Semester/Year: Spring 2021
Course Title: Seminar on Military Populations
Course Prefix/Number/Section: SOCW 5355.001/4350.007
Instructor Name: Kiva Harper, MSSW/LCSW
Faculty Position: Associate Professor of Practice
Faculty Profile: http://www.uta.edu/profiles/kiva-harper
Office Number: GACB Room 115
Phone Number: 817-272-3181
Email Address: harperkiva@uta.edu
Office Hours: Mondays from 2pm-4pm
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.
Canvas: https://uta.instructure.com/

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

If any student, faculty, or staff member tests positive for COVID-19 or has close contact with someone who has been diagnosed, the University is requiring it be reported through the Close Contact or Personal Diagnosis Form.

B. Description of Course Content
The focus of this course is on examining military culture within a diversity framework, considering ethical implications for practice with this culture, comprehending prevalent social and health issues (including the effects of policies and health disparities) for this population, and analyzing current advances in knowledge of the neurobiological underpinnings of human behavior and development pertinent to those issues and to resilience to stress and adversity in this population. Implications for social work practice with individuals, families, groups, programs/organizations, and communities relevant to this population will be identified and evaluated. The implications will be examined in terms of social justice, social work values, knowledge, and skills, as well as in terms of the structural and systematic arrangement and delivery of social welfare services at the micro, mezzo, and macro levels. Co-requisite: SOCW 5311.
C. 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 Competency
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities

The emphasis in this course is on competencies 1, 2, 3, 4, 6, 7, and 8.

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced practitioners working with mental health clients 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.

Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Advanced practitioners in mental health/substance abuse implement an effective decision making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.

Competency 2: Engage Diversity and Difference in Practice

Advanced social workers in mental health/substance abuse 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.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced social workers in mental health/substance abuse use cognitive and affective processes to understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses ad psychiatric disabilities, and incorporate them in their assessment and intervention.

Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and identify health disparities.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Advanced social workers in mental health/substance abuse use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.

Advanced social workers in mental health/substance abuse develop effective models, programs, policies and interventions and assess their effectiveness.

Advanced social workers in mental health/substance abuse use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced social workers in mental health/substance abuse use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced social workers in mental health/substance abuse 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.

D. Required Textbooks and Other Course Materials

Instructor will provide.

E. Additional Recommended Textbooks and Other Course Materials


Additional recommended readings will be assigned from professional journal sources and book chapters, as listed in this syllabus bibliography. They will be available via Interlibrary Loan or on the Central Library’s e-databases, or posted to the course’s online site.

F. Descriptions of Major Assignments and Examinations

Critical Reflection Papers
The first paper is an exercise of critical self-reflection based on previous knowledge and/or personal and professional experiences with Military Social Work practice. The paper will describe, summarize or narrate something lived, witnessed or learned. It will include a thoughtful critical analysis considering your beliefs and values regarding the topics below. Please to do not read or make reference to the course textbook or other sources in this assignment.

The second paper will reflect on your first reflection paper. Have your beliefs that you wrote about in that paper shifted or not? If they have shifted, reflect on this shift. If they have not, reflect on why this has not changed.

*(Addresses competencies 1, 2, 3, 4, 6, 7 and 8)*

Film Critique Paper:
Select a film (list provided by instructor) and consider how issues relevant to deployment, military service, veterans, the war experience, and so on might affect the main characters. How have those issues affected them? Select one issue covered in the course and describe how it affected the characters. Cite at least three scholarly articles that relate to the issue. Note: Films may be triggering for some student veterans, so please meet with the instructor to discuss alternatives.

Examples of movies include: *Full Metal Jacket, Black Hawk Down, We Were Soldiers, 13 Hours, Lone Survivor, American Sniper, Saving Private Ryan, Flags of Our Fathers, The Hurt Locker, Act of Valor, The Deer Hunter, Zero Dark Thirty, Jarhead, and Band of Brothers.*

*(Addresses competencies 1, 2, 3, 6 and 7)*
Discussion Boards: Diversity and Difference in the Military

Issues related to diversity and difference among service members, veterans, and military families are all over the news. This assignment is designed to raise students’ awareness of such issues in the news and popular press (rather than academic sources) and encourage discussion of these issues. Topics may include challenges facing women, LGBT, or racial, ethnic, and religious minority service members, veterans, or military family members. We will have five discussions during the semester, each student is required to post to the class discussion board a link to a recent article, podcast, or other form of media on a relevant issue and include two discussion questions (based on the article or media) for classmates to respond to and then moderate the ensuing discussion (e.g., reply to the student responses; ask additional questions to prompt further discussion, if appropriate). Both the link and discussion questions are to be posted to the discussion board together. The prompt must be answered by Thursday. Students are also required to respond to at least two postings from other students. Responses are due by Sunday.

Addresses competencies 1, 2, 4, 6, 7 and 8

Social and Economic Justice in Military Social Work Practice

This written assignment is focused on the conflicts between military policy, social work values and ethics, and personal biases or stereotypes. You are to select one YouTube video below and briefly summarize the main ideas or concepts from a social and economic justice or discrimination framework. Discuss how these relate to the case presentation in the video you selected and how relevant military, veteran, or social policies (identified or implied in the video) would influence military social work practice from a social justice perspective. Relevant countertransference issues that affect your clinical work should also be included. Use scholarly readings to help you explore and discuss these issues. You may also want to consider current events or current military policies that overturned or continued the spirit of these policies of disempowerment or discrimination. The paper should be approximately 6 pages long and cite sources according to APA 6th edition style.

- Government Tested Mustard Gas on Vets, Denied Health Care
- Why the U.S. military exposed minority soldiers to toxic mustard gas
- The deadly legacy of open air burn pits
- American Soldiers Posing with Dead Bodies and Urinating on Prisoners
- Marine Who Urinated on Taliban Corpses Says He Has No Regrets, Would Do It Again

Addresses competencies 1, 2, 3 and 4

Interview

Students will conduct an interview with a military or veteran. You will inquire about the service era (e.g., Vietnam, Persian Gulf War, post-9/11) in which they served and ask them to discuss one or two human rights violations they saw committed by fellow service members or host nