Instructor Information

**Name:** Cindy Trowbridge, PhD, LAT, ATC, CSCS  
**Office:** PEB 112 D  
**Phone:** 817-272-3134  
**Email:** ctrowbridge@uta.edu  
**Faculty Profile:** [https://mentis.uta.edu/explore/profile/dr-cynthia-trowbridge](https://mentis.uta.edu/explore/profile/dr-cynthia-trowbridge)  
**Office Hours:** By appointment

Course Information

**Section Information:**  
KINE 5233 – 001 - Spring 2020

**Time and Place of Class Meetings:**  
PEB 202 – Wednesdays 8:00 – 11:50 AM

**Description of Course Content:**  
This course is designed to provide the entry level athletic training student with classroom and laboratory experiences to provide an understanding of the theory and application of common therapeutic modalities for the treatment of musculoskeletal injuries. Emphasis will be placed on using the disablement model to plan, implement, and document the use of therapeutic modalities for the treatment and rehabilitation of injuries and illnesses of those involved with physical activity. Critical appraisal of research studies regarding the effectiveness and efficacy of therapeutic modalities will also be emphasized.

**Course Objective:**  
To present the underlying principles and application techniques for therapeutic modalities as aligned with therapeutic exercise progressions, patient clinical goals, legal and safe practice guidelines, and evidence based science.

**Student Learning Outcomes:**  
*By the completion of this course, students will be able to:*  
1. identify indications, contraindications, and precautions applicable to manual therapy and electrophysical therapeutic modalities (e.g., thermal, acoustic, and electrical modalities).
2. critically think and problem solve using the most recent evidence based medicine.
3. apply the concepts of evidence based practice to produce a critically appraised topic review.
4. understand the terminology, principles, and applications of manual therapy and electrophysical therapeutic modalities.
5. integrate the use of therapeutic modalities and techniques to meet the needs of the individual patient.
6. develop a treatment plan based on the results of a thorough injury assessment and evaluation and used of disablement model.

**Required Textbooks & Other Course Material:**  

**Recommended Texts & Other Resources:**  
- Knight KL and Draper DO. *Therapeutic Modalities: The Art and Science*. 2nd ed. Lippincott Williams & Wilkins: Baltimore, MD; 2012.  
Grading Information (subject to change)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent Value</th>
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<tbody>
<tr>
<td>Written Unit Exams</td>
<td>35%</td>
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<tr>
<td>Final Comprehensive Exam</td>
<td>15%</td>
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<tr>
<td>Midterm Practical Exam</td>
<td>5%</td>
</tr>
<tr>
<td>OSCE Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>12.5%</td>
</tr>
<tr>
<td>Assignments</td>
<td>12.5%</td>
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<tr>
<td>Presentations</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Grading Scale: A = 90%; B = 80%; C = 70%; D = 60%; F = <60%

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. However, if their performance drops below satisfactory levels, an academic digression report will be completed if key assessments (quiz averages, tests, and practical exams) fall below an 75%. These academic digression reports will be filled out by instructor, reviewed with student, and filed with Program Director. Academic digressions are not meant to be punishment, but are to make the student aware of academic shortfalls in the AT Program.

Grade Grievances
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For graduate courses, see Graduate Grading Policies. For student complaints, see Student Complaints.

Submission of Course Materials
Any course work submitted during class time or another course’s scheduled time will result in the grade of a zero for that assignment, quiz, etc. Doing class work in other courses is unacceptable.

All course materials should be completed independently unless indicated as a group assignment by the course instructors. Any suspected collusion or cheating on a course requirement will be reported to the Office of Student Conduct for review, which may be accompanied by a grade change and/or disciplinary actions.

Late submissions – All course materials that are submitted past the designated due dates/times will receive a 20% deduction from the associated grade for each day late.

Overall Class Expectations
Each student is expected to prepare for class by reading book material prior to class.

In-Class Participation
Students are expected to participate in all aspects of class.

Closing the loop is essential after class to maximize your learning experience. Each student is expected to review material presented and come prepared to ask questions or “go deeper” with material.

Expectations for Out-of-Class Study
A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 2-credit course might have a minimum expectation of 6 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.
Course Policies

Cell Phones and Other Technology: The use of cell phones and text messaging are strictly forbidden during class time, except when their use is part of a learning activity. The use of cell phones and other disruptive behaviors may result in dismissal from the class, resulting in an unexcused absence. Technology use in the classroom must be for the sole purpose of enhancing the teaching and learning process. Laptops used for taking notes and iPods used to record class discussions are examples of technology that would be appropriate to use during class. Cell phones used for talking and texting during class are examples of inappropriate use of technology during class time.

Professionalism: Professionalism includes the following: punctuality, no cell phone use, and appropriate communications (e.g., e-mail, phone, etc.). Students should arrive before class begins and leave only after the instructor has dismissed the class. Cell phones should be turned off and put away during the entirety of class, except in cases in which they are being used for learning activities. Appropriate communications (e-mail, phone, etc.) include using salutations and appropriate grammar, language, and tone in e-mail and personal communications.

Proper terminology: Using proper athletic training terminology helps eliminate confusion or inconsistencies when explaining the AT’s role in health care. It is important for students to develop a habit of using proper terminology, therefore students are expected to do so when speaking and writing about athletic training. The use of “trainer”, “training room”, or similar phrases in course work will not be accepted and will result in a 1-point deduction on the assignment for each. Shortening “athletic trainer” to AT is acceptable. Refer to the NATA for proper athletic training terminology.

MSAT Retention Criteria

MSAT students’ academic and clinical progress will be closely monitored each semester. In order to remain in the MSAT program, students must:

1. Maintain a cumulative GPA of 3.0 or higher.
2. Maintain a 3.0 GPA or higher in athletic training core courses.
3. Students may not earn a “C” grade or lower in any required course containing AT education competencies. Students who earn a grade of “C” or lower in any required course must meet with their academic advisor and petition to continue in the MSAT Program.
   a. Any student who fails to meet the retention criteria will be placed on probation in the MSAT program. If standards are not met by the end of the probationary period, the student will be dismissed from the program.
   b. If allowed to repeat a course, the student must earn a grade of B or higher in order to remain in the program. Students will not be allowed to continue in the program until the course is repeated with a grade of a B or higher. For example, if a student earns a “C” in a course only offered in the fall semester, he/she must wait until the course is offered again (the next fall) before proceeding in the program.
   c. Failure to repeat the course, or earn a grade of “B” or better, will result in dismissal from the program.
   d. Students who do not gain good academic standing with the program in the semester following completion of the probation semester will beacademically dismissed.
   e. A student who has been dismissed for failure to maintain a GPA 3.0 may petition the AT Faculty Committee to continue in the program. See section below concerning petitions*.
4. Adhere to professionalism standards and documents cited in the MSAT Policies and Procedures Manual including but not limited to: the university’s academic integrity policies, the NATA Code of Ethics, the BOC’s Standards of Practice, course syllabi, to the MSAT Policies and Procedures Manual, and to policies/regulations established at each assigned clinical site. Students with three professional conduct/digression reports may be suspended or dismissed from the program. If students have a history of professional conduct or behavior issues, with a written record of conduct warning or digression reports, and earn a “C” in a course, the student will be required to meet with the faculty to determine if the student can continue.
   a. For minor professionalism infractions, the faculty/staff/preceptor will complete “Student Conduct Warning” form. If a student obtains 3 of these, he/she will be dismissed from the program (3 strike and you’re out rule).
   b. For major professionalism offenses (serious offenses such as a confidentiality breach, etc.) a Student Conduct Digression Report will be completed the student may be dismissed from the program depending on the nature of the offense. The Athletic Training Program faculty committee will make the determination on whether or not the student can repeat the course and continue in the program.
*Petitions to Continue in the MSAT Program*

Students who wish to submit a petition to continue in the MSAT Program must meet with their Academic Advisor. During that meeting, students should be prepared to discuss how/why plans to regain good academic standing during the probation semester were not successful and develop a specific plan for improvement. The student is responsible for submitting the petition to the MSAT program director.

The student’s petition to continue in the MSAT program will be reviewed by the Athletic Training faculty committee. If the committee agrees to approve the student’s petition to continue, the Academic Advisor will work with the student to review/revise the student’s degree plan and assist with clearing the student for enrollment.

**Academic Integrity**

**Academic Integrity and Scholastic Dishonesty**

The University of Texas at Arlington strives to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and responsibility. Furthermore, it is the policy of the University to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic/non-academic misconduct.

