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

Access to Cengage Unlimited, (https://www.cengage.com/unlimited/) will be needed for the course as students will have activities to complete in Mindtap. Through Cengage Unlimited students will have access to both required textbooks below:


Additional information about Cengage Unlimited can be found here:


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 each class (in person or online) 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 professor throughout the semester.

ETHICS GROUP OUTLINE-5 POINTS

DUE 6/15

Students will meet online at 6/15 at 8pm (CST) with the class via Canvas Conferences. The professor will assign the groups and the ethical dilemma during class and students will have the class time to meet and discuss the ethical dilemma.

Groups will need to submit an outline of the ethical dilemma presentation including who will be responsible for each section or how they have determined to divide the work among the group members by 6/15 at 11:59pm. It is encouraged that students also consider who will be responsible for APA, grammar/spelling, presentation style and recording the presentation in the outline. This is to get you started as a group on the project and to help you as you move forward with the assignment. Students must be present in class online on 6/15 at 8pm in order to receive credit for this assignment.

Addresses Student Learning Outcome 1

ETHICS GROUP PRESENTATION- 10 pts

DUE 6/28

In this assignment, students will be working in groups. Each group is responsible for determining an ethical course of action for handling the dilemma in the assigned scenario. Groups will utilize resource materials in:

Class Lecture

Cournoyer et al. Chapter 5


Ethical decision-making handout

Each group will review a case presenting an ethical dilemma and discuss the dilemmas in light of the reading. Groups will be randomly assigned online and provided with the ethical dilemma to be discussed. That is, groups should discuss what ethical principles (according to the Code of Ethics) and/or practice issues are at play. Each group will review their scenario, identify the ethical dilemma(s), discuss the dilemma(s) utilizing the ethical decision-making materials discussed in class, and work to arrive at a consensus (class time will be provided for this, although it may not be enough). In discussing the cases, please follow Reamer’s 7-Step Process on the Ethical decision making handout.

Each group will make a 15-20 minute presentation and post it to the discussion board. Presentations should include the following (divided among the members of your group):

Reamer’s 7-Step Process:

1. Identify the ethical issues, including the social work values and duties that conflict.
2. Identify the individuals, groups, and organizations that are likely to be affected by the ethical decision.
3. Tentatively identify all possible courses of action and the participants involved in each, along with possible benefits and risks for each.

4. Thoroughly examine the reasons in favor of and opposed to each possible course of action, considering the relevant ethical theories, principles, and guidelines; codes of ethics and legal principles; social work practice theory and principles; personal values (including religious, cultural, and ethnic values and political ideology), particularly those that conflict with one's own.

5. Consult with colleagues and appropriate experts (such as agency staff, supervisors, agency administrators, attorneys, ethics scholars). Who could/would you consult with?

6. Make the decision and document the decision-making process.

7. Monitor, evaluate, and document the decision. (NASW) How will your group plan to do this?

Power points, role play, posters, etc may be used for the presentation. Be creative!

Grading Criteria

Presentations will be evaluated on the group’s ability to clearly address each of the above questions thoroughly and concisely during the presentation. Additional information and a grading rubric is posted online.

This is a group assignment and will require students to work together to process the ethical dilemma. Students who do not participate with their group members will not receive credit for this assignment.

Addresses Student Learning Outcome 1

ETHICS GROUP PEER EVALUATION-5 POINTS

DUE 6/28

Students are to provide feedback on group members (including themselves) via an evaluation form online. This evaluation will be part of your grade and is worth 5 points. Students will receive the average number of points given to them by their peers. The evaluation form WILL NOT be shared with anyone other than the instructor.

Addresses Student Learning Outcome 1

ETHICS GROUP PRESENTATION-DISCUSSION BOARD FEEDBACK-5 POINTS

DUE 7/5

Students will review two of their peers ethical dilemma presentation and provide feedback, which will include whether they agree or disagree with the decision and why as well as other factors that could have been considered. Responses should be thoughtful and thorough. Students who post and state "I agree" or "I thought the same thing" will not get credit for the post. If you support those statements with examples, experience, or other references, then you will get credit for the discussion board.

Additional information, including prompts and a rubric will be posted online.

Addresses Student Learning Outcome 1

GENOGRAM AND ECOMAP- 20 pts

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 posted online in the assignment.

Addresses Student Learning Outcome 7
Mindtap-Helper Studio (5 at 3 points each)-15 points total

DUE DATES: 6/21; 7/19; 8/2; 8/9; 8/9

*Please note you have 2 Helper Studios due 8/9

Throughout the semester, you will be asked to complete a Mindtap-Helper Studio assignment. Students will watch a video and then record and upload a response to the client(s). The Helper Studios will serve as your role plays for this course. When you record the video you will be acting as if you are the worker engaging with the individual from the video.

The goal of these exercises is for you to become increasingly comfortable with yourself, to improve your skills and to learn from others. You are encouraged to watch your peers Helper Studio Videos throughout the semester to learn from one another. As an observer, I want you to gain insight into what is NOT said as much as what is said, and to notice when the body language of the role players does not match what they are saying.

