



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2020

Course Title: The Latina Experience

Course Prefix/Number/Section: SOCW 3314/MAS 3314/WOMS 3314/AAST 3321/SOCI 3321-004/001

Instructor Name: Regina T. Praetorius, PhD, LMSW-AP

Faculty Position: Associate Professor

Faculty Profile: <https://www.uta.edu/profiles/regina-praetorius>

Office Number: N/A

Phone Number: Email is the preferred mode of communication.

Email Address: rtpraetorius@uta.edu

Office Hours: By appointment via Phone, Face-Time, Zoom, or Skype

Day and Time of Class (if applicable): Online

Location: Online

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

A course on the social, cultural, and economic experiences of Latina and Latin American origin women in the United States. Offered as MAS 3314, SOCI 3314, SOCW 3314, WOMS 3314, and AAST 3321. Credit will be granted in only one department.

B. Student Learning Outcomes

1. Understand how gender dynamics and ethnic identity characterize the life experiences of Latinas in the United States including family dynamics, religion, education, politics, health, the labor market, mass media, and the arts. Achieved through: Quizzes, Reflection papers.
2. Explore how the diversity of Latino cultural experiences impacts the Latina experience in the US. Achieved through: Quizzes, Reflection papers.
3. Identify theoretical and policy issues related to ethnicity, gender, sexual orientation and social status. Achieved through: DB, Quizzes, Reflection papers.
4. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, classism, etc. among Latinas in the US. Achieved through: DB, Quizzes, Reflection papers.
5. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal well-being for Latinas. Achieved through DB, Reflection papers.
6. Summarize impact of Latina migration patterns on social and economic justice issues (e.g., intimate partner violence, mental health, health, education, child welfare, employment); Achieved through Reflection papers.

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 1, 2, 3, and 6, the main foci are competencies 2 and 3: Engage Diversity and Difference in Practice; and Advance Human Rights and Social, Economic, and Environmental Justice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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.

C. Required Textbooks and Other Course Materials

Required readings are shared online and noted on the course schedule.

D. Additional Recommended Textbooks and Other Course Materials

Molinary, R. (2007). *Hijas Americanas: Beauty, body image, and growing up Latina*. Berkley, CA: Seal Press.

Recommended readings (e.g., journal articles) are shared online and noted on the course schedule.

E. Descriptions of Major Assignments and Examinations

- 1. Weekly Reading Quizzes (12 at 2 points each; 24 points total).** 12 Quizzes over assigned readings online. **Please mark these dates in your calendar. Addresses competencies 1, 2, and 3.**
- 2. Reflection Paper 1 (5 points).** Describe your experience with immigration personally or with others in your life. Addresses competencies 1, 2, and 3.
- 3. Reflection Paper 2 (15 points).** Interview a Latina and reflect on her experiences in the US with 1 of the following: family dynamics, religion, education, politics, health, the labor market, mass media, and the arts. **Addresses competencies 1, 2, and 3.**
- 4. Reflection Paper 3 (40 points).** Integrate analysis of the course content, your own experience, and the experience of the Latina you interviewed. **Addresses competencies 1, 2, and 3.**
- 5. Attendance and Participation (Discussion Boards) (16 points).** **Addresses competencies 1, 2, and 3.**

Assignment	Points
12 Weekly Quizzes (2 points each)	24
Reflection Paper 1	5 points
Reflection Paper 2	15 points
Reflection Paper 3	40 points
Attendance and Participation (Discussion Boards)	16 points
Total	100 points

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 will grade participation and attendance based on your completion of discussion boards in the modules.

G. Grading

The course is offered on a 100pt scale. Thus, grade ranges are as follows:

100-90 A

80-89 B

70-79 C

60-69 D

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

Make-up exams and any other make-up work will be at the instructor's discretion.

