THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2019
Course Title: Diverse Populations
Course Prefix/Number/Section: SOCW 5307 (formerly 5317)-001
Instructor Name: Sophia Fantus, PhD, MSW
Faculty Position: Assistant Professor
Faculty Profile:
Office Number:
Phone Number:
Email Address: sophia.fantus@uta.edu
Office Hours:
Day and Time of Class (if applicable): Tuesday 4:00-6:50 pm
Location: TH 212
Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.
Blackboard: https://elearn.uta.edu; Canvas: https://uta.instructure.com/

A. Description of Course Content

Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior.

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 1-9, the main foci are competencies 2, 3, 7, and 8.

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 and

**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

**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

N/A

E. Descriptions of Major Assignments and Examinations

Note. Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the classroom as well as in our virtual learning environment. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are posting on the discussion boards, and we take responsibility for completing assignments in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community. The assignments for this course have been designed with these ideas in mind. Our aim is to work together to establish an environment that addresses student learning in a safe, supportive, and engaging way to promote cooperation, trust, and mutual respect. Please refer to canvas for session readings, course material, discussion topics, and assignment dates.

Assignments

Participation in Class and Discussion Board (total of 25 points)

In this course, there is an expectation that you will actively participate in classroom discussions and class activities. This includes not only attending class but contributing to our weekly discussions, both in the classroom and in our virtual learning environment. In class, I encourage you to respond to questions posed and
introduce critical and thought-provoking opinions and perspectives. Through this, we will continue to be mindful and respectful of other students’ lived experiences and social location.

Outside of class, there are three expectations associated with our online learning environment over the course of the semester:

1. I will post a discussion topic 4 times over the course of the semester – with the dates listed in your course schedule. You are responsible to write one unique response to the original post and to respond to at least one other student’s response. Please abide by the same safe space norms and respect that we have in the classroom for your online activities. Overall, there will be at minimum two postings per discussion topic—one response to my post and one response to another student’s comment. In the course schedule, the date listed is the day in which the discussion will be posted and you will have one week to submit both postings.

2. You must post one unique/original discussion topic. The discussion should be related to the week’s content and can range from just a question about a discussion we had in class, a question/comment on one of the readings, or a link to an interesting news article, op-ed, research article or social media page. If you post a link, it will be your responsibility to pose a question/comment to the class that accompanies the link. Please do not just post a link with no comment added.

3. The third expectation will be to stay attuned to the discussion board and write at least one comment/response to another student’s discussion topic.

Please keep in mind our social work values of respect and the dignity and worth of all persons. We are here to support each other, learn from each other, and help each other grow in a safe, encouraging and positive space.

**Self-Reflection Paper (25 points)**

The purpose of the self-reflection paper is to utilize what we have learned in the first few lectures to organize your own thinking regarding your self-identity and social location. There are four goals associated with this paper:

1. What does intersectionality mean to you and what social categories do you ascribe to?
2. How has your own identity intersected between power/privilege and oppression/discrimination? What are some of your own experiences that have shaped your thinking about privilege, stereotypes, and discrimination as we have discussed in class?
3. How do you think your self-identity has influenced you across a socioecological framework? Think about this at the micro level, the mezzo level, and the macro level.
4. Based on your self-reflection, do you think this has influenced your social work practice or the reasons as to why you selected the field of social work?

Please remember to only write what you feel comfortable sharing. You will not be asked to share this in class or online. The grade that you will be given is not determined by how much you disclose or what you share but your ability to reflect on your own experiences and social location in conjunction with what we have learned in class thus far. This should be a 5-7 page paper, double spaced. APA guidelines.

**Lived Experience Paper (25 Points)**

The purpose of the ‘lived experience’ paper is for you to talk to/interview someone who self-identifies as belonging to a different social category than yourself. You can select someone of a different culture, ethnicity or race, age, ability, sexual and/or gender identity, religion, socioeconomic status etc. This paper is not written permission to ask someone to ‘come out’ or ‘disclose’ their status or to make assumptions about individuals. The aim is to engage in conversation and learn more about a lived experience you may be unfamiliar with or uncomfortable with. The person does not have to be someone in this class but can be a family member, a friend, a co-worker AND someone who has agreed and consented to be interviewed. I am not asking for you to name the person you interviewed so they should remain anonymous throughout the paper. If it is easier to name them while writing, please assign them a pseudonym.
This paper consists of a three-section reflection:

1. What ‘difference’ did you select and why? For example, if you selected to interview someone of a different religion, why. Was this a specific religion you have always been interested in? Didn’t know much about? Had assumptions about?

