A. Description of Course Content

Examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions and evaluating social welfare sub-systems. The social work profession is also examined in the context of the evolution and function of the contemporary American social welfare system. Prerequisite: SOCW 2311 Introduction to Social Work

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, 2, 3, 5, and 8, the main focus is competency 5: Engage in Policy Practice.
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

Popple, P. R., & Leighninger, L. (2011). *Social work, social welfare, and American society*. Boston: Pearson/A & B. *(Assigned chapters will be posted on Canvas)*


I (Professor Magruder) encourage students to take an active role in their own learning by providing supplemental materials on Canvas such as videos, documentaries, and reading recommendations which, although not required, gives students the opportunity to deepen their understanding of topics or concepts they are most interested in.

E. Descriptions of Major Assignments and Examinations

**Overview:**

This class takes you one step closer to making a BIG difference in your clients’ lives! You (students) will get to learn about many different policies and programs which play a critical role in helping social workers provide resources, advocacy, and assistance. Regardless of whether you intend to focus on micro or macro level social work, policy matters.

I (Professor Magruder) have also designed the course to include an interactive, hands-on learning experience as well as practical assignments that will prepare you for tasks expected of “real” social workers. In addition to creating a strong foundation of the basics of American social welfare policies, you’ll have a chance to gain a deeper mastery of a topic you’re passionate about by applying your new learning to a policy analysis paper.

**Knowledge:** After successfully completing assigned readings, lecture materials and course assignments, students will be able to remember, understand, apply, analyze, and evaluate information about a variety of social welfare policies and be able to create new material based on this knowledge.

**Skills and Abilities:** After successfully completing assigned readings, lecture materials and course assignments, students will further develop skills such as professional writing, interpersonal communication, creative
problem solving, and critical thinking.

**Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (4 at 10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>City Council Meeting Report</td>
<td>15</td>
</tr>
<tr>
<td>Policy Analysis (Final Paper)</td>
<td>20</td>
</tr>
<tr>
<td>3 Minute Advocacy Video</td>
<td>10</td>
</tr>
<tr>
<td>3 Minute Advocacy Video discussion board</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Rubrics will be used to grade each assignment. This helps ensure that expectations are clearly communicated and grading is fair. **For all assignments (including discussion boards), please see the RUBRIC in Canvas (Modules > Course Materials > Grading Rubrics) for additional information on assignment expectations!**

1. **Participation in live virtual class Thursdays from 10:30am-12:20pm (10 points total)**

   In an effort to build community, foster the sharing of diverse perspectives, and apply what you are reading and/or watching in the lecture videos, you will be able to engage in live virtual class sessions via Microsoft Teams with your professor and classmates every Thursday from 10:30am-12:20pm.

   Note that students are not required to be available during “class time” on Tuesdays, but will instead have access to pre-recorded lecture videos that students should view any time prior to Thursday’s class.

   Students will earn 1 point for each Thursday class where they actively participated throughout the entire duration of the live session.

   The virtual classroom should be an inclusive, intellectually stimulating environment where students are able to learn new and varied perspectives, express their opinions, and ask questions. Class discussions are a great opportunity to practice being respectful, considerate, empathetic and professional. Students are expected to strive to exemplify the UTA Principles of Community of mutual respect, constructive communication, a supportive environment, collaborative relationships, leadership & service, and inclusion & diversity. Be cool! Any inappropriate or derogatory responses may be subject to point deduction and/or disciplinary action.

   **Addresses competencies: 1, 2, 6, 7, 8, 9**

2. **Quizzes (4 at 10 points each; 40 points total).**

   The content in this class is important stuff- for your future classes, licensing exams, field placements, careers, etc., so I want to make sure you retain this knowledge for years to come. One of the ways I help you practice and “ingrain” key concepts is through learning assessments (a.k.a. quizzes).

   ...But wait- don’t tests just perpetuate rote memorization at the expense of critical thinking??

   I’m so glad you asked!

   I absolutely want students to move beyond basic knowledge- to analyze, apply, evaluate, etc., and you’ll get a chance to do this with the other assignments. However, research shows that one of the best ways to make this
Information stick in your memory long-term is through retrieval and recall (Brown, Roediger & McDaniel, 2014). I’ve created quizzes along the way to help you practice recalling important concepts and to ensure that students have an accurate understanding of the material.

Quizzes will be administered online through Canvas periodically to assess your understanding of course material. Each quiz will consist of 10 questions (1 point each) and will cover important concepts of the assigned readings and lecture videos. You will only have one attempt to answer all the questions, but the quiz is not timed and is open book— you can use your textbook, lecture videos or other online resources to answer the questions. However, please DO NOT use your classmates. Quizzes should be completed INDIVIDUALLY. You are able to review the quiz questions, change answers, save, exit and come back to the quiz unlimited times until you submit, at which point all answers are final. Correct answers will be displayed after the quiz due date.

Addresses competencies 1 and 5.

3. Attend a City Council Meeting (15 points). Democracy is not a spectator sport! For this assignment, you will get to experience advocacy in action by participating in a local city council meeting (or other governmental/legislative meeting with elected officials, such as a school board meeting, if approved by the instructor prior to attending). Note that the frequency of city council meetings may vary depending on where you live. Get one on your calendar as soon as the semester starts to ensure you have time to attend a meeting and submit the assignment on time!

**COVID-19 Assignment Accommodations:**

In light of the public health crisis and UTA and the community's response to COVID-19, my first priority is making sure students are healthy. Please do not put yourself at risk. Given that some public events may still be cancelled through the summer, there is an alternative way to complete this assignment if you cannot go to a meeting. Instead of attending a meeting in person, you can watch a recorded version of such a meeting of elected officials and write your meeting report based on that video. It is up to students to locate a video recording. You may find recordings of city council meetings, PTA meetings, senate hearings, etc. on city/government websites, YouTube, etc. The main criteria is that the recording needs to be a meeting in which elected officials are meeting and hearing public comments. Just make sure that the video you select allows you to answer all the questions outlined in the rubric.

Write a 2-4 page report on the proceedings including:

1. First, give some context, such as which city council meeting you attended, on what date, how large the turnout was, and how the council is structured.
2. Describe the meeting agenda and discussions in detail. What are the residents’ concerns on this particular day that you attended? What issues were discussed and what viewpoints were expressed?
3. Discuss the strategies advocates of this issue/or opponents of the issue are using to effectively (or not!) communicate their positions. What did they do effectively? Were there any tactics you would not want to emulate?
4. Either:
   1. Share your own viewpoints on a social issue at the meeting. What strategies did you employ to persuade the elected officials and leaders?
   OR
   2. In your paper, identify a social issue you would like to address at a future meeting. What strategies could you employ to persuade the elected officials and leaders?
5. Conclude with any lessons learned or takeaways from this experience.

Addresses competencies 2, 3, 5, and 6.
4. Policy Analysis Paper (20 points). This assignment will require you to write a policy analysis paper on law, policy, Bill or Act (state, federal or from a different country). The policy analysis paper must be thoroughly researched and well written; length should be 6 to 8 pages, double-spaced, and following APA format. Specific sections for this major assignment should cover a description of the policy, background information on the issue/problem, goals, alternatives, implementation, and evaluation of the policy. See rubric on Canvas for additional information.

I also encourage students to practice their teamwork and collaboration skills, so you may work with a group of classmates if you choose. This is NOT required. I understand partner work can be difficult in an online setting so if you prefer to work alone you may do so. If you choose to work in a group, the maximum group size is 5 students and you may choose your own group.

Addresses competencies 2, 3, 5, and 6.

5. 3 Minute Advocacy Video (10 points)

The NASW Code of Ethics mandates that all social workers, even those working in direct-practice settings, engage in macro-level systemic advocacy on behalf of their clients. One example of this could be talking with elected officials about a policy or issue impacting your clients. Some students feel intimidated by this idea, but have no fear! This class will equip you with strategies and tips for working with elected officials, and you’ll have a chance to apply your new knowledge and skills with a video-recorded oral testimony that will mimic a presentation social workers give at city council meeting, HHS committee hearing, etc.

Each student will select a social issue relevant to social work clients and a policy, bill, or program that seeks to address that issue (yes- it CAN be the same one you pick for your policy analysis) and make a 3-minute verbal presentation that succinctly covers:

1. Introduce yourself briefly- your name, role (job or student) and what you will be presenting about.
2. Provide a brief overview of the issue, so that someone unfamiliar with this issue has appropriate background information.
   1. For example, a lack of Medicaid beds in assisted living facilities, environmental toxins that are causing health problems in a low-income neighborhood, childhood obesity, mental health parity, the opioid crisis, etc.
3. Include facts, data and/or statistics to support your claims
   1. How do you know it’s a problem? What evidence do you have? Be specific!
4. Give compelling case example to illustrate the problem.
   1. Data is important, but giving a personal story is very impactful. Do you have a family member, friend, or client who has been negatively impacted by this issue? If not, find a case example from the news or by asking an expert.
5. “The ask”- recommendations
   1. Imagine that your audience is a panel of elected officials. Provide specific recommendations for these leaders to act on. This part must include reference to a specific policy, bill, or program. For example, you could ask for increased funding for a program, to revise an existing policy, or urge them to vote a certain way on a current bill. “Raising awareness” is not a specific recommendation.

Videos will be uploaded to an assignment portal in Canvas. Instructions for creating and uploading video will be provided.

Addresses competencies: 1, 3, 4, 5, 6, 7, 8

6. 3 Minute Advocacy Video Discussion Board (5 points)

Giving and receiving feedback is an important skill for social workers to develop. It will also be informative and inspiring to see what your classmates are advocating for. For this assignment, you will re-post your video on a discussion board, watch at least two of your classmates’ videos, and provide detailed response posts.
Optional- Instructor Feedback on Ungraded Early Submission of Final Paper

There is an optional opportunity for students to send me a draft of their policy analysis paper early and receive additional feedback from me in a safe (ungraded) environment so that you can learn and revise your work before submitting for a grade. The purpose is to give students a chance to self-reflect, get feedback in a safe, low-stakes environment, receive feedback, and revise/improve their work.

This is NOT:

- Extra credit
- A guarantee of an A on your final submission
- A meticulous review of your work- I’ll be focusing on 1-2 aspects of your choosing, such as grammar, organization of ideas, APA, summarizing sources, etc.

How it works:

Please complete the form titled “Early Feedback Paper Submission Form” (Canvas> Modules> Course Materials) and submit along with your paper via email to karen.magruder@uta.edu by the deadline indicated in the course schedule below.

Extra Credit

But wait, there’s more! There are also two opportunities to earn extra credit by:

1. Completing an additional Resources discussion board (see Canvas) and
2. By meeting (virtually or in-person) with the UTA Writing Center to get help with your final paper. First, make an appointment* at the Writing Center. The writing center will then send me a summary of what you worked on within a day or so. Please also forward me the session summary email you receive from them to prove attendance, and I will get your point entered.

*Please note that I cannot control the Writing Center’s availability, especially around holidays. It’s your responsibility to reach out to schedule an appointment as early as possible.

You can also browse some GREAT writing resources, including social work writing guides and several awesome webinars: https://www.uta.edu/ssw/student-resources/writing-resources/index.php

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<thead>
<tr>
<th>Assignment</th>
<th>Extra Credit</th>
<th>Due Date (Sunday by 11:59pm unless otherwise specified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Discussion Board</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Early Feedback on Final Paper</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Work with Writing Center on your Final Paper</td>
<td>1 point</td>
<td>Same date the paper is due</td>
</tr>
</tbody>
</table>

If you have any questions about these assignments or their grading rubrics, please don’t hesitate to email me at karen.magruder@uta.edu.
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.

Due to COVID-19 social distancing, all UTA classes are online Summer 2020. Instructors have the choice as to whether to require students to meet live (virtually) during class times.

I want to provide flexibility for students who may have special circumstances due to COVID-19, such as childcare or sharing home computers, that limit “live” availability. On the other hand, I also want to provide regular opportunities for “face to face” interaction to help keep students engaged and feel connected. Based on feedback I've received from students, my plan is to try to give students the best of both worlds: some at-your-own-pace (no live class on Tuesdays) and some structured, live online time (live virtual class on Thursdays from 10:30-12:20 using Teams). I will have pre-recorded video lectures and other materials (readings, videos, etc.) for students to view any time early each week, and then spend class on Thursdays reviewing key information and doing things like discussions and activities. Virtual attendance on Thursdays is required.