**What is Academic Integrity?**

Academic integrity is defined as being in firm adherence to a code or standard of values. It is a commitment on the part of the students, faculty and staff, even in the face of adversity, to five fundamental values:

- Honesty
- Truth
- Fairness
- Respect
- Responsibility

"From these values flow principles of behavior that enable academic communities to translate ideals into action" (The Center for Academic Integrity, 1999). Unfortunately, when these ideals are not translated to each and every one in the academic community, academic dishonesty is inevitable.

**What Constitutes Scholastic Dishonesty?**

Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion on an examination or an assignment being offered for credit. Each student is accountable for work submitted for credit, including group projects.

**Cheating**

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

**Plagiarism**

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

**Collusion**

- Without authorization, collaborating with another when preparing an assignment

**University of Texas at 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 that I 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.”

Source:  [http://www.uta.edu/conduct/academic-integrity/](http://www.uta.edu/conduct/academic-integrity/)

The Athletic Training Program take academic integrity very seriously. Any student who is found to have participated in scholastic dishonesty as defined above will receive an automatic zero on the assignment, written exam, practical exam or quiz and will be reported to UTA Office of Student Conduct. In addition, no make-ups of the work will be allowed.
**Tentative Course Schedule (Subject to Change)**

*As the instructor of this course, I reserve the right to adjust the schedule in any way that serves the educational needs of the students enrolled*

- Dr. Cindy Trowbridge

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Class Prep</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>W 1/22</td>
<td>Syllabus; Introduction; Review of Healing Phases and the Integration of Therapeutic Modalities</td>
<td>Denegar CH 1-4</td>
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<tr>
<td>2</td>
<td>W 1/29</td>
<td>Review of Pain Physiology and Pain Theories</td>
<td>Denegar CH 5-6</td>
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<tr>
<td>3</td>
<td>W 2/5</td>
<td>Principles, Physiology, and Clinical Uses of Cryotherapy/Thermotherapy</td>
<td>Denegar CH 10-11</td>
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<td>4</td>
<td>W 2/12</td>
<td>Therapeutic Planning Cryotherapy and Thermotherapy</td>
<td>Denegar CH 10-11</td>
<td>Evidence Based Moments</td>
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<td>5</td>
<td>W 2/19</td>
<td>Principles, Physiology, and Clinical Use of Electrotherapy</td>
<td>Denegar CH 10-11</td>
<td>Clinical Queries Thermal</td>
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<td>6</td>
<td>W 2/26</td>
<td>Exam #1 – Foundations, Pain, &amp; Thermal Principles, Physiology, and Clinical Use of Electrotherapy</td>
<td>Denegar CH 7-9</td>
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<td>7</td>
<td>W 3/4</td>
<td>Principles, Physiology, and Clinical Use of Electrotherapy Therapeutic Planning Electrotherapy</td>
<td>Denegar CH 7-9</td>
<td>Evidence Based Moments</td>
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<td>8</td>
<td>W 3/11</td>
<td>Spring Break</td>
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<td>9</td>
<td>W 3/18</td>
<td>Therapeutic Planning Electrotherapy</td>
<td>Denegar CH 7-9</td>
<td>Evidence Based Moments</td>
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<td>11</td>
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<td>Principles, Physiology, and Clinical Use of Manual Therapies Therapeutic Planning Manual Therapies</td>
<td>Denegar CH 16-18</td>
<td>Evidence Based Moments/ Clinical Queries Electrical Stimulation</td>
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<td>Principles, Physiology, and Clinical Use of Ultrasound</td>
<td>Denegar CH 12-13</td>
<td>Evidence Based Moments</td>
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<tr>
<td>13</td>
<td>W 4/15</td>
<td>Principles, Physiology, and Clinical Use of Ultrasound Therapeutic Planning Ultrasound</td>
<td>Denegar CH 12-13</td>
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<td>14</td>
<td>W 4/22</td>
<td>Principles, Physiology, and Clinical Use of Shortwave Diathermy</td>
<td>Denegar CH 12-13</td>
<td>Evidence Based Moments/ Clinical Queries Manual Therapies</td>
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<td>15</td>
<td>W 4/29</td>
<td>Exam #3 - Ultrasound Principles, Physiology, and Clinical Use of Laser and Light</td>
<td>Denegar CH 14-15</td>
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<td>16</td>
<td>W 5/6</td>
<td>Therapeutic Planning Diathermy and Laser &amp; Light</td>
<td>Denegar CH 14-15</td>
<td>Evidence Based Moments/ Clinical Queries Ultrasound, Diathermy, Laser &amp; Light</td>
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<td>W 5/13</td>
<td>Exam #4 – Diathermy/Laser &amp; Light Final Comprehensive Exam Wednesday 8:00-11:00 am</td>
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Course Requirements