I. Course Schedule

Modules	Topics	Required Readings	Assignments and Due Dates
1	Course Overview	Syllabus	Quiz 1, Discussion Board Due January 27, 11:59pm
2	Phenomenology of being Latina	Required Readings: Molinary, R. (2007). "Turning Gringa." In <i>Hijas Americanas: Beauty, body image, and growing up Latina</i> . Berkley, CA: Seal Press. Massey, D. S., & Sanchez, M. (2007). Latino and American identities as perceived by immigrants. <i>Qualitative sociology</i> , 30(1), 81-107.	Discussion Board Due February 3, 11:59pm
3	Framework (phenomenology, cultural humility)	Required Readings: Foronda, C., Baptiste, D. L., Reinholdt, M. M., & Ousman, K. (2016). Cultural Humility A Concept Analysis. <i>Journal of Transcultural Nursing</i> , 27(3), 210-217. Recommended Readings: Lopez-Class, M., Castro, F. G., & Ramirez, A. G. (2011). Conceptions of acculturation: A review and statement of critical issues. <i>Social science & medicine</i> , 72(9), 1555-1562. Ngo, V. H. (2008). A critical examination of acculturation theories. <i>Critical Social Work</i> , 9(1), 1-6. Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: implications for theory and research. <i>American Psychologist</i> , 65(4), 237.	Quiz 2 and Discussion Board Due February 10, 11:59pm
4	Latinas' Identities & Terminology (Hispanic, Latina, Mexican American, Chicana...)	Required Readings: Gloria, A. M., & Castellanos, J. (2013). Realidades culturales y identidades dimensionadas: The complexities of Latinas' diversities. <i>The Oxford handbook of feminist multicultural counseling psychology</i> , 169-182. Taylor, P., Lopez, M. H., Martínez, J. H., & Velasco, G. (2012). When labels don't fit: Hispanics and their views of identity. <i>Washington, DC: Pew Hispanic Center</i> . Recommended Readings: Molinary, R. (2007). "Author's Note on Lexicon." In <i>Hijas Americanas: Beauty, body image, and growing up Latina</i> . Berkley, CA: Seal Press.	Quiz 3 and Reflection 1 Due February 17, 11:59pm

5	Immigration	<p>Required Readings: Bernal, D. D., Alemán, E., & Carmona, J. F. (2008). Transnational and transgenerational Latina/o cultural citizenship among kindergarteners, their parents, and university students in Utah. <i>Social Justice</i>, 35(1 (111), 28-49. Villanueva, C. M., & Buriel, R. (2010). Speaking on behalf of others: A qualitative study of the perceptions and feelings of adolescent Latina language brokers. <i>Journal of Social Issues</i>, 66(1), 197-210.</p> <p>Recommended Readings: Beeson, A., Helmcamp, L., & Cerna, A. (2014). Immigrants Drive the Texas Economy: Economic Benefits of Immigrants to Texas. Available from: http://forabettertexas.org/images/EO_2014_09_PP_Immigration.pdf Brabeck, K. M., Lykes, M. B., & Hershberg, R. (2011). Framing immigration to and deportation from the United States: Guatemalan and Salvadoran families make meaning of their experiences. <i>Community, Work & Family</i>, 14(3), 275-296. Drever, A. I., & Blue, S. A. (2011). Surviving sin papeles in post-Katrina New Orleans: an exploration of the challenges facing undocumented Latino immigrants in new and re-emerging Latino destinations. <i>Population, Space and Place</i>, 17(1), 89-102. Getrich, C. M. (2008). Negotiating Boundaries of Social Belonging Second-Generation Mexican Youth and the Immigrant Rights Protests of 2006. <i>American Behavioral Scientist</i>, 52(4), 533-556. Lambda Legal. Immigration Fact Sheet http://www.lambdalegal.org/publications/so-immigration</p>	<p>Discussion Board</p> <p>Quiz 4 Due February 24, 11:59pm</p>
6	Race /Ethnicity Overview	<p>Required Readings: Lombard, H., & Sen, S. (2014). What race are Hispanics? Available from: http://statchatva.org/2014/11/04/what-race-are-hispanics/ Lopez, G., & Gonzalez-Barrera, A. (2016). Afro-Latino: A deeply rooted identity among U.S. Hispanics. Available from: http://www.pewresearch.org/fact-tank/2016/03/01/afro-latino-a-deeply-rooted-identity-among-u-s-hispanics/ Moreman, S. T. (2011). Qualitative Interviews of Racial Fluctuations: The “How” of Latina/o-White Hybrid Identity. <i>Communication Theory</i>, 21(2), 197-216.</p>	<p>Discussion Board</p> <p>Quiz 5 Due March 2, 11:59pm</p>
7	Gender Construction & Gender Roles	<p>Required Readings: Reina, A. S., Lohman, B. J., & Maldonado, M. M. (2014). “He Said They’d Deport Me” Factors Influencing Domestic Violence Help-Seeking Practices Among Latina Immigrants. <i>Journal of Interpersonal Violence</i>, 29(4), 593-615. Ochoa, J.F. (2009). The role of Machismo and Marianismo in the construction of sexes in Latin America. Available from: https://www.scribd.com/doc/58332662/The-role-of-Machismo-and-Marianismo-in-the-construction-of-sexes-in-Latin-America</p> <p>Recommended Reading: American Immigration Council. (2012). Violence Against Women Act (VAWA) Provides Protections for Immigrant Women and Victims of Crime. Available from: https://www.americanimmigrationcouncil.org/research/violence-against-women-act-vawa-provides-protections-immigrant-women-and-victims-crime</p>	<p>Discussion Board</p> <p>Quiz 6 Due March 16, 11:59pm</p>

