Semester/Year: Spring 2021  
Course Title: Generalist Micro Practice  
Course Prefix/Number/Section: SOCW 5304-001/004  
Instructor Name: Sherece Shavel, PhD, LMSW, HS-BCP  
Faculty Position: Assistant Professor of Practice  
Faculty Profile: N/A  
Office Number: Virtual  
Phone Number: N/A  
Email Address: sherece.shavel@uta.edu  
Office Hours: By Appointment  
Day and Time of Class (if applicable): Online  
Location: Online  
Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.  
Canvas: https://uta.instructure.com/  

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


D. Additional Recommended Textbooks and Other Course Materials

Supplemental Textbook


Supplemental Articles


E. Descriptions of Major Assignments and Examinations

The major assignments for this course are designed to give students opportunities to acquire as well as demonstrate knowledge, understanding, and ability as related to topics covered. Additionally, completion of these major assignments involves work on a variety of tasks and activities including interactive collaboration with colleagues in the course.

Course Participation

Due: Module 1

Students are expected to participate regularly in the virtual classroom environment. To promote and support a meaningfully stimulating interactive learning experience, students will spend time identifying and familiarizing self with the structure of the course environment, course expectations, activities, and opportunities, location of pertinent resources as well as the professionalism associated with social work direct practice. Participation will include completion of a brief syllabus quiz, a scavenger hunt, and a brief social work competencies quiz that will receive credit toward the final grade for the course. Additional details available in Canvas.

Assessment Project

Due: Module 15

To develop the capacity to plan and implement a balanced assessment process, students will identify an individual subject to complete a multidimensional assessment to include reflective commentary about performing engagement and interviewing skills. The assessment is a formal written report that includes describing the individuals biological, psychological, and social history as well as exploring functioning, environmental and spiritual factors. Students will complete associated tasks such as a case recording, a case formulation, and a graphic display of descriptive information to be included with their submission of the assessment project. Suggested milestones will be offered at multiple points to assist with the completion of the project. Additional details available in Canvas.
Ethics Multimedia Presentation

Due: Module 4

To develop awareness and the capacity to effectively use ethical decision-making processes, students will work in a group to create a multimedia presentation explaining an appropriate response to an ethical dilemma. Students will select one case from a listing of possible options to identify and describe existing ethical conflicts, relevant ethical principles, and an appropriate process of decision making with justifications as well as probable implications of impact. Students will receive opportunity to evaluate their groups performance. The presentation evaluation will be part of the grade given for the activity. This assignment allows for creativity using technology and the learning resources provided in the course. Additional details available in Canvas.

Interactive Video Discussion

Due: Module 1, 2, 3, 15

To develop the capacity to participate in discourse related to the topic and actively learn from colleagues in the course, students will initiate and contribute to thought-provoking discussions. Students will initiate dialogue with their colleagues by using the Canvas media tool to post their thoughts, experiences, ideas, impressions, suggestions, feelings, creativity, resources, etc. regarding the identified discussion topic according to specific question prompts. Students will then respond in a relevant, meaningful, and substantive way to initial posts made by their colleagues in addition to responding to remarks made about their own initial posting. This interactive discussion activity will include self-reflection by completing a self-appraisal questionnaire and offering a summarized impression of results to colleagues in the course. Additional details available in Canvas.

Skills Demonstration

Due: Module 5, 6, 10, 12, 13, 14

To develop the capacity to perform direct practice skills, students will participate in interactive role-play exercises to practice basic communicative helping skills associated with each phase of the generalist practice framework. Students will complete scenario-based exercises with a colleague in the course, recording their role-play activity, and submitting the recording for feedback. Following the role-play, students will complete a reflective activity in order to increase self-awareness and improvement in skill development. Additional details available in Canvas.