Exams

Unit exams will be administered throughout the semester. Exams will be multifaceted with recall, application, and analysis and will include multiple choice, short answer, and problem solving questions. Use your lecture notes, textbooks, and assignments to prepare yourself for the exams. The final comprehensive exam will include all presented Clinical Queries and Evidence Based Moments throughout the semester. No make-up examinations will be given, unless the absence is excused and communicated prior to the scheduled exam. An unexcused absence or failure to communicate prior to the scheduled exam will result in a grade of zero. Late arrival to the exam will also result in a grade of zero. Exams will be taken during class time and may be delivered on paper or via Canvas using Respondus lockdown browser. The lockdown browser must be loaded on laptops or other devices to access the exams.

Assignments

Students will complete assigned work designed to develop knowledge and skills in therapeutic modalities, as well as professional communication. Students will complete designated therapeutic planning cases, worksheets, clinical application sheets, and/or assignments both in and outside of class. Assignments and due dates will be posted on the course Canvas page. Students are expected to complete their assignments independently, unless otherwise noted by the instructor as a group assignment. Any suspected collusion or cheating on an assignment will be forwarded to the Office of Student Conduct for review, which may be accompanied by grade and/or disciplinary actions.

Presentations

Students will work individually or with a partner or within groups for presentations. More details regarding these presentation are provided on the course Canvas page.

Evidence Based Moments

You will be required to present research article(s) within the topic of therapeutic modalities. Dr. Trowbridge will assign articles and you will summarize the article (Background, Purpose, Methods, Results, and Conclusions) and present to the class using PowerPoint presentation. Presentations should not be longer than 5-8 minutes and should focus on the clinical bottom line (take home message). Grades for presentation will be assigned based on rubric that focuses on content and quality of presentation. Specific examples will be provided for assistance.

Clinical Query

Students will work with a partner or group to review and present literature that investigates therapeutic modality interventions. Clinical questions will be assigned to teams of two-three people with the goal of providing a graded clinical recommendation. You will be asked to obtain several articles. Students will present clinical query and answer(s) to clinical query with evidence from articles using PPT presentation. All presentations will end with clinical bottom line(s)/take home messages(s) that will guide clinical practice. Grades for presentation will be assigned based on rubric that focuses on content and quality of presentation. Specific examples will be provided for assistance.

Quizzes

Students will be expected to review all material presented in each class. A quiz to check knowledge of this material will be posted and due Tuesdays by 11:59 pm. In addition, unannounced quizzes may be given to check for completion of assigned readings. There will be no quiz retakes if a quiz is missed, unless the absence is excused and communicated prior to the scheduled quiz. An unexcused absence or failure to communicate prior to the scheduled quiz will result in the grade of a zero. Late arrivals to a quiz will result in the grade of a zero.

Midterm Practical Exam

A midterm practical exam is designed to allow the student to demonstrate his/her competency in the application of specific therapeutic modality techniques. Students will demonstrate discrete techniques related to modality choice including equipment set-up, patient preparation, modality application and removal.

Objective Structured Clinical Exams (OSCEs)

OSCEs are used in colleges of medicine and other healthcare professional to assess competency in an objective way by using several “stations”. Each station will provide you a different scenario designed to test a range of competencies. The OSCEs are designed to assess your ability to evaluate, provide a plan of care, and initiate the plan of care. OSCEs are a substantial portion of your grade; therefore, attention to detail and preparation will be essential for success. There will be no retakes of OSCEs.
Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Attendance:
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of 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. As the instructors of this course, we expect students to be in attendance for each class meeting. The course attendance policy is provided below. 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 must 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 Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Attendance Policy: There is a relationship between attendance and grades. Class attendance is expected except in the case of an excused absence. An excused absence is one in which the instructor is notified in advance of class through e-mail with a reason for the absence, and the instructor approves the absence as excused. Examples of absences that would be excused are a funeral for an immediate family member, a medical emergency in the immediate family, or personal illness or medical emergency (written proof of illness by the treating healthcare provider is required). In the case of an excused absence, the student is responsible for obtaining work missed in class, and every effort possible should be made to complete in-class assessments (i.e. quizzes) prior to the absence.

