A. Description of Course Content

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

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The emphasis in this course is on competencies 1, 2, 6, 7 and 8.
<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
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<tbody>
<tr>
<td>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</td>
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<td>Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compuls family dynamics and families with multiple challenges and issues.</td>
<td>Practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.</td>
<td>Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and address ethical dilemmas in health care practices affecting individuals, organizations, and communities.</td>
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<td>Select and incorporate ethical decision-making frameworks that integrate social work values.</td>
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<td>Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>Develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
<td>Exercise personal reflection and self-regulation to manage personal values, maintain professional demeanor in behavior and appearance, and oral, written, and electronic communication in direct and indirect connection to the delivery of services.</td>
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<td>Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.</td>
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<td>Implement an effective decision making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.</td>
<td>Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery.</td>
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<td>Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.</td>
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<tr>
<th>Competency 2: Engage Diversity and Difference in Practice</th>
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<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
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</table>
Appraise their own values related to diversity in aging.

Analyze how diversity and oppression impact older adults and families.

Address the cultural and spiritual histories, values, and beliefs of older adults and their families.

Defend the impact of structural inequalities and the value of diversity among older adults as part of their roles on interprofessional teams and in organizations and communities.

Understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

Can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.

Practice self-awareness and self-regulation to manage the influences of personal bias and values, including, but not limited to, age, class, color, culture, disability and ability, gender identity, religion, and immigration status, in working with diverse populations in connection with the delivery of health care services.

Recognize and respect different values related to health and health care beliefs.

Promote diversity and equity in health and health care service delivery, particularly amongst diverse populations, persons who are vulnerable, oppressed, or living in poverty.

| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities |
|---------------------------------------------|---------------------------------------------|---------------------------------------------|---------------------------------------------|
| **Aging**                                   | **Children & Families**                      | **Mental Health & Substance Abuse**         | **Health**                                   |
| Establish and maintain strong relationships with older adults and their constituencies for the purpose of working toward mutually agreed on goals. | Use interpersonal skills to engage children and families in a collaborative therapeutic relationship. | Use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship | Assess and engage with individuals, families, groups, organizations, and communities in health care settings, within the context of a culturally-informed, personal relationship and competent social work practice. |
| Plan engagement strategies and interventions based on understanding of older adults’ diverse life courses, strengths, challenges, and contexts. | Understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families. | Value principles of relationship building and inter-professional collaboration to facilitate empathic engagement with clients, constituencies, and other social workers and health care professionals. | Incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities. |

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
<table>
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<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk.</td>
<td>Use multidimensional bio-psycho-social-spiritual assessment tools.</td>
<td>Describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.</td>
<td>Understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.</td>
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<tr>
<td>Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities.</td>
<td>Assess the quality of interactions between family members within their social environment.</td>
<td>Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.</td>
<td>Use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies.</td>
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<td>Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.</td>
<td>Compare and assess the various etiology and interventions relevant to children and families.</td>
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</tbody>
</table>

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
Promote older adults’ social support systems and engagement in families, groups, and communities.

Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities.

Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence.

Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

Develop intervention plans to accomplish systemic change that is sustainable.

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

Understand theories of human behavior and the social environment, critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings.

Deliver appropriate culturally relevant health specialty services through interaction of cultural systems between the social worker and the client, their setting and immediate community, and practice competently with individuals, families and groups.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
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<tbody>
<tr>
<td>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers.</td>
<td>Contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.</td>
<td>Contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.</td>
<td>Integrate sources of knowledge, including, but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends, within evaluation processes.</td>
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<tr>
<td>Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.</td>
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<td></td>
<td>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.</td>
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</table>
C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


Additional references are included in the course outline.

*Important websites to review:*

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

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


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

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

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

E. Descriptions of Major Assignments and Examinations

**Course Assignment and Grading**

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

2. **Advocacy Assignment:** This assignment will require developing an understanding of how state or federal policies impact individual survivors of intimate partner violence and their families. The student will write a short (1 page) overview of the policy and it’s potential impact on survivors, and then create an advocacy product (flier, meme, social media post, etc.) that could be used to raise awareness of the link between policy and individual outcomes. *This assignment assesses competencies 7 & 8.*

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

4. **Participation:** Participation in the course includes active engagement in discussion boards (5, for 5 total points), completion of module specific activities (5, for 5 total points), and completion of reading quizzes (2 quizzes, 1 worth 2 points and 1 worth 3 points). *This assignment assesses competencies 1, 2, 6, 7, & 8.*

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

## F. Attendance

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

I expect students to complete all readings and other assigned learning tasks (videos, podcasts, online trainings), and raise questions or concerns with me as they arise. Attendance is primarily tracked via module activities.

## G. Grading

General grading criteria for work include: logical development of concepts, thoroughness, critical thinking and clarity of written and/or verbal expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives. In most cases, expect the professor to grade assignments within 10 days of the due date. If you have questions about your grade, check the online gradebook. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of university students and severely limits the professor’s ability to discuss grades over the internet or phone. Do not email the professor about your grades from an email account other than MavMail.

### Point Range / Letter Grade

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- below 59 F

Finally, a word about grades in general: Grades are not a reflection of your value as a person. They are a reflection of the reality of balancing school with other responsibilities, as well as your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you learn.

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.

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

No exams are included in this course, and no make-up exams will be given. Late work will be accepted only in exceptional circumstances. If you think you may miss an assignment deadline, please communicate with the instructor as soon as possible!