Addresses Student Learning Outcome 6, 7, and 8

DOCUMENTATION EXERCISE 10 pts

Students can choose which Mindtap-Helper Studio that they wish to submit the documentation note on from the Helper Studios in Module 8 & 9. The documentation note must be submitted by 8/13.

Using a Mindtap Helper Studio role play, you will select one of the formats (e.g., SOAP, BIRP) taught during Module 5 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 on online.

Addresses Student Learning Outcome 7

Biopsychosocial Assessment 25 pts

DUE DATE 7/26

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.

Grading Criteria: This will be based on completeness of the information gathered, clarity of writing, and applicability of the intervention(s) recommended.

Additional information about the assignment and the grading rubric will be posted online.

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 Points will be deducted if you do not follow these guidelines. 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 - i.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., Why Social Work paper and Psychosocial Assessment). This includes refraining from the use of contractions (e.g., can’t, don’t, won’t, etc.).

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through online learning management system. Assignments will not be accepted via email. Hard Copies are not to be turned in unless specified otherwise.

Class Participation-5 points

Addresses Student Learning Outcome: 1 and 6

Participation in the course includes active engagement in online discussions, completion of module specific activities, including in pre-work, such as readings, and completion of practice experiences assigned over the course of the semester. Students are encourage to actively engage with guest speakers (i.e. asking questions) online throughout the course.

We will meet as a class on the following dates: 6/15; 6/28; 7/13. Additional Guest Speakers may be confirmed throughout 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 to for additional time to complete extra credit opportunities.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Ethics Group Outline</td>
<td>5</td>
<td>6/15</td>
</tr>
<tr>
<td>Ethics Group Presentation</td>
<td>10</td>
<td>6/28</td>
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<tr>
<td>Ethics Group Peer Evaluation</td>
<td>5</td>
<td>6/28</td>
</tr>
<tr>
<td>Ethics Group Presentation-Discussion Board Feedback</td>
<td>5</td>
<td>7/5</td>
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<tr>
<td>Genogram &amp; Ecomap</td>
<td>20</td>
<td>7/12</td>
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<tr>
<td>Biopsychosocial Assessment</td>
<td>25</td>
<td>7/26</td>
</tr>
<tr>
<td>Mindtap Helper Studios (5 at 3 points each)</td>
<td>15</td>
<td>6/21; 7/19; 8/2; 8/9; 8/9</td>
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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 attend/engage in each class as scheduled.

Missed classes/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 and at the discretion of the instructor and 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. 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 or 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.

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.
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.

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<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<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 below</td>
<td>F</td>
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</tbody>
</table>

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 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 and at the discretion of the instructor and will result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

**Discussion Board posts are not accepted late and cannot be made up.**

**I. Course Schedule**

*All assignments are due by 11:59pm on the day of the due date.*
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| 1 | 6/8-6/14 | Introductions; Syllabus and Course Overview  
Introduction and The Challenges of Social Work  
Introduction to Professionalism  
Direct Practice: Domain, Philosophy, Roles  
Critical Thinking, Scientific Inquiry, and Career-Long Learning  
Overview of the Helping Process | C: Chapter 1-3  
H: Chapter 1-3 |
Operationalizing the Cardinal Social Work Values  
*Meet for class online at 8pm 6/15-Ethics Group Outline assignment* | C: Chapters 4 and 5  
H: Chapter 4 Social Work Code of Ethics  
Mindtap-Helper Studio-6/21  
Ethics Group Outline-6/15 |
| 3 | 6/22-6/28 | Ethics Presentations | Ethics Group Presentation-6/28  
Ethics Group Peer Evaluation-6/28 |
| 4 | 6/29-7/5 | Talking and Listening--The Basic Interpersonal Skills  
Building Blocks of Communication: Conveying Empathy and Authenticity  
Preparing, Beginning Verbal Following, Exploring, and Focusing Skills.  
*Meet for class online at 8pm 6/29-Guest Speaker* | C: Chapter 6, 7 and 8  
H: Chapter 5 and 6  
Ethics Group Presentation-Discussion Board Feedback-7/5 |
| 5 | 7/6-7/12 | Exploring Eliminating Counterproductive Communication Patterns | C: Chapter 9  
H: Chapter 7 SOAP and BIRP Notes  
Genogram and Ecomap-7/12 |
*Meet for class online at 8pm 7/13-Guest Speaker* | C: Chapter 10  
H: Chapters 8-11  
Mindtap-Helper Studio-7/19 |
| 7 | 7/20-7/26 | Biopsychosocial Assessment | Biopsychosocial Assessment-7/26 |
Contracting, Working, Evaluating Developing Goals and Formulating a Contract. Planning and Implementing Change-Oriented Strategies. Developing Resources, Organizing, Planning, and Advocacy as Intervention

C: Chapter 11-12
H: Chapters 12-14

Mindtap-Helper Studio-8/2


C: Chapter 13
H: Chapters 15-19

Mindtap-Two Helper Studios-8/9

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](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 or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.
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.

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 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.