From time to time a student may be given the opportunity to travel with a team as part of their clinical experience. Team travel is a privilege that is earned through hard work and professionalism, and provides a valuable learning experience for students. Upon advanced notification, the instructor may approve absences for team travel when appropriate, however students must make up work ahead of time.

A student’s grade will be dropped by one letter grade if they have two or more unexcused absences. Unexcused absences are those absences that do not fall within the description of an excused absence (above). Being late to class is also unacceptable. If a student is late to class more than once, the second late arrival will equal one unexcused absence and will be recorded by the instructor at each class. Each late arrival after the second will continue to count as an unexcused absence. Chronic tardiness or absences are evidence that the student is not ready to become a professional (or to graduate).

Emergency Exit Procedures:
Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located in the hallway leading to PEB 202. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students should also subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at Emergency Communication System. In case of an on-campus emergency, call the UT
Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.

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/aaofao/).

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.

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).

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.

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](http://www.uta.edu/oit/cs/email/mavmail.php).

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/](http://www.uta.edu/news/info/campus-carry/).
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](http://www.uta.edu/sfs).

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.

Student Success Programs:
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 by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

The IDEAS Center ([https://www.uta.edu/ideas/](https://www.uta.edu/ideas/)) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

The English Writing Center (411LIBR):
The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](http://www.uta.edu/academic/ideas写作中心). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](http://www.uta.edu/academic/ideas写作中心) for detailed information on all our programs and services.

The Library’s 2nd floor [Academic Plaza](http://www.uta.edu/services/academic-plaza) (libraries.uta.edu/services/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library’s hours](http://www.uta.edu/services/academic-plaza) of operation.

Librarian to Contact:
Peace Ossom-Williamson, 817-272-6208, peace@uta.edu
Athletic Training library guide: [https://libguides.uta.edu/athletictraining/home](https://libguides.uta.edu/athletictraining/home)
She can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves

Ask for Help and Use Resources
- [Academic Plaza Consultation Services](http://www.uta.edu/services/academic-plaza)
- [Ask Us](http://www.uta.edu/academic/ideas写作中心)
- [Research HELP](http://www.uta.edu/services/academic-plaza)
- [Library website](http://www.uta.edu/services/academic-plaza)
- [Subject and Course Research Guides](http://www.uta.edu/services/academic-plaza)
- [Librarians by Subject](http://www.uta.edu/services/academic-plaza)
- [A to Z List of Library Databases](http://www.uta.edu/services/academic-plaza)
- [Course Reserves](http://www.uta.edu/services/academic-plaza)
- [Study Room Reservations](http://www.uta.edu/services/academic-plaza)
Stop. Think. Protect Yourself. You Have Choices.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

### Your Options to an Active Threat

<table>
<thead>
<tr>
<th><strong>Avoid</strong></th>
<th><strong>Deny</strong></th>
<th><strong>Defend</strong></th>
</tr>
</thead>
</table>
| - AVOID the situation. Stay away from the area and campus.  
- If you can safely leave the area, RUN.  
- Get others to leave the area, if possible.  
- Prevent others from entering the area.  

If you can’t leave the area safely, **Deny** or slow entry to the intruder:  
- Lock/barricade doors with heavy items.  
- Turn off lights/projectors/equipment.  
- Close blinds and block windows.  
- Stay away from doors and windows.  

If you can’t AVOID or DENY entry to the intruder, **Defend** your location:  
- As a last resort, FIGHT for your life.  
- Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.  

- Know your exit and escape options.  
- If in a parking lot, get to your car and leave.  
- If in an unaffected area, stay where you are.  
- When you are safe, call UTA PD at 817.272.3003 or 911 with information you have.  

- Silence phones and remain quiet. Don’t let your phone give you away.  
- HIDE and take cover to protect yourself.  
- Be prepared to run or defend yourself.  

- Use the element of surprise.  
- Work together as a team. Develop a plan.  
- Commit to your actions. Your life depends on it.  
- Be aggressive, loud, and determined in your actions.  

Follow ALL instructions.

For more information, go to: [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)

Emergency: 817.272.3003  
Non-Emergency: 817.272.3381  
[police.uta.edu](http://police.uta.edu)

Additional information for active threat and other emergency situations can be found through [https://police.uta.edu/emergency-management](https://police.uta.edu/emergency-management).