2. Describe the conversation- what did you talk about, what did you learn, what were some of their lived experiences (e.g., isms they have experienced, micro/macro level discriminations)

3. The last section should be dedicated to your own self-reflection on speaking with the individual. I want you to discuss what your assumptions and preconceived notions may have been prior to the interview, what changed or, alternatively, what remained the same, and how did this conversation influence your own thinking as a future social worker and your social work practice. Finally, what was it like interviewing this person? (e.g., awkward? Informative?)

Note: I am purposefully not going to provide you with an interview guide. This is not a research project nor do I want you to feel contained to one set of questions. I want this to be a casual conversation where you are genuinely trying to grasp a person’s lived experience and their perspectives regarding privilege vs oppression (and how this might be different from your own).

Some questions you may want to consider asking include: (1) how do they understand privilege and discrimination, (2) how have they thought about their own social location, (3) whether and how they have spoken about this with others both within and outside their community, and (4) how their self-identity may impact their interactions with others. I want you to consider how their social location has shaped their life experiences at the micro, mezzo and macro levels- either presently or in the past. And how this may have shaped who they are currently. None of these questions are required but simply may help support your interview.

This paper should be roughly 10 pages, double-spaced. APA guidelines.

**Narrative Critique Paper (20 Points) & Oral Presentation (5 Points)**

The purpose of this paper is to select one form of entertainment and write a critique on how one (or more) ‘isms’ that we discussed in class have been intertwined within the story.

You may select a novel, a play, a television show/episode, movie, a music video, a scene from a movie, or current news. Please run your idea by me prior to starting this paper. The aim of this paper is to utilize the theories and policy issues taught in class, classroom discussions, readings, and supplemental readings to critique the presentation of discriminatory and oppressive values, attitudes and behaviors in the work you have selected. Some examples may be: The Hate U Give, The Help, Henrietta Lacks, Blackish, Insecure, Big Little Lies, The Handmaid’s Tale, Orange is the New Black, The New Yorker’s Cat Person.

The paper should be divided as follows:

1. Briefly outline your selection- name what you selected, provide a synopsis, and provide a brief description on what ‘ism’ you are looking at- how does this relate to what we have discussed in class and what ism is your selection trying to present through the narrative? What comes up in the narrative?

2. Critique how the ism is presented- How is the ism presented and then provide a critique on what may have been presented well, what may have been problematic, are there pieces you feel as though are missing? Did the content present a micro, mezzo and macro level of the injustice or experience? How was this achieved? What was the purpose of this presentation? What was the goal of the writing/show?

3. What are the implications for social work practice in this piece?

Please use the readings from the class, supplemental readings provided, and any relevant additional literature. You will be graded on the organization and clarity of your writing, the utilization of relevant theories, readings and classroom discussions, as well as your own critical thinking. This paper should roughly be about 10-15 pages, double spaced. APA guidelines.
The oral presentation is an opportunity for you to outline your paper for the class and to attain feedback from both myself and fellow students. The presentation should be roughly 10-15 minutes and include: (1) a presentation of the selected work, and (2) a brief breakdown of your paper, responding to the questions listed above. Please leave room for questions and comments. This does not have to be a PowerPoint presentation or be a formal memorized presentation. As presentations will be conducted two weeks prior to the final due date, the paper does not have to be in its complete form. The presentation can be a rough outline of your ideas thus far. The purpose of the presentation is to provide you with some feedback that you will still have time to incorporate into your final paper.

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,

I expect that you will actively engage in this course for the duration of the semester by both attending class and participating in both classroom and online discussions.