The Canvas course shell contains modules that may include assignment information, lecture materials, and additional resources. Students are expected to log in to Canvas regularly and engage with the content in each module. I make a special effort to record lecture videos for each module and include bonus material for further study. Instructors can determine which students are accessing course materials and time spent in Canvas. While this time is not graded, there is a strong positive correlation between time spent in modules (watching lectures, reviewing rubrics, etc.) and being successful in the class. Also, you are paying for this education so you might as well get your money’s worth, right?!

Please also regularly check your email and Announcements in Canvas. These are my main methods of communication with students.

G. Grading

You can set up notifications to be notified immediately when a grade is entered for you under Account>Notification. In order to view feedback on Canvas submissions, you will see a blue 1 appear in a circle next to the Grades tab in the left-hand column of the course page. Click on that. From there, you can click on the blue hyperlink of the assignment name to:

1. Click "Show Rubric" in the top righthand corner to see detailed feedback for each rubric item.
2. View my general comments on the paper (on the right hand side box).

**Writing:** I strive to help students polish their writing skills and prepare them for future academic and professional roles where grammar, organization of ideas, following directions, and formatting will be important. This could include a thesis or integrative paper, cover letters, documentation of client services, grant writing, designing treatment protocols, and writing research articles.

To help practice these skills, papers must be grammatically correct and follow APA style, 7th edition. This includes being double-spaced, using 12 pt font, and including a title page, section headings, page numbers and
a references page. Papers should generally be written in the third person (avoiding I, me, we, etc.). See the following link for an APA sample paper:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

Rubrics will be used to grade each assignment. This helps ensure that expectations are clearly communicated and grading is fair. Students are **highly encouraged to review rubrics** in Canvas before submitting assignments.

**Assignment Samples:** Since some students are still learning APA style, I do provide a sample APA paper which allows students to review formatting. I have also provided sample papers for each of the major assignments in Canvas > Modules > Course Materials.

If you are struggling with understanding assignment expectations, please don’t hesitate to ask me! I am happy to clarify and provide guidance.

**All extra credit or revision opportunities I give will be open to ALL students. I will not make special exceptions for individual students to raise their grade at the end of the semester, such as offering additional extra credit to just one student.** The best way to raise your grade is by working hard all semester!

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70</td>
<td>C</td>
</tr>
<tr>
<td>69.9-60</td>
<td>D</td>
</tr>
<tr>
<td>59.9 or lower</td>
<td>F</td>
</tr>
</tbody>
</table>

**Final grades will not be rounded up.** Any assignments completed in groups (if applicable) will result in each student receiving the same grade. Suggestions for earning a good grade:

1) Do the weekly readings.
2) Turn in all assignments on time.
3) Talk to the professor about any issues you are facing.
4) Ask questions about assignments prior to the assignment due dates.
5) Follow the syllabus and rubric guidelines for assignments.

I am typically very quick to respond to questions via email (karen.magruder@uta.edu) and will communicate regularly through the Announcements section in Canvas. Although I will try to send due date reminders, it’s ultimately your responsibility to follow the schedule, submit assignments on time, and communicate with me if you encounter problems or need clarification.

I also do my best to grade quickly and give detailed, helpful feedback. The earlier you turn your papers in ahead of time, the most likely you will be to get a rapid turnaround for a grade (since I won’t have so many to grade at once if it’s more spread out).

**Academic Integrity (READ THIS!!!):**
The work you are submitting must be your own original writing. Information from outside sources must be summarized in your own words and cited appropriately. THIS APPLIES TO ALL ASSIGNMENTS IN THIS CLASS.

