Course Dates, Time, and Location

Fall Semester, 2018: August 23, 2018 to December 14, 2018
Thursday: 6:00 pm – 8:50 pm
HHS 203

Instructor Contact Information
Sam Gallander, M.S.W., LCSW

Office Hours:
Thursday 5:00 pm – 6:00 pm
Other office hours by appointment

Recycling and sustainability: Please consider if it is necessary to print the syllabus. If so, please help our fragile environment by recycling this paper when finished. Thank you!

Course Description

Surveys major treatment alternatives, showing addictive behavior patterns such as alcohol/drug abuse or eating disorders. Student conducts field research of programs, practices interventions, and studies inpatient and outpatient treatment methods with emphasis on relapse prevention. Corequisite: SWK 5325.

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 judgment 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 behavior.

**Competency 2: Engage Diversity and Difference in Practice**
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

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.

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 constituencies.

**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 constituencies.

**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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, 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.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

C. Required Textbooks and Other Course Materials


Clinical Evidence and Best Practice e-databases: The developing evidentiary base on mental health interventions contained in the Central Library e-databases Clinical Evidence and Best Practice will serve as another set of required "texts" in this course.

D. Additional Recommended Textbooks and Other Course Materials


Additional readings as assigned throughout the semester.


E. Descriptions of Major Assignments and Examinations

1. **Research Project 30%**: This project gives you an opportunity to investigate a topic related to addiction studies that is of interest to you. Writing is an important skill in any profession and this is an opportunity for you to demonstrate your effective written communication skills.

   In academic writing, you interpret and draw conclusions based on research literature from scientific articles. The advantage of this literature is that it is rather objective, unbiased, and in many cases, provides directions for practical applications. For this assignment, you will write an 8-10-page academic paper based on existing addiction literature. This provides an opportunity for you to explore an area of interest in addiction studies.

   Research in the field of addiction studies has important implications for individuals, groups, organizations, the government, and society at large.

   Select an issue that interests you and is related to addiction. You may choose an issue related to prevention, etiology, treatment, relapse and/or relapse prevention, federal, state, or local laws/policies, etc. Develop and hone your empirical question/issue, search the literature, read and analyze the literature, and form conclusions regarding your research question/issue based on the scientific articles.

   Once you have chosen a topic, email your choice to me. If your topic is appropriate and no one else has chosen it, I will let you know via return email whether your topic is approved. I am providing a list of topics below to get you thinking. This is a list of examples. You do not need to choose from this list:

   Should marijuana be legalized?

   Should the legal drinking age be 18 or 21? Is addiction a medical disease?

   Should the American Disabilities Act include people with drug or alcohol problems?

   Should mandatory testing of drugs in schools or work places be allowed?
Should we test drug use in welfare recipients as a condition of receiving benefits?

Using the 12-Steps as a tool for recovery?

Using methadone to treat heroin and opiate addiction? Should there be needle exchange programs?

Once I have approved your topic, you can begin working on the project.

Length and elements: The paper length will be 8-10 pages, typed and double spaced (the page length does not include the title page, abstract page (optional), or reference page).

Number of references: Your paper should include a minimum of 5 references. References should be current (published within the last seven years). Appropriate sources include: (a) research articles from scientific journals (not popular articles such as Psychology Today or Omni) (b) books (but not encyclopedias or textbooks). Use sources that have strong scientific support. Cite your sources in-text and reference on the References page.

Appearance: All final papers should be proofread, and easy to follow. Use headings in your paper. What does your essay look like? Are all sections identified, present, and well organized?

Format: Your paper should follow current APA formatting conventions. APA provides for up to five heading levels. Refer to the APA publication manual. In addition, there are several credible websites. One such website is the APA Guide portion of the Purdue University Online Writing Lab (OWL) at https://owl.english.purdue.edu/owl/.

Guidelines:

- Introduction:
  1. Description of Issue: The purpose, problem, or question to be considered is stated
  2. Explain why it is an issue.
  3. Interest: Convince the reader that the paper is worth reading in an interesting presentation of the information.
  4. Explain your position: What do you think and why do you think this is relevant.
  5. Expectation: Present a clearly focused main idea that addresses the topic as well as an insightful position on the topic.