Direct Practice Toolkit

Due: Module 15

To demonstrate professionalism, resourcefulness, and improve competence, students will create and acquire a variety of valuable materials to support and promote evidence-based practice behaviors. Students will create and acquire materials during the course term that can be utilized to facilitate the phases of the generalist direct practice framework. Students will secure materials for populations, problems, and practice modalities in the form of books, articles (i.e. commentaries, theoretical and empirical studies, etc.), reports, guides, pamphlets, infographics, audio, video, screening and testing elements, websites, etc. to include materials offered in this course. Graded tasks associated with this assessment activity include the creation of topic-based infographics and several reflective blog posts. The direct practice toolkit is to be developed over the course of the semester with submission of the toolkit in the final week of the course. Students are expected to acquire at least 10 different direct practice tools before the conclusion of the course. This assignment allows for creativity using technology and the learning resources provided in the course. Additional details available in Canvas.

There are no exams scheduled for this course.
Students are to satisfy the assignments outlined by producing work expected at the master's level. The ability to do this will influence the score assessed for assignments. Demonstrating master's level work includes following all instructions as given, adhering to the formatting and style rules of the APA 7th edition publication manual, showing attention to detail, critical thought, use of scholarship (i.e. going beyond the learning material), and ongoing ethical and professional behavior.

Because this course is designed for a high level of interactive activity, students are expected to participate with valuable contribution at a level that matches high engagement and interaction. This will require taking responsibility to prepare for learning activities, coordinate and participate in scheduled meets with colleagues in the course, and assume a shared responsibility for the growth of self and the community of colleagues within the course learning environment.

Information exchange will happen regularly throughout the term of the course. Students must check Canvas and their MyMav e-mail daily to review announcements and query cafe' posts to become aware of updates, reminders, changes, clarifications, and other pertinent information. Failure to do so may impact ability to satisfy course expectations. It is the sole responsibility of students to stay informed about the happenings related to the course and to communicate any challenges that arise.

**Extra Credit**

Opportunities for extra credit will not be offered in this course. Students are responsible for completing activities and assignments as given according to the course schedule. However, in support of student learning and academic progress, opportunities to revise submitted work will be offered at specific times during the course term. Information regarding revision opportunities will be provided in Canvas.

**Late Submission**

Unless otherwise communicated, all assigned learning activities are due on a Sunday by 11:59pm (CST) on the date indicated with no exception. **Late submissions will not be accepted.** Students must submit all work using the appropriate link in the Canvas course portal as directed in the assignment instructions. **Any work submitted using the instructor's UTA email or via the Microsoft Teams or Canvas messaging portal will not be accepted** unless given prior permission. The student remains responsible to immediately contact the instructor for permission to accept an assignment outside the due date and time in the event of technical challenges outside the students control expected to result in delay of a required submission. In extenuating circumstances (as determined by the instructor) and with timely notification (i.e. at least 24 hours prior to assignment due) an exception may be granted allowing for late submission.

**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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

This is a fully online asynchronous course which means all instruction and related activities are online because there is no specified day and time to meet. A variety of technology platforms will be used and specific
instruction will be given as necessary. At different points during the semester term, students will need to coordinate and attend virtual meetings with colleagues in the course to complete specific tasks and assignments scheduled. Several synchronous online meeting opportunities with the instructor will be offered during the semester term. Though synchronous meeting with the instructor is not required, students will be encouraged to participate when possible to support their learning experience in the course.

Students are invited to contact the instructor as often as is necessary to support their learning needs. Messages regarding participation in the course are not to be sent to the instructors’ UTA e-mail or to the Microsoft Teams platform. Any course related questions/concerns are to be posted to the Query Cafe’ and any personal related questions/concerns are to be sent using the Canvas Inbox. Students may also use the mobile number provided in the course portal to text or call as necessary.

G. Grading

Grading Structure

The final grade a student receives is based on an accumulation of points earned during the course term. The table below defines the point range for each letter grade that may be issued for this course.

