A. Description of Course Content

This course covers theoretical frameworks for understanding and addressing intimate partner violence as well as culturally sensitive prevention and intervention practice models.

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

The emphasis in this course is on competencies 1, 2, 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 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 experience; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients.

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


Additional references are included in the course outline.

*Important websites to review:*

Texas Council on Family Violence: http://www.tcfv.org/

Praxis International: http://praxisinternational.org/default.aspx


National Coalition Against Domestic Violence: http://www.ncadv.org/

National Center of Domestic and Sexual Violence: http://www.ncdsv.org/

National Domestic Violence Hotline: http://www.ndvh.org/

The Relationship Violence and Sexual Assault Prevention Program (RVSP) www.uta.edu/rvsp

E. Descriptions of Major Assignments and Examinations

1. **Critical Reflection Paper I:** This paper is an exercise of critical self-reflection based on previous knowledge and/or personal and professional experiences with intimate partner violence (IPV). The paper will describe, summarize or narrate something lived, witnessed or learned. It will include a thoughtful critical analysis considering your personal ideas, perspectives, beliefs, values and practices (practices as expressions and behaviors) over time. *This assignment assesses competencies 1 & 2.*

2. **Critical Reflection Paper II:** This paper is an exercise of critical self-reflection of your personal ideas, perspectives, beliefs, values and attitudes towards IPV. You will specifically compare the ideas, perspectives, beliefs, values and attitudes you had before taking this course and after this educational experience. Consider ethical dilemmas that you may have to manage. Reflect and write a thoughtful critical analysis considering your first reflection paper, discussion board’s content, other course assignments, instructor’s feedback on assignments, personal and professional experiences throughout this semester readings. *This assignment assesses competencies 1 & 2.*

3. **Safety Plan:** To integrate the knowledge acquired on IPV during the course you will develop a safety plan (intervention plan) grounded on evidence based research and practices. You must consider the client’s/participant’s strengths, diversity and social justice. This assignment will lead you to critically analyze theoretical models of practice in IPV cases. A case and guideline will be provided to complete this assignment. *This assignment assesses competencies 6, 7, & 8.*

4. **Participation:** Participation in the course includes active engagement in discussions posts by answering the prompts fully and responding to at least two classmates. *This assignment assesses competencies 1, 2, 6, 7, & 8.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Critical Reflection Paper 1</td>
<td>20</td>
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<tr>
<td>Critical Reflection Paper 2</td>
<td>20</td>
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<tr>
<td>Final Safety Plan</td>
<td>35</td>
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<tr>
<td>Participation- 5 Discussion Post (5 pts each)</td>
<td>25</td>
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</table>
** All papers submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association*. Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident in all written work. Grammar and APA style will be considered in grading.**

F. Attendance

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

It is the student’s responsibility, whether present or absent, to keep abreast of assignments. However, there are specific due dates for each assignment posted in the schedule on this syllabus. Students are expected to adhere to the due dates and complete the weekly assignments each week. Students are expected to complete all of the assignments for this course to receive a passing grade. Assignments not turned in will be recorded as "0" in grade center and may jeopardize the opportunity to receive a passing grade for the semester.

G. Grading

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. If you need assistance with this UTA Resources are available, please email course faculty for more information.

Grading Scale: The following scale will be used in determining the letter grade for the course. A= 90-100, B=80-89, C=70-79, D=60-69, F=Below 60

The following assignments will be utilized in order to determine the final grade for the course:

5 Discussion Posts 25 points / 5 pt each

Reflection Paper 1 20 points

Reflection Paper 2 20 points

Safety Plan 35 points

Total 100 points

*Phone and video appointments may be held upon request.*
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

**H. Make-Up Exams**

Late Assignments: Please read the following rules as they apply to late assignments.

- All assignments are due by midnight on due date.
- Late assignments will not be taken after 7 days.
- Reflection Papers will have a 2.86 pt deduction per late day
- Safety Plan will have a 5 pt deduction per late day.
- Discussions will have a .72 pt deduction per late day