Body:
1. Analysis: Demonstrate that an analysis of the literature has been used to support the statements made, and that assumptions are evidenced based.
2. First Viewpoint: Present and discuss one side of the argument.
4. Expectation: Develop your position(s) with compelling reasons and/or persuasive evidence.
5. Integration: If sources contradict one another, were the conflicts adequately resolved? Multiple sources are compared if a simple listing of information is not sufficient.
6. The points are internally consistent, (i.e. one point follows from another), plausible and well written.
7. Suitability of focus: The problem chosen is focused enough to be adequately covered in the space of the paper, but not too research.
8. Research/Argument: Identify and discuss the evidence behind the research.
9. Addiction Language: Demonstrate a command of addiction language and Express ideas fluently and precisely using effective addiction vocabulary and sentence variety.
10. Expectation: Present thorough research and use the research to create a strong case for a primary and alternative argument.

Conclusion:

1. Summarize your findings adequately, and draw appropriate conclusions.
2. Discuss the applications of these conclusions.
3. References are recent, high quality, and appropriate to the paper topic (research articles and editorials, and books).

Form:

1. Correct Grammar and correct use of words (not awkward or inappropriate)
2. Paragraph form: Topic sentences are used to introduce transitions, and the order of transitions in the paper.
3. Borrowed ideas and statements are given credit (citations used frequently and listed in reference section)
4. The paper is written using current APA formatting

Scoring will be based on the following rubric:

- Introduction – 20 point
- Body – 40 point
- Conclusion – 20 points
- Form – 20 points

Reminder: You must obtain my approval (via email) for your topic/issue before you begin working. The case study is worth a possible 30%.

Study detailed assignment instructions on Blackboard.
Weekly Quizzes 40%: Each week you will have an opportunity to complete an online These quizzes will help you demonstrate your understanding of important elements of the course material. Before taking each quiz, be sure to read and digest all assignments and material provided in the weekly learning module. Each quiz is worth 100 points. Combined over the semester the quizzes are worth a 40% of grade. Study detailed assignment instructions on Blackboard.

Weekly Reaction Posts 20%: You will have an opportunity to submit weekly reaction posts during the Each reaction post is worth 12.5 points for a semester total of 20%. The reaction post comes directly to me. No one else sees it. It might be helpful for you to view the reaction post as a vehicle for us to communicate. In your post, you can reinforce what resonates with you; you can vent; you can use it as a journal; you can let me know how you are doing with the class format, curriculum, etc. I am always open to your ideas and suggestions. If something is bothering you and/or interfering with your learning experience, you can talk about that also.

The reaction post is not an assignment where you tell me everything you learned from this week's activities. It is an assignment where you relate your "reaction" to what you are learning and/or how things are going for you. It is an opportunity to help me get to know more about you and for you to get to know more about me. Your reaction post should be at least one double-spaced Word document. Each reaction post is worth 12.5 points. Combined over the semester the quizzes are worth a possible 20%. Study detailed assignment instructions on Blackboard. by the 2013 IC&RC Alcohol and Drug Counselor Job Analysis and adapted by the State of Texas for the Licensed Chemical Dependency Counselor (LCDC) examination.

F. Attendance 10%

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

G. Grading

Paper: 30%
Quiz: 40%
Discussion: 20%
Attendance: 10%
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. Course Schedule