I. Course Schedule

<table>
<thead>
<tr>
<th>Module/Date</th>
<th>Topic/Theme</th>
<th>Readings</th>
<th>Assignments &amp; Activities</th>
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<tbody>
<tr>
<td>1) 3/24</td>
<td>Introduction and Overview</td>
<td>Watch intro video, review syllabus, and complete discussion board activity</td>
<td>Discussion Board 1 (Due 3/31)</td>
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<td>Order Textbook (Lockhart &amp; Danis)</td>
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<td>2) 3/27</td>
<td>IPV: a social problem</td>
<td><strong>Required Reading:</strong> Lockhart &amp; Danis. Chapter 2: Understanding Domestic</td>
<td>Online DV Training (activity 1) (Due 4/3)</td>
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<td>Violence: A Primer</td>
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<td>Online DV Training from Simmons College</td>
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<td>(<a href="https://sites.google.com/a/simmons.edu/dv-training/home">https://sites.google.com/a/simmons.edu/dv-training/home</a>)</td>
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<tr>
<td>3) 3/30</td>
<td>IPV Theories and Perspectives</td>
<td><strong>Required Reading:</strong> Dutton &amp; Goodman. Coercion in Intimate Partner</td>
<td>Reading Quiz (2 points) (Due 4/7)</td>
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<td>Violence: Toward a New Conceptualization</td>
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<td>Kelly &amp; Johnson (2008). Differentiation among types of intimate partner</td>
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<td>violence: Research update and implications for interventions</td>
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<td>World Health Organization (2012) Understanding and addressing violence</td>
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<td>control and the defense of liberty.</td>
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<td><strong>Recommended Readings:</strong> Langhinrichsen-Rohling , J. (2010). Controversies</td>
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<td>Involving Gender and Intimate Partner Violence in the United States. Sex</td>
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<td>Johnson, M., (2010). Langhinrichsen-Rolling’s Confirmation of the Feminist</td>
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<td></td>
<td></td>
<td>Analysis of IPV: Comment on ‘Controversies Involving Gender and Intimate</td>
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<tr>
<td>4) 4/2</td>
<td>In Their Shoes Activity 1</td>
<td><strong>Required Reading:</strong> Sokolof, N. &amp; Dupont, I. (2005). Domestic Violence</td>
<td>In Their Shoes Video &amp; Discussion Board 2</td>
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<td></td>
<td></td>
<td>at the Intersections of Race, Class, and Gender: Challenges and Contributions</td>
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<td>to Understanding Violence Against Marginalized Women in Diverse Communities.</td>
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<td>Violence Against Women, January 2005, vol. 11, no. 1 38-64.</td>
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| 5) 4/6 | IPV and Intersectionality | **Required Reading:**  
Lockhart & Danis. Chapter 1: Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches  
At least two additional chapters from Lockhart and Danis, feel free to read more  
Chapter 4: A Lily Out of the Mud: Domestic Violence in Asian and Pacific Islander Communities.  
Chapter 5: Social Work Practice with Abused Persons with Disabilities Chapter  
6: Domestic Violence Advocacy with Immigrants and Refugees  
Chapter 7: Domestic Abuse in Later Life  
Chapter 8: Culturally Competent Practice with Latinas.  
Chapter 9: Outing the Abuse: Considerations for effective practice with LGBT survivors of intimate partner violence  
Chapter 11: Weaving the Past into the Present: Understanding the Context of Domestic Violence Against Native American Women.  
Chapter 12: A Commentary on Religion and Domestic Violence  
Discussion Board 3 (due 4/13) |
|---|---|---|
| 6) 4/9 | Advocating for Survivors | **Required Reading:**  
Stiles, Ortiz, & Keene (2017). Serving Male-Identified survivors of IPV.  
Critical Reflection Paper Due 4/16 |
| 7) 4/13 | Safety Planning and Assessment | **Required Reading:**  
Review the following websites:  
National Domestic Violence Hotline Safety Planning Tips  
http://www.thehotline.org/help/path-to-safety/  
MyPlan App website: https://www.myplanapp.org/home  
Campbell, J., (2001). The Danger Assessment Example Safety plan templates (online)  
Reading Quiz (3 points) Due 4/20 |
| 8) 4/16 | Working with Batterers & the Criminal Justice System | **Required Reading:**  
Swan, S.C. & Snow, D.L. The Development of a Theory of Women’s Use of Violence in Intimate Relationships  
Discussion Board 4 Due 4/23 |
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<th><strong>Prevention, Community Advocacy, and Policy Making</strong></th>
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| 9) | 4/20 | **Required Reading:**  
Review the following website:  
NNEDV Policy Center: [https://nnedv.org/policy-center/](https://nnedv.org/policy-center/) |
|   |   | **Advocacy Activity (Activity 2) 4/27** |
| 10) | 4/23 | **Required Reading:**  
**Recommended Reading:**  
|   |   | **Advocacy Assignment Due 4/30** |
| 11) | 4/27 | **In Their Shoes Activity 2**  
In Their Shoes Activity on Canvas |
|   |   | **In Their Shoes Activity and Discussion Board 5 (Due 5/4)** |
| 12) | 4/30 | **Required Reading:**  
Lockhart & Danis Chapter 13 Appalachia: Addressing Domestic Violence in the Rural Environment  
How the Earth Didn’t Fly Into the Sun: Missouri’s Project to Reduce Rules in Domestic Violence Shelters. (2011). MCADSV  
|   |   | **Economic Plan Activity (Activity 3) (Due 5/7)** |
| 13) | 5/4 | **Required Reading:**  
|   |   | **Online Teen DV Training (activity 4) (Due 5/11)** |
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


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, hopeful, 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:
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://www.uta.edu/ao/aao)

O. Disability Accommodations

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

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps](http://www.uta.edu/caps) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

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

Q. Title IX Policy

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