<table>
<thead>
<tr>
<th>Numerical Range</th>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 – 200</td>
<td>A</td>
<td>Excellent work: above course expectations. [Demonstrated extensive knowledge and understanding of concepts and processes.]</td>
</tr>
<tr>
<td>160 – 179</td>
<td>B</td>
<td>Good work: meets course expectations. [Demonstrated broad knowledge and understanding of concepts and processes.]</td>
</tr>
<tr>
<td>140 – 159</td>
<td>C</td>
<td>Fair work: minimally meets course expectations. [Demonstrated adequate knowledge and understanding of concepts and processes.]</td>
</tr>
<tr>
<td>120 – 139</td>
<td>D</td>
<td>Poor work: below minimally meets course expectations. [Demonstrated basic knowledge and understanding of concepts and processes.]</td>
</tr>
<tr>
<td>0 – 119</td>
<td>F</td>
<td>Insufficient work: does not meet expectations. [Demonstrated little to no knowledge or understanding of concepts and processes.]</td>
</tr>
</tbody>
</table>

The table below outlines the major assignments scheduled for this course along with their maximum point value.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Value</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Project</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Ethics Multimedia Presentation</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Interactive Video Discussion (4 x 5 pts)</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Skills Demonstration (6 x 10 pts)</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Direct Practice Toolkit</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Course Participation</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
</tr>
</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
### H. Make-Up Exams

There are no exams or make-up exams in this course.

### I. Course Schedule

In this course, Monday is the scheduled start of a new module (i.e. week) and 11:59 pm Sunday is the scheduled end of the module (first week of the semester is an exception). The table below outlines the dates, modules, topics, and major assignments. Throughout the semester, modules will be made accessible in the Canvas course portal one at a time. Students are expected to complete all preparation tasks prior to participating in module activities and completing module assignments. As the instructor, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. In the event modification occurs, students will be notified in advance of the class session about the specific changes made to the scheduled agenda.