8	<p>Family (marriage, children, extended vs. nuclear family structures, Intimate Partner Violence)</p>	<p>Required Readings: Martinez, S., Torres, V., White, L. W., Medrano, C. I., Robledo, A. L., & Hernandez, E. (2012). The influence of family dynamics on ethnic identity among adult Latinas. <i>Journal of Adult Development</i>, 19(4), 190-200. Shorland, A. (2009). Quinceñeras often symbolize family's hard work, success. Available from: http://www.cnn.com/2009/LIVING/10/19/lia.quinceaneras/index.html#cn-STCVideo Recommended Readings: Calzada, E. J., Basil, S., & Fernandez, Y. (2013). What Latina mothers think of evidence-based parenting practices: A qualitative study of treatment acceptability. <i>Cognitive and Behavioral Practice</i>, 20(3), 362-374.</p>	<p>Discussion Board Quiz 7 and Reflection Paper 2 Due March 23</p>
9	<p>Education</p>	<p>Required Readings: Cavazos, A. G., & Cavazos Jr, J. (2010). Understanding the experiences of Latina/o students: A qualitative study for change. <i>American Secondary Education</i>, 95-109. Chlup, D. T., Gonzalez, E. M., Gonzalez, J. E., Aldape, H. F., Guerra, M., Lagunas, B., ... & Zorn, D. R. (2016). Nuestros Hijos van a la Universidad [Our Sons and Daughters Are Going to College] Latina Parents' Perceptions and Experiences Related to Building College Readiness, College Knowledge, and College Access for Their Children—A Qualitative Analysis. <i>Journal of Hispanic Higher Education</i>, 1538192716652501. Recommended Readings: Cavazos Jr, J., Johnson, M. B., Fielding, C., Cavazos, A. G., Castro, V., & Vela, L. (2010). A qualitative study of resilient Latina/o college students. <i>Journal of Latinos and Education</i>, 9(3), 172-188. Gonzalez, L. M., Stein, G. L., Shannonhouse, L. R., & Prinstein, M. J. (2012). Latina/o adolescents in an emerging immigrant community: A qualitative exploration of their future goals. <i>Journal of Social Action in Counseling and Psychology</i>, 4, 83-102. Jackson, K. M., & Suizzo, M. A. (2015). Sparking an interest: A qualitative study of Latina science identity development. <i>Journal of Latina/o Psychology</i>, 3(2), 103. Medina, C., & Luna, G. (2000). Narratives from Latina professors in higher education. <i>Anthropology & Education Quarterly</i>, 31(1), 47-66. Yamamura, E. K., Martinez, M. A., & Saenz, V. B. (2010). Moving beyond high school expectations: Examining stakeholders' responsibility for increasing Latina/o students' college readiness. <i>The High School Journal</i>, 93(3), 126-148.</p>	<p>Discussion Board Quiz 8 Due March 30, 11:59pm</p>