- All information from outside sources should be cited in APA format.
- Most information from outside sources should be paraphrased in your own words. Changing a couple words from the original source does not constitute an appropriate summary.
- Even if you summarize information, you should still give credit to the source of that information using an in-text citation, like this (Magruder, 2019). You must also include a full reference in your references page.
- Direct quotes should be used sparingly and should always be in quotation marks to show you are using another person’s exact words. Only use direct quotes when there is no other way of conveying that information. I know you can read & copy/paste. I want to know whether you understand the information well enough to convey it effectively yourself. When you use a direct quote, use quotation marks and cite the page or paragraph number it came from, “like this” (Magruder, 2019, p.1).
- Do not try copying your friend’s paper (in whole or segments) from a previous semester and pretending it’s your own. I have access to papers submitted previously even to other classes or institutions and I have caught several students doing this who thought I would never know.
- Do not resubmit a paper that you wrote for another class assignment. This is considered "self-plagiarism" and is not appropriate in the "real world". For example, if you write a journal article which is published in Journal A, you can’t then copy that article (in whole or part) to be published as a "new" article in Journal B. Reusing your own work is also unfair to other students who put in the effort to write that paper.

Assignments will be checked using UniCheck plagiarism checking software. UniCheck searches the internet, electronic books, and papers previously submitted by other students. It will find a match even if you change a couple of words.

Any students found plagiarizing (which includes using segments of another student’s paper, inadequate paraphrasing or copy/pasting phrases directly from another author without using quotation marks) may fail the assignment or fail the class and will be referred to the Office of Student Conduct for an Honor Code violation, which could result in academic probation and/or expulsion. I do not want to fail students for plagiarizing, but I have had to do so in the past. Please don’t plagiarize and ask me if you have any questions.

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

Late Assignments: My late policy is designed to help students practice meeting expectations of their future clients and employers to be timely and reliable. I understand that life happens and work to accommodate the needs of students with extreme unforeseen circumstances. However, students should also develop good time management skills and be able to prioritize commitments to make deadlines.

Assignments are not accepted past the due date unless under extreme circumstances (such as serious
illness, death of a family member, deployment etc.) and where arrangements are made with the instructor PRIOR to the due date. I reserve the right to ask for appropriate documentation (such as Urgent Care receipt, photo from car accident, etc.). Late assignments without prior arrangements may be accepted and at the discretion of the instructor and will be docked 10% of the grade for each day it is turned in late.

I. Course Schedule

Note: For this class, the school “week” runs Monday through Sunday. Unless otherwise specified, all assignments should be submitted in Canvas by 11:59PM on that Sunday night.

I make a special effort to prepare for each class session/module well in advance to allow online students the flexibility of working ahead if they choose. You are welcome to submit assignments ahead of schedule if you’d like.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignment Due to Canvas Sunday by 11:59pm unless otherwise specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 8-14</td>
<td>Module 0- Syllabus and course overview Module 1- Social welfare policy and the social work profession</td>
<td>Syllabus Chapter 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>June 15-21</td>
<td>Module 2- Defining social welfare policy Module 3- History / Evolution of American Social Welfare Policy</td>
<td>Chapter 2 Chapter 3</td>
<td>Quiz 1 (Covers Ch 1, 2 &amp; 3)</td>
</tr>
<tr>
<td>3</td>
<td>June 22-28</td>
<td>Module 4- Social welfare policy analysis</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>June 29-July 5</td>
<td>Module 5- Political ideology and social welfare policy Module 6- Political advocacy</td>
<td>Chapter 5 Chapter 7 Popple &amp; Leighninger (2011), Chapter 1 (Provided online)</td>
<td>Quiz 2 (Covers Ch 5, 6 &amp; 7 + Popple Ch 1)</td>
</tr>
<tr>
<td>5</td>
<td>July 6-12</td>
<td>Module 7- Poverty, the central issue in social welfare policy Module 8- Crime &amp; Violence</td>
<td>Chapter 8 Popple &amp; Leighninger (2011), Chapter 8 (Provided online) Chapter 11</td>
<td>Optional (Extra credit): Resources discussion board</td>
</tr>
<tr>
<td>6</td>
<td>July 13-19</td>
<td>Module 9- Public Assistance and Housing Module 10- Environmental Justice Policy</td>
<td>Chapter 12 Articles provided on Canvas</td>
<td>Quiz 3 (Covers Ch 8, 11 &amp; 12 + Popple Ch 8)</td>
</tr>
<tr>
<td>7</td>
<td>July 20-26</td>
<td>Module 11- Health Module 12- Mental Health</td>
<td>Chapter 9 Articles provided online</td>
<td>City Council Meeting Report</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.

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
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://www.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 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/](http://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.