orthotics, physician assistant, physical therapy, occupational therapy, and rehabilitation counseling students will be participating. The activity focuses on teamwork, so as many students as possible from as many professions and schools as possible are needed to make the experience robust for everyone.

1. Please sign up for ONE (1) Interprofessional Education (IPE) simulation session at UT Southwestern Medical Center Simulation Center, Dallas, TX 75235, Room 228. You will be one of the members of an interprofessional team who meet together to participate in a simulation. There are two dates that you may choose from: February 29th or March 1st. A link will be sent to all students participating to sign up. You will need to sign up by 2/19.
Next steps:
1. Print and sign the Simulation Center Participant Authorization and Confidentiality Agreement (the last 2 pages of the student prep document). You will have access to the agreement in a module in Canvas. In order to review the prework, which will be required before the simulation, you must sign the agreement. Without this agreement on file, you will not be able to.

2. Students will have access to information online to help prepare them for this activity. Students will need to review and complete all of the materials prior to the simulation event.

3. Please arrive at the simulation laboratory at UTSW at least 15 minutes before the time slot you signed up for, wearing the attire you wear when in clinical (business casual) and bring your UTA ID or ID card. A map of the UTSW campus, including available parking and simulation lab location, is located in the online module. Make sure to enter via the garage entrance as you are not able to enter the building on the street level. (DO NOT USE GPS or MAPQUEST! IT WILL MISDIRECT YOU!)

4. On the day of your simulation activity, your total time at the simulation center is anticipated to be about 60-90 minutes. Please be on time. There are at least 500 participants on the 2 days of simulation. If you are late or miss your appointment, not only will you inconvenience other students, but there will probably not be an opportunity for you to make up the simulation.

Students will complete a case note after the simulation and submit the case note online after the event. Student’s case notes will be well written and free of spelling and grammar errors. In order to receive full credit students will need to attend the event and submit the completed case note. The objective of the case note being due the weekend of the simulation is that in a health care settings documentation typically must occur within 24 hours of a patient encounter depending on the agency policy and procedures.

Additional information about the structure of the case note and the rubric are posted online in the course.

This assignment assesses competencies 1, 2, 6, 7, 8 and 9.

**IPE Cultural Competency at UNTHSC and Reflection-10 points**

**4/10 9am-12pm.**

During the semester students will participate in an Interprofessional education (IPE) activity at the University of North Texas Health Science Center (UNTHSC) in Fort Worth (3500 Camp Bowie Blvd, Ft. Worth, TX 76107)-specific parking instructions will be provided closer to the date.

The event will take place on April 10th from 9am until 12pm.

Additional information to help prepare students for the event and assignment requirements will be provided online and in class.

**IHI Open School-submit certificate-5 points total**

Students will enroll in the IHI Open School (instructions will be posted online). Students will log into their account and go to the “IHI Open School online course catalog”. Students will complete the following modules and submit a certificate that they will receive upon completion of the module.

**Due 2/3**-Complete “Improving Health Equity” (TA 102) lessons 1-3 at the IHI Open School: [http://www.ihi.org/education/IHIOpenSchool/Pages/default.aspx](http://www.ihi.org/education/IHIOpenSchool/Pages/default.aspx)

**Due 4/27**-Complete “PFC 201: A Guide to Shadowing: Seeing Care through the Eyes of Patients and Families” at the IHI Open School.

**Due 5/4**-Complete “PFC 202: Having the Conversation: Basic Skills for Conversations about End-of-Life Care” Lessons 1-3 at the IHI Open School
Addresses competencies 2 and 4

PAPERS – GENERAL INFORMATION AND EXPECTATIONS
All papers must follow APA guidelines.

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/
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. 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.

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>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25</td>
</tr>
<tr>
<td>Project Outline</td>
<td>10</td>
</tr>
<tr>
<td>Project Proposal Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Proposal Peer Review</td>
<td>10</td>
</tr>
<tr>
<td>Interprofessional Education Patient Simulation and Case Note</td>
<td>10</td>
</tr>
<tr>
<td>IPE Cultural Competency at UNTHSC and Reflection</td>
<td>10</td>
</tr>
<tr>
<td>IHI Certificate-Improving Health Equity Lessons 1-3</td>
<td>2</td>
</tr>
<tr>
<td>IHI Certificate- A Guide to Shadowing: Seeing Care through the Eyes of Patients and Families</td>
<td>1</td>
</tr>
<tr>
<td>IHI Certificate- Having the Conversation: Basic Skills for Conversations about End-of-Life Care Lessons 1-3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education
for federal financial aid recipients. As the instructor of this section,

While attendance is not required for class lectures, students should note that class participation
counts towards 25 points of their final grade. Class participation will be assessed by attendance throughout
class and active participation in classroom discussions, small group discussions, case studies, and interaction
with our guest speakers (i.e. asking questions).

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.

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

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>Class Date</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART I: STRUCTURES AND FRAMEWORKS OF HEALTH EQUITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1/21</td>
<td>Introduction and Overview of Topic</td>
<td>Syllabus, Course Introductions and Expectations</td>
<td>Review syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Case Study #2</td>
</tr>
<tr>
<td>Module</td>
<td>Class Date</td>
<td>Topics</td>
<td>Required Readings</td>
<td>Assignments and Due Dates</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>--------</td>
<td>-------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| 6      | 2/25       | Interprofessional Education | Class online-prepare for patient simulation and pre-work | Interprofessional Simulation at UTSW 2/29 & 3/1  
Case Note due 3/1 |
<table>
<thead>
<tr>
<th>Module</th>
<th>Class Date</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module</td>
<td>Class Date</td>
<td>Topics</td>
<td>Required Readings</td>
<td>Assignments and Due Dates</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>--------</td>
<td>-------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1</td>
<td>4/7</td>
<td>Group Presentations in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/14</td>
<td>Group Presentations in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/21</td>
<td>Proposal Peer Review</td>
<td>Online Class with groups</td>
<td>Peer Review Scoring Sheet and Reflection due 4/26</td>
</tr>
<tr>
<td>16</td>
<td>No Class</td>
<td>No Class</td>
<td>Finals Week; No 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. 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/aao/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.*

**R. Title IX Policy**

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. **For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu**

**S. Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work
submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

V. Student Feedback Survey

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

W. Final Review Week

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