G. Grading

You can attain a total of 100 points for this course. The grading for the course is as follows:

1. **Attendance, Participation- In the Classroom and on the Discussion Board**: A total of **25 points**.
2. **Self-Reflection Paper**: A total of **25 points**.
3. **Lived Experience Paper**: A total of **25 points**.
4. **Narrative Critique Paper and Oral Presentation**: A total of **25 points**. Presentation will be worth 5 points. Paper will be worth 20 points.

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

I do not allow for late assignment submissions. I STRONGLY encourage you to complete your work well in advance of class, as it is your responsibility alone to complete assignments prior to the weekly deadline. If you wait until the last minute to do your assignment, and Canvas is down, or your home's internet is out, you are responsible, since you had all week to submit your work. Please note that there will be considerations for religious observance, illness, or accessibility, but only with proper documentation. If you foresee any issues when looking at the syllabus, please speak to me well in advance of the assignment due date, if possible. I will not allow a late assignment if an excuse is submitted after the due date.

I. Course Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27 (session 1)</td>
<td>Paradigms</td>
<td>Chapter 1</td>
<td>None</td>
</tr>
<tr>
<td>9/03 (session 2)</td>
<td>Prejudice, Stereotyping, &amp; Discrimination</td>
<td>Chapter 2 &amp; 5</td>
<td>Discussion Topic Posted</td>
</tr>
<tr>
<td>9/10 (session 3)</td>
<td>Cross-Cultural Communication</td>
<td>Chapter 3</td>
<td>None</td>
</tr>
<tr>
<td>9/17 (session 4)</td>
<td>Privilege</td>
<td>Chapter 8</td>
<td>None</td>
</tr>
<tr>
<td>9/24 (session 5)</td>
<td>Prejudice, Stereotyping, &amp; Discrimination</td>
<td>Chapter 2 &amp; 5</td>
<td>Discussion Topic Posted</td>
</tr>
<tr>
<td>10/01 (session 6)</td>
<td>Indigenous Populations</td>
<td>Links on Canvas</td>
<td>Discussion Topic Posted</td>
</tr>
<tr>
<td>10/08 (session 7)</td>
<td>Sexism &amp; Gender Diversity</td>
<td>Chapter 10</td>
<td>None</td>
</tr>
<tr>
<td>10/15 (session 8)</td>
<td>Heterosexism</td>
<td>Chapter 11</td>
<td>Discussion Topic Posted</td>
</tr>
<tr>
<td>10/22 (session 9)</td>
<td>Abelism &amp; Ageism</td>
<td>Chapter 12</td>
<td>None</td>
</tr>
<tr>
<td>10/29 (session 10)</td>
<td>Classism</td>
<td>Chapter 9</td>
<td>Paper 2 Due (Lived Experience)</td>
</tr>
<tr>
<td>11/05 (session 11)</td>
<td>Religious Intolerance</td>
<td>Chapter 6</td>
<td>Discussion Topic Posted</td>
</tr>
<tr>
<td>11/12 (session 12)</td>
<td>Cultural Pluralism</td>
<td>Chapter 7</td>
<td>None</td>
</tr>
<tr>
<td>11/19 (session 13)</td>
<td>Racism Revisited</td>
<td>Chapter 15</td>
<td>Oral Presentation Day</td>
</tr>
<tr>
<td>12/03 (session 15)</td>
<td>Wrap-Up</td>
<td>No Readings</td>
<td>Final Paper Due</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.

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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](http://www.uta.edu/ssw/academics/bsw/student-manual.php), [major-based learning centers](http://www.uta.edu/ssw/academics/bsw/student-manual.php), developmental education, [advising and mentoring](http://www.uta.edu/ssw/academics/bsw/student-manual.php), personal counseling, and [federally funded programs](http://www.uta.edu/ssw/academics/bsw/student-manual.php). 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. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

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

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

**The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](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.**

**Q. Non-Discrimination Policy**

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

**R. Title IX Policy**

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

**S. Academic Integrity**

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

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

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](http://https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism](http://library.uta.edu/plagiarism/).
T. Electronic Communication

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

U. Campus Carry

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

V. Student Feedback Survey

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

W. Final Review Week

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