10	Sexuality and Reproductive Health	<p>Required Readings: Acosta, K. L. (2008). Lesbianas in the borderlands: Shifting identities and imagined communities. <i>Gender & Society</i>. Meraji, S. (2016). Film portrays a “Perfect Storm” That Led to Unwanted Sterilizations for Many Latinas. Available from: http://www.npr.org/sections/codeswitch/2016/01/31/464596760/in-no-m-s-beb-s-a-perfect-storm-led-to-unwanted-sterilizations-for-many-latinas</p> <p>Recommended Readings: Hartnett, C. S. (2012). Are Hispanic women happier about unintended births? <i>Population research and policy review</i>, 31 (5), 683-701. Schwartz, S. L., Brindis, C. D., Ralph, L. J., & Biggs, M. A. (2011). Latina adolescents' perceptions of their male partners' influences on childbearing: findings from a qualitative study in California. <i>Culture, health & sexuality</i>, 13(8), 873-886.</p>	<p>Discussion Board</p> <p>Quiz 9 April 6, 11:59pm</p>
11	Health Disparities	<p>Required Readings: Sanchez-Birkhead, A. C., Kennedy, H. P., Callister, L. C., & Miyamoto, T. P. (2011). Navigating a new health culture: experiences of immigrant Hispanic women. <i>Journal of Immigrant and Minority Health</i>, 13(6), 1168-1174. Im, E. O., Lee, B., Hwang, H., Yoo, K. H., Chee, W., Stuijbergen, A., ... & Chee, E. (2010). “A waste of time”: Hispanic women's attitudes toward physical activity. <i>Women & health</i>, 50(6), 563-579. Ruiz, E., & Praetorius, R.T. (2016). Deciphering the lived experience of Latinos with diabetes and depression: A qualitative interpretive meta-synthesis. <i>Social Work in Public Health</i>, Advance Online Publication, doi: 10.1080/19371918.2015.1087912.</p> <p>Recommended Readings: Bekteshi, V., Van Hook, M., Levin, J., Kang, S.W., Tran, T.V. (2016). Social work with Latino immigrants: Contextual approach to acculturative stress among Cuba, Mexican and Puerto Rican women. <i>The British Journal of Social Work</i>. DOI: 10.1093/bjsw/bcw003 Gerchow, L., Tagliaferro, B., Squires, A., Nicholson, J., Savarimuthu, S. M., Gutnick, D., & Jay, M. (2014). Latina food patterns in the United States: a qualitative metasynthesis. <i>Nursing research</i>, 63(3), 182-193. Lara, M., Gamboa, C., Kahramanian, M. I., Morales, L. S., & Hayes Bautista, D. E. (2005). Acculturation and Latino health in the United States: a review of the literature and its sociopolitical context. <i>Annu. Rev. Public Health</i>, 26, 367-397. Valles, S.A. (2016). The challenges of choosing and explaining a phenomenon in epidemiological research on the “Hispanic paradox.” <i>Theoretical Medicine and Bioethics</i>, 37, 129-148. DOI 10.1007/s11017-015-9349-1.</p>	<p>Discussion Board</p> <p>Quiz 10 April 13, 11:59pm</p>