*Assessment Project Task

**Direct Practice Toolkit Task

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Preparation Tasks</th>
<th>Topics / Major Assignments</th>
</tr>
</thead>
</table>
| 1      | January 19-24   | Course Syllabus 2015 CSWE EPAS Hepworth et al.: Chapter 1 Cournoyer: Chapter 1 | **Introduction**  
  • Course Syllabus & Expectations  
  • The Challenges & Opportunities of Social Work  
  **Interactive Video Discussion** |
| 2      | January 25-31   | Hepworth et al.: Chapters 2-3 Cournoyer: Chapter 2     | **Direct Practice Overview**  
  • Direct Practice: Domain, Philosophy, & Roles  
  • Overview of the Helping Process  
  • Introduction of Professionalism  
  **Interactive Video Discussion** |
| 3      | February 1-7    | Hepworth et al.: Chapter 4 Cournoyer: Chapters 4-5     | **Social Work Values & Ethics**  
  • Operationalizing the Cardinal Social Work Values  
  • Diversity & Difference  
  • Social Work Values & Ethical Decision Making  
  **Interactive Video Discussion** |
| 4      | February 8-14   | Hepworth et al.: Chapter 4 Cournoyer: Chapters 4-5     | **Presenting Values & Ethics**  
  • Operationalizing the Cardinal Social Work Values  
  • Diversity & Difference  
  • Social Work Values & Ethical Decision Making  
  **Ethics Multimedia Presentation** |
| 5      | February 15-21  | Hepworth et al.: Chapters 5-6 Cournoyer: Chapter 6-8   | **Communication as Effective Practice**  
  • Building Blocks of Communication  
  • Verbal Following, Exploring & Focusing  
  • Talking & Listening  
  • Preparing  
  • Beginning  
  **Skills Demonstration** |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Authors/Chapters</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>February 22-28</td>
<td>Hepworth et al.: Chapter 7 Cournoyer: Chapter 9</td>
<td><strong>Counterproductive Communication</strong>&lt;br&gt;• Eliminating Counterproductive Communication Patterns &amp; Substituting Positive Alternatives&lt;br&gt;• Exploring <strong>Skills Demonstration</strong>&lt;br&gt;Graphic w/Analysis*</td>
</tr>
<tr>
<td>7</td>
<td>March 1-7</td>
<td>Hepworth et al.: Chapters 8-9 Cournoyer: Chapter 10</td>
<td><strong>Understanding Assessment</strong>&lt;br&gt;• Assessment: Exploring &amp; Understanding Problems and Strengths&lt;br&gt;• Assessment: Intrapersonal, Interpersonal, &amp; Environmental Factors&lt;br&gt;• Assessing <strong>Case Recording &amp; Formulation</strong>*</td>
</tr>
<tr>
<td>8</td>
<td>March 8-14</td>
<td>Hepworth et al.: Chapter 10</td>
<td><strong>Assessing Family Functioning &amp; Relationships</strong>&lt;br&gt;• Assessing Family Functioning in Diverse Family &amp; Cultural Contexts <strong>Reflective Blog</strong>**</td>
</tr>
<tr>
<td>9</td>
<td>March 15-21</td>
<td>Hepworth et al.: Chapter 11</td>
<td><strong>Assessing Treatment &amp; Task Groups</strong>&lt;br&gt;• Forming &amp; Assessing Social Work Groups <strong>Groups Infographic</strong>**</td>
</tr>
<tr>
<td>10</td>
<td>March 22-28</td>
<td>Hepworth et al.: Chapter 12 Cournoyer: Chapter 11</td>
<td><strong>Developing Goals &amp; Monitoring Progress</strong>&lt;br&gt;• Developing Goals &amp; Formulating a Contract <strong>Skills Demonstration</strong>&lt;br&gt;<strong>Reflective Blog</strong>**</td>
</tr>
<tr>
<td>11</td>
<td>March 29 - April 4</td>
<td>Hepworth et al.: Chapters 13-14</td>
<td><strong>Change Oriented Strategies</strong>&lt;br&gt;• Planning &amp; Implementing Change Oriented Strategies&lt;br&gt;• Developing Resources, Advocacy, &amp; Organizing as Intervention Strategies</td>
</tr>
<tr>
<td>12</td>
<td>April 5-11</td>
<td>Hepworth et al.: Chapters 15-16</td>
<td><strong>Change Approaches with Families &amp; Groups</strong>&lt;br&gt;• Enhancing Family Functioning &amp; Relationships&lt;br&gt;• Intervening in Social Work Groups <strong>Skills Demonstration</strong>&lt;br&gt;<strong>Group Intervention Infographic</strong>**</td>
</tr>
<tr>
<td>13</td>
<td>April 12-18</td>
<td>Hepworth et al.: Chapters 17-18</td>
<td><strong>Countering Change Opposition</strong>&lt;br&gt;• Additive Empathy, Interpretation, &amp; Confrontation&lt;br&gt;• Mapping Barriers to Change <strong>Skills Demonstration</strong>&lt;br&gt;<strong>Reflective Blog</strong>**</td>
</tr>
<tr>
<td>14</td>
<td>April 19-25</td>
<td>Hepworth et al.: Chapter 19 Cournoyer: Chapter 13</td>
<td><strong>Evaluation &amp; Termination</strong>&lt;br&gt;• The Final Phase: Evaluation &amp; Termination&lt;br&gt;• Ending <strong>Skills Demonstration</strong>&lt;br&gt;<strong>Reflective Blog</strong>**</td>
</tr>
<tr>
<td>15</td>
<td>April 26 - May 2</td>
<td>Cournoyer, pp. 548-552</td>
<td><strong>Reflect &amp; Farewell</strong>&lt;br&gt;• Recap of the Semester <strong>Interactive Video Discussion</strong>&lt;br&gt;<strong>Assessment Project</strong>&lt;br&gt;<strong>Direct Practice Toolkit</strong></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. 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.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to
leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.