**I. Course Schedule**

<table>
<thead>
<tr>
<th>Week/ Date</th>
<th>Module</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment with Due Dates</th>
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<tbody>
<tr>
<td>1 8/21 First Day</td>
<td>1</td>
<td><em>Introduction and course overview; discussion of syllabus; and review of major assignments</em></td>
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<tr>
<td>Week/ Date</td>
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Lockhart & Danis. Chapter 1: *Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches*  
Esquivel-Santovena, Lambert & Hamel. (2013). Partner Abuse Worldwide  
**Recommended reading(s):** Fortune, Abugideiri & Dratch. (2010) *A Commentary on Religion and Domestic Violence*  
Manual: Learning to listen, learning to help (p.8-9) | 9/11 11:59 pm Reflection 1 |
<table>
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| 9/11       | 4      | National & state policies & community responses | **Required reading(s):**
|            |        |        | Reauthorization of Violence Against Women Act (VAWA), 2013 (Summary) |
|            |        |        | VAWA (2013) Campus Summary |
|            |        |        | Texas Domestic Violence Statutes |
|            |        |        | http://www.womenslaw.org/statutes_root.php?state_code=TX |
|            |        |        | Brochure: Community Action Model |
|            |        |        | Ptacek & Frederick. Restorative Justice and Intimate Partner Violence |
|            |        |        | **Recommended reading(s):**
<p>|            |        |        | Reauthorization of Violence Against Women Act, 2013 |
|            |        |        | Brochure: A Guide to the Texas Criminal Justice System |
|            |        |        | Brochure: Protective Orders in Texas |
|            |        |        | Webinar: A National Portrait of Criminal DV Courts Research with Discussion on the Current Crises in the Courts. <strong>June 7, 2012</strong> |
|            |        |        | <a href="http://www.bwjp.org/ccr_webinar_recordings.aspx">http://www.bwjp.org/ccr_webinar_recordings.aspx</a> |
|            |        |        | <strong>9/18 11:59 pm DP 2</strong> |</p>
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</thead>
</table>
| 5 9/18     | 5/6    | Victims/survivors interventions | **Required reading(s):**  
Policastro & Payne. The Blameworthy Victim: Domestic Violence Myths and the Criminalization of Victimhood.  
Tsui, V. Male Victims of Intimate Partner Abuse: Use and Helpfulness of Services  
**Recommended reading(s):**  
Manual: Learning to listen, learning to help (pp.10-23)  
Manual: Helping an abused women: 101 things to know, say and do  
Manual: Helping abused women in shelters: 101 things to know, say and do  
Prospero, M. Mental Health Symptoms Among Male Victims of Partner Violence  
Tsui, V., Cheung M. & Leung, P. Help-seeking among male victims of partner abuse: men's hard times  
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</table>
| 8 10/9     | 10     | **Dating violence**   | **Required reading(s):**  
Cercone, J.J., Beach, S. R. H., Arias, I. Gender Symmetry in Dating Intimate Partner Violence: Does Similar Behavior Imply Similar Constructs?  
**Recommended reading(s):**  
PowerPoint Presentation: Teen Dating Violence Policy in Texas  
| 9 10/16    | 11     | **Safety planning**   | **Required reading(s):**  
Domestic Violence and Social Work Education- Contextualized Assessment with Battered Women: Strategic Safety Planning to Cope with Multiple Harms (Special Section)  
Brochure: Personal Safety Plan  
Sheet: Create a Teen Safety Plan  
Sheet: Safety Plan from Stalking  
Video: Safety Plan while at work https://www.youtube.com/watch?v=CqL61xeomd8&feature=youtu.be  
**Recommended reading(s):**  
Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.82-85)  
| 10 10/23   | 12     | **IPV Advocacy**      | **Required reading(s):**  
Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.50-59, 96-118)  
Pence. Advocacy on Behalf of Battered Women |                           |
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</tr>
</thead>
</table>
| 11 10/30   | 13     | **IPV in the military**     | **Required reading:**
|            |        |                             | Lockhart & Danis. Chapter 10: In Service to Our Community: Military Response to domestic Violence
|            |        |                             | Klostermann, K. et al. Intimate partner violence in the military: Treatment considerations
|            |        |                             | **Recommended reading(s):**
|            |        |                             | Schaffer, B. J. Veterans’ Treatment Courts and the Criminal Justice System
|            |        |                             | Jones, A.D. Intimate partner violence in military couples: A review of the literature                                                                                                                      | 10/30 11:59 pm Safety Plan |
| 12 11/6    | 14     | **Vicarious trauma: taking care of yourself** | **Required reading:**
|            |        |                             | Guidebook on Vicarious Trauma: Recommended Solutions for Anti-violence Workers                                                                                                                            |                           |
| 13 11/13   | 15     | Optional topic              | Optional Topic                                                                                                                                                                                          |                           |
| 15 11/27   |        | Thanksgiving Holiday        | Thanksgiving Holiday                                                                                                                                                                                    |                           |
| Thanksgiving Holiday 11/28-11/29 |        |                             |                                                                                                                                                                                             |
| 16 12/04   |        | Last Day                    | Student Feedback Survey                                                                                                                                                                                 |                           |
| Last Day   |        |                             |                                                                                                                                                                                             |

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.

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**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievances**

L. Student Support Services

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

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

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

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians...................... http://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ...................... http://library.uta.edu/how-to
Connecting from Off-Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian......................... http://ask.uta.edu

N. 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/aoa/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/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials.
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.