12	Health Disparities and Impact on Mental Health	<p>Required Readings: Suárez-Orozco, C., Bang, H. J., & Kim, H. Y. (2010). I felt like my heart was staying behind: Psychological implications of family separations & reunifications for immigrant youth. <i>Journal of Adolescent Research</i>.</p> <p>Hernandez, M. Y., & Organista, K. C. (2015). Qualitative Exploration of an Effective Depression Literacy Fotonovela with at Risk Latina Immigrants. <i>American journal of community psychology</i>, 56(1-2), 79-88.</p> <p>Recommended Readings: Alegria, et al. (2008). Prevalence of mental illness in immigrant and non-immigrant U.S. Latino groups. <i>American Journal of Psychiatry</i>, 154(3), 359-369. doi:10.1176/appi.ajp.2007.07040704.</p>	<p>Discussion Board</p> <p>Quiz 11</p> <p>April 20, 11:59pm</p>
13	Leadership, Policy, and Politics	<p>Required Readings: Bonilla-Rodriguez, D. (2011). A Profile of Latina Leadership in the United States: Characteristics, Positive Influences, and Barriers." (2011). <i>Education Doctoral</i>. Paper 38.</p> <p>Hardy-Fanta, C. (1995). Latina Women and Political Leadership: Implications for Latino Community Empowerment. <i>New England Journal of Public Policy</i>, 11(1), 14.</p> <p>Helmcamp, L., & Cooper, R. (2013). Maximizing Access to College for Immigrant Children Builds the Texas Economy. Available from: http://forabettertexas.org/images/2013_01_24_PP_ImmigrantInStateTuition.pdf</p> <p>Recommended Readings and Resources: Broder, T., Moussavian, A., & Blazer, J. (2015). Overview of Immigrant Eligibility for Federal Programs. Available from: https://www.nilc.org/issues/economic-support/overview-immigrant-federal-programs/</p> <p>Hispanas Organized for Political Equality. Available from: http://www.latinas.org/site/c.qwL6KiNYLtH/b.2247283/k.BE35/Home.htm</p> <p>The Latina Leadership Institute. Available from: http://www.sahcc.org/news/apply-today-the-latina-leadership-institute/</p> <p>Latinas Represent. Available from: https://latinasrepresent.org/</p> <p>Pew Research Center. (2014). Mapping Public Benefits for Immigrants in the States. Available from: http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/mapping-public-benefits-for-immigrants-in-the-states</p> <p>Thompson, A. (2008). A child alone and without papers. Available from: http://bettertexasblog.org/2014/07/2008-cppp-report-findings-and-recommendations-provide-context-for-child-migration-crisis/</p>	<p>Discussion Board</p> <p>April 27, 11:59pm</p>

14	Mass Media & the Arts	<p>Required Readings: Beltran, M. (2002). The Hollywood Latina Body as Site of Social Struggle: Media Constructions of Stardom and Jennifer Lopez's " Cross-over Butt". <i>Quarterly Review of Film and Video</i>, 19(1), 71-86. Franko, D. L., Coen, E. J., Roehrig, J. P., Rodgers, R. F., Jenkins, A., Lovering, M. E., & Cruz, S. D. (2012). Considering J. Lo and Ugly Betty: A qualitative examination of risk factors and prevention targets for body dissatisfaction, eating disorders, and obesity in young Latina women. <i>Body Image</i>, 9 (3), 381-387.</p>	<p>Discussion Board Quiz 12 (over Module 13 and 14) May 4, 11:59pm</p>
15	Religion	<p>Required Readings: Campesino, M., & Schwartz, G. E. (2006). Spirituality among Latinas/os implications of culture in conceptualization and measurement. <i>ANS. Advances in nursing science</i>, 29(1), 69. Only pages 1-5; stop at "LSPS Item Development." Peña, M., & Frehill, L. M. (1998). Latina religious practice: Analyzing cultural dimensions in measures of religiosity. <i>Journal for the Scientific Study of Religion</i>, 620-635. Recommended Readings. Rodriguez, J. (1999). Toward an understanding of spirituality in US Latina leadership. <i>Frontiers: A Journal of Women Studies</i>, 137-146. Vela, J. C., Castro, V., Cavazos, L., Cavazos, M., & Gonzalez, S. L. (2014). Understanding Latina/o students' meaning in life, spirituality, and subjective happiness. <i>Journal of Hispanic Higher Education</i>, 1538192714544524. Reflection Paper 3 Due.</p>	<p>Discussion Board and Reflection Paper 3 Due May 8, 11:59pm</p>

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.

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

See BSW Program Manual at: <http://www.uta.edu/ssw/academics/bsw/student-manual.php>
 Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

L. Student Support Services

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

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

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

M. Librarian to Contact

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

The following is a list, with links, of commonly used library resources:

Library Home Page..... <http://www.uta.edu/library>
Subject Guides..... <http://libguides.uta.edu>
Subject Librarians..... <http://library.uta.edu/subject-librarians>
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Tutorials <http://library.uta.edu/how-to>
Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
Ask a Librarian..... <http://ask.uta.edu>

N. Drop Policy

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

O. Disability Accommodations

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

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

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also

available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

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

Q. Title IX Policy

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

R. Academic Integrity

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

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

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

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

S. Electronic Communication

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

T. Campus Carry

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

U. Student Feedback Survey

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

V. Final Review Week

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