### Course Information

**Semester/Year:** Fall 2020  
**Course Title:** U.S. IMMIGRATION POLICY AND THE AMERICAN DREAM  
**Course Prefix/Number/Section:** SOCW/MAS 3320-001  
**Instructor Name:** Marcela Nava, MSSW, MPP  
**Faculty Position:** Associate Professor in Practice  
**Faculty Profile:** [http://www.uta.edu/profiles/marcela-gutierrez](http://www.uta.edu/profiles/marcela-gutierrez)  
**Office Number:** Social Work Complex B  
**Phone Number:** 682-999-8189 (voicemail and text)  
**Email Address:** marcela.nava@uta.edu  
**Office Hours:** By appointment  
**Day and Time of Class:** Online  
**Location:** Online  
**Equipment:** A laptop computer with wireless capability or equivalent is required for all SSW classes. This course also requires that you have access to a device with a camera, such as a smartphone or webcam.  
**Canvas:** [https://uta.instructure.com](https://uta.instructure.com)

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#### A. Mandatory Face Covering Policy

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

#### B. Catalog Course Description

Focus on American identity through the examination of immigration to the United States, past and present, and the evolution of U.S. immigration policy. Topics include U.S. attitudes and policy responses to European, Asian, and Latin American immigration and to the incorporation of the descendants of African slaves and Native Americans. Emphasis on the decline of the melting pot idea and the incorporation of recent immigrants. Offered as MAS 3320, AAST 3319, and SOCW 3320. Credit will be granted only once.

#### C. Measurable Student Learning Outcomes
By the end of the semester, students should be able to demonstrate the following practice behaviors, comprised of knowledge, values and skills:

2. Illustrate how immigration policy and political actors construct legal and social categories of immigrants (e.g. undocumented, migrants, families, skilled workers, refugees, residents, and citizens) and how these categories intersect with racial and gender hierarchies.
3. Describe the dynamic interactions of migrants with social and economic systems.
4. Critically analyze and discuss key issues in immigration research, policy and practice from a strengths perspective.
5. Evidence understanding of and respect for migrant family issues, including such identities and statuses as age, sex, race, ethnicity, socioeconomic status, disability status, religion, sexual orientation, culture and history.
6. Review ethical standards, cultural competency, and research-grounded approaches in working with or studying migrants.
7. Critique immigration policies from a social justice framework, with particular attention to immigration reform and its implications for immigrants, communities and populations.
8. Develop plans for advocacy and argue on behalf of migrants at the individual, organizational and community-wide levels.

Additional Student Learning Outcomes for Social Work Majors
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 2, 3, 6, 7 and 8, the main foci are competency 2, Engage Diversity and Difference in Practice, and competency 3, Advance Human Rights and Social, Economic, and Environmental Justice.

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 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.

**D. Required Text(s) and Other Course Materials**


- **A major national news outlet that reliably covers immigration policy**: While most news outlets are generally considered to have some type of political bias, these sources are generally considered to be some of the least biased and objective news outlets available. You can choose to purchase a digital or print subscription, but most of these media sources have websites that allow (limited) free access to online articles. You can also explore signing up for daily emails or follow them on social media. These are the *only* news media outlets that are allowable references for your final paper in this course.

  1. New York Times
  2. Wall Street Journal
  3. Washington Post
  4. BBC
  5. The Christian Science Monitor
  6. USA Today
  7. Los Angeles Times
  8. The Associated Press
  9. Reuters
  10. Bloomberg News

**E. Additional Recommended Text(s) and Other Course Materials**

- **Various readings and other resources** have been integrated into each course to respond to important developments in practice, research and policy.

- **Other news outlets with media coverage that places immigration policy in more local contexts**: Many of our class discussions will focus on the implications of immigration policy on different areas of practice, research and policy in our local communities. The following resources are very helpful for Discussion Boards, but they are not considered reliable resources for the final paper in this course.