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<thead>
<tr>
<th>Session</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>8/23/18</td>
<td><strong>Reading and Class Discussion</strong></td>
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<td>Syllabus &amp; Schedule Course Introduction</td>
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<td>McNeece, Ch. 1: Definitions and Epidemiology of Substance Use, Abuse, and Disorders</td>
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<td><em>Complete all items in this week’s learning module (BlackBoard)</em></td>
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<td>2</td>
<td>8/30/18</td>
<td><strong>Reading and Class Discussion</strong></td>
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<td>McNeece, Ch. 2: The Etiology of Addiction</td>
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<td>Discussion 1 / Chapter 1 and 2 quiz.</td>
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<td><em>Complete all items in this week’s learning module (BlackBoard)</em></td>
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<td>3</td>
<td>9/6/18</td>
<td><strong>Reading and Class Discussion</strong></td>
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<td>McNeece, Ch. 3: The Brain Biology of Drug Abuse and Addiction</td>
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<td>Discussion 2</td>
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<td><em>Complete all items in this week’s learning module (BlackBoard)</em></td>
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<td><em>Research Paper Topic must be approved by the end of Week 3</em></td>
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<td>4</td>
<td>9/13/18</td>
<td><strong>Reading and Class Discussion</strong></td>
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<td>McNeece, Ch. 4: The Physiological and Behavioral Consequences of Alcohol and Drug Abuse</td>
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<td>Chapter 3 and 4 quiz</td>
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<td><em>Complete all items in this week’s learning module (BlackBoard)</em></td>
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<td><strong>Reading and Class Discussion</strong></td>
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| 5 | 9/20/18 | McNeece, Ch. 5: Screening, Diagnosis, Assessment, and Referral Discussion 3  
*Complete all items in this week’s learning module (BlackBoard)* |
| 6 | 9/27/18 | McNeece, Ch. 6: Treatment: The System of Care  
Chapter 5 and 6 quiz  
*Complete all items in this week’s learning module (BlackBoard)* |
| 7 | 10/4/18 | McNeece, Ch. 7: Preventing Alcohol and Drug Problems  
Discussion 4  
*Complete all items in this week’s learning module (BlackBoard)* |
| 8 | 10/11/18 | McNeece, Ch. 8: Regulating Drugs & their Consequences  
Chapter 7 and 8 quiz  
*Complete all items in this week’s learning module (BlackBoard)* |
| 9 | 10/18/18 | McNeece, Ch. 9: Treating Substance-Abusing Youth  
Discussion 5  
*Complete all items in this week’s learning module (BlackBoard)* |
| 10 | 10/25/18 | McNeece, Ch. 10: Family Systems & Chemical Dependency  
Chapter 9 and 10 quiz  
*Complete all items in this week’s learning module (BlackBoard)* |
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<th>Date</th>
<th>Reading and Class Discussion</th>
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<tr>
<td>11</td>
<td>11/1/18</td>
<td><strong>McNeece, Ch. 11: Ethnicity, Culture, and Substance-Use Disorders</strong></td>
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<td>Discussion 6</td>
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<td><em>Complete all items in this week's learning module (BlackBoard)</em></td>
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<td><strong>REMINDER: RESEARCH PAPER IS DUE MODULE 15.</strong></td>
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<td>12</td>
<td>11/8/18</td>
<td><strong>McNeece, Ch. 12: Substance Abuse Treatment with Sexual Minorities</strong></td>
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<td>Chapter 11 and 12 quiz</td>
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<td><em>Complete all items in this week's learning module (BlackBoard)</em></td>
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<tr>
<td>13</td>
<td>11/15/18</td>
<td><strong>McNeece, Ch. 13: Substance Use Disorders and Co-Occurring Disabilities</strong></td>
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<td>Discussion 7</td>
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<td><em>Complete all items in this week's learning module (BlackBoard)</em></td>
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<td>14</td>
<td>11/29/18</td>
<td><strong>McNeece, Ch. 14: Alcohol and Drug Misuse and Abuse in Late Life</strong></td>
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<td>Chapter 13 and 14 quiz/ Discussion 8</td>
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<td><em>Complete all items in this week's learning module (BlackBoard)</em></td>
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<tr>
<td>15</td>
<td>12/6/18</td>
<td><strong>McNeece, Ch. 15: Gender, Substance Use, and Substance Use Disorders McNeece, Ch. 16: Chemical Dependency Current Issues and Future Prospects</strong></td>
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<td><em>Complete all items in this week's learning module (BlackBoard)</em></td>
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<td>Chapter 15 and 16 quiz</td>
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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.

I. 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.

J. Grade Grievances


K. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.
L. 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

M. 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.

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified
by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

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

**P. Non-Discrimination Policy**

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

**Q. Title IX Policy**

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

**R. Academic Integrity**

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

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

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

S. Electronic Communication

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

T. Campus Carry

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

U. Student Feedback Survey

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

V. Final Review Week

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