  1. Local newspaper such as the Fort Worth Star-Telegram or Dallas Morning News
  2. “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via KERA-FM (90.1) or online. See schedule at [http://www.kera.org/radio/schedule/](http://www.kera.org/radio/schedule/)
  4. CNN News, Politico and other policy discussions
  5. Evening Network News – (CBS, ABC, NBC)
F. Descriptions of Major Course Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percent of Final Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes</td>
<td>10 points each</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Boards (DB)</td>
<td>10 points each</td>
<td>30%</td>
</tr>
<tr>
<td>Policy Memo</td>
<td>200 points</td>
<td>25%</td>
</tr>
<tr>
<td>Public Testimony</td>
<td>100 points</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Weights are used to adjust how much each assignment will affect your final score.*

1. **READING QUIZZES**

It is important to keep up with the readings in order to facilitate your ability to apply the concepts from this class in a practical and meaningful way. To ensure that your review of the reading is taking place on a consistent basis, various quizzes will be given during the semester. Quizzes will only cover the required reading material for the week, as specified in the course schedule. You can take each quiz two different times and keep the higher score. Questions are all multiple choice and there will be 12 electronic quizzes administered during the semester. In order to accommodate for unexpected challenges that may occur, your 2 lowest Reading Quiz grades will automatically get dropped from your final score.

2. **DISCUSSION BOARDS**

Discussion Boards are graded on participation. The purpose of Discussion Boards is to allow you to apply the concepts from the module in the context of current events, while also applying these concepts to develop your own ideas for the Policy Memo. You are required to post your response to a specific set of questions and respond to at least two other people’s posts. In order to accommodate for unexpected challenges that may occur, your 2 lowest Discussion Board grades will automatically get dropped from your final score. Discussion Boards in this course will require three basic steps:

1. Reflect on the Current Event provided in the module.
   a. The instructor will provide an introduction to each module highlighting a recent current event with implications for immigration policy. You must review this so you can access the Discussion Board.
   b. Respond to reflection questions in the Discussion Board prompt. Your response must integrate at least one reference to the required reading for the week OR a current event from any of the media sources listed earlier in the syllabus.

2. Apply concepts from the course materials and Current Event toward developing your Policy Memo.
   a. The instructor will break down aspects of the Policy Memo into smaller steps, and each Discussion Board you will be provided with instructions on how to develop the next step in your Policy Memo.

3. Respond to two other people’s posts.
   a. When responding, make sure to share your reflections on how well the person’s ideas reflect a strengths-based response, as well as a feasible response.
3. POLICY MEMO

What is a policy memo? Policy memos are different from research papers. The purpose of a policy memo is to help a specific audience understand the rationale for choosing a specific course of action. Memos are designed for non-academic audiences, geared toward the needs of the audience, and synthesize research in a way that results in you advocating for a specific type of change or action. A good policy memo will usually have the following characteristics:

- Short, focused, and to the point without excessive explanations
- Specific, clear and professionally written
- Avoids academic or disciplinary jargon
- Points are clearly supported by evidence that show consequences of each alternative
- Visually appealing and clearly organized with clear and descriptive headings and subheadings, use of capitalization, bold text, bulleted items, etc.
- Practical and feasible recommendations that are likely to occur and don’t seem unrealistic
- Explicit and honest in describing strengths and weaknesses of your recommendations

What will my policy memo be about? The following is a tentative list of broad topics. You are encouraged to browse through these topics on the Migration Policy Institute website for more information.

- Border Security (Border Enforcement, Smuggling & Trafficking, Technology & Infrastructure)
- Education (Adult Education & Language Learning (Early Childhood Education, K-12 Education, Postsecondary Education, Workforce & Vocational Training)
- Employment & the Economy (Competitiveness, Fiscal Impacts, Labor Market Impacts, Recession & Employment, Recruitment, Sectoral Employment, Skills, Temporary Workers)
- Illegal Immigration & Interior Enforcement (Deportations/Removals, Employment Verification, State & Local Enforcement, Worksite Enforcement)
- Immigrant Integration (Brain Waste & Credential Recognition, Children & Family Policy, Citizenship & Civic Engagement, Health & Welfare Benefits, Language Access, Social Cohesion & Identity)
- International Governance (International Cooperation, International Organizations)
- Migration & Development (Brain Drain & Brain Gain, Circular Migration, Climate Change, Development Impacts, Diaspora Engagement, Remittances)
- Refugee & Asylum Policy (Asylum Seekers, Refugees & Resettlement)

Final papers are limited to no more than three pages and must use the template provided. Detailed guidelines and a grading rubric will be provided online and discussed in class.

4. PUBLIC TESTIMONY

Each student will be asked to give a testimony based on their policy memo. The goal is to try and convince their designated decision-maker to take the action that they want them to take. Importantly, you must be able to communicate a lot of information effectively in a short amount of time, use facts to make a convincing point, and incorporate the perspective of your decision-maker.

The testimony will last 1.5 minutes (90 seconds) and must be written out and presented. In online environments, the presentation will be shared online. The testimony must cover the following points.

1. What is your problem?
2. Why is it important?
3. What are you asking them to do?

Before your testimony you will have 15 seconds to explain who your decision-maker is and what title/position is and why you chose them to convince to make a change. Your public testimony will be pre-recorded and shared virtually with the class, and will be scored by your peers.

G. 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. This date is reported to the Department of Education for federal financial aid recipients.

As the instructor of this section, I will not take attendance. However, attendance will be considered with any requests to submit late assignments. Good communication is the secret key to minimizing the impact of being absent from class. Even if you only THINK you might have circumstances that impede your participation in class (i.e. you have a family member who is very ill, you are in the midst of serious family problems), it is advisable to reach out to me ahead of time and make sure that you have an understanding of how/when you will complete any missed assignments.

H. GRADING

The instructor provides a grading rubric for each assignment and students are expected to be familiar with the grading rubric before submitting an assignment. However, grading is also considered a collaborative process, and it is important to keep in mind that even with a rubric, grading written assignments inevitably requires a certain degree of discretion. As adult learners, students in this course are also expected to take an active role in determining the fairness of each rubric, and to provide the instructor with suggestions and feedback on how to structure the grading criteria. If you are confused or disagree with how a score was calculated, I encourage you to email me or set up a time to discuss your score and negotiate a score that better fits with the instructions and grading rubric provided. If you can provide evidence of critical thinking, even if you do not have the "correct answer," you might be able to earn back some of the points for an assignment.

A: 90% - 100%
B: 80% - 89%
C: 70% - 79%
D: 60% - 69%
F: <= 59%

Final grades will generally be rounded up or down to the closest integer. Grades that fall right on the edge of the next letter grade (e.g. if you have 89.4%) may be rounded up at the professor’s discretion. Factors that will be considered in this situation include regular online access, timely submission of assignments, submission of all course assignments, communication with the instructor, and respectful interactions & communication with peers in the course. Extra credit assignments are not generally provided in this course, as students are expected to monitor their grade throughout the course and reach out to the instructor in a timely way with any questions or concerns.
Expectations for Written Assignments. While you are not required to use APA format in this course, you are still expected to follow the same type of writing guidelines as most other written assignments. All written documents should be carefully composed of a student’s own words. Ideas, information, and concepts that originated with any other source, as well as quotations (which should be used sparingly) must be cited. Material that is not properly cited is considered to be plagiarized and provides grounds for academic discipline. General writing guidelines also include avoiding the use of the first-person point of view, use of an active instead of a passive voice, clear and concise details, consistent terms, and avoidance of poetic/creative language. Assignments should also be carefully proofed for spelling and grammar.

I. MAKE-UP EXAM OR ASSIGNMENT POLICY

Policy memos submitted late may be marked down 10% for each day past the due date. If you work ahead and post consistently at the beginning of the semester, you can avoid having to post toward the last few weeks of the semester. Issues with web access may occur, due to weather or circumstances such as travel, which severely impede your ability to complete assignments. Most circumstances that compromise your web access are foreseeable and should be planned for accordingly by completing assignments prior to the due date or by ensuring back-up web access. Generally, the professor will not grant an “incomplete” grade. The professor assigns “incomplete” grades only in rare circumstances.

J. COURSE SCHEDULE

The Course Schedule takes place over fifteen weeks divided into five Units. Each unit includes various topics, or “Modules.” Below is a tentative schedule for how I plan to approach each module.

<table>
<thead>
<tr>
<th>Week</th>
<th>Modules &amp; Topic</th>
<th>Preparation</th>
<th>Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UNIT I: Foundations of Immigration Policy</td>
<td></td>
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<tr>
<td>Week of</td>
<td>Getting Started and Overview of Course</td>
<td>Review syllabus and information about the class</td>
<td>● Course Introductions (Extra Credit)</td>
</tr>
<tr>
<td>Aug 24</td>
<td></td>
<td></td>
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<tr>
<td>Week of</td>
<td>Module 1: Profile of Immigrants in the U.S.</td>
<td>Chapter 1</td>
<td>● Module 1 Quiz</td>
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<tr>
<td>Aug 31</td>
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<td>● DB1</td>
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<tr>
<td>Week of</td>
<td>Module 2: Legal Classification &amp; Policies</td>
<td>Chapter 2</td>
<td>● Module 2 Quiz</td>
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<tr>
<td>Sep 7</td>
<td></td>
<td></td>
<td>● DB2</td>
</tr>
<tr>
<td>Week of</td>
<td>Module 3: Migration Theories &amp; the Migrant Experience</td>
<td>Molina - Ch. 3 (online) &amp; Ch. 4</td>
<td>● Module 3 Quiz</td>
</tr>
<tr>
<td>Sep 14</td>
<td></td>
<td></td>
<td>● DB3</td>
</tr>
<tr>
<td></td>
<td>UNIT II: Addressing the Basic Needs of Immigrants</td>
<td></td>
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<tr>
<td>Week of</td>
<td>Module 4: Children &amp; Families</td>
<td>Chapter 9 &amp; 11</td>
<td>● Module 4 Quiz</td>
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<tr>
<td>Sep 21</td>
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<td>● DB4</td>
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<tr>
<td>Week of</td>
<td>Module 5: Health, Healthcare &amp; Healthcare Access</td>
<td>Chapter 5</td>
<td>● Module 5 Quiz</td>
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<tr>
<td>Sep 28</td>
<td></td>
<td></td>
<td>● DB5</td>
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<tr>
<td>Week of</td>
<td>Module 6: Mental Health &amp; Treatment</td>
<td>Chapter 6</td>
<td>● Module 6 Quiz</td>
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<tr>
<td>Oct 5</td>
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<td>● DB6</td>
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<tr>
<td></td>
<td>UNIT III: Barriers to Safety, Employment and Freedom</td>
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<tr>
<td>Week of</td>
<td>Module 7: Women, Human Trafficking &amp; Domestic Violence</td>
<td>Chapter 10</td>
<td>● Module 7 Quiz</td>
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<tr>
<td>Oct 12</td>
<td></td>
<td></td>
<td>● DB7</td>
</tr>
<tr>
<td>Week of</td>
<td>Module 8: Refugee Resettlement &amp; Employment</td>
<td>Chapter 8</td>
<td>● Module 8 Quiz</td>
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<tr>
<td>Oct 19</td>
<td></td>
<td></td>
<td>● DB8</td>
</tr>
<tr>
<td>Week of</td>
<td>Module 9: Crime &amp; Detention</td>
<td>Chapter 7</td>
<td>● Module 9 Quiz</td>
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<tr>
<td>Oct 26</td>
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<td>● DB9</td>
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</tbody>
</table>
UNIT IV: Immigrants, Social Services and the Future

<table>
<thead>
<tr>
<th>Week of Nov 2</th>
<th>Writing Workshop</th>
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<tbody>
<tr>
<td>Week of Nov 9</td>
<td>Module 10: Social Welfare &amp; Public Benefits</td>
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<tr>
<td></td>
<td>● Module 10 Quiz</td>
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<td></td>
<td>● DB10</td>
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<tr>
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<td>● Due Nov 15th: Policy Memo</td>
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<tr>
<td>Week of Nov 16</td>
<td>Module 11: Aging Migrants &amp; Future of Immigrants</td>
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<td></td>
<td>● Module 11 Quiz</td>
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<td></td>
<td>● DB11</td>
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</table>

UNIT V: Public Engagement and Reflection

<table>
<thead>
<tr>
<th>Week of Nov 23</th>
<th>Writing Workshop (Thanksgiving Holidays)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of Nov 30</td>
<td>Module 12: Politics and Advocacy</td>
</tr>
<tr>
<td>Week of Dec 7</td>
<td>Wrap-Up and Reflections (Official last day of classes – Dec 8)</td>
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<tr>
<td></td>
<td>● Due Dec 13th: Public Testimony</td>
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</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.

K. 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.

L. Grade Grievances


M. 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.

N. 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://www.uta.edu/library/help/subject-librarians.php
Course Reserves....................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Connecting from Off-Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian....................... http://ask.uta.edu

O. 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.

P. 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/faq/).

Q. 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.

**R. 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).

**S. 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. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

**T. 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/).

**U. 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.

V. 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/

W. 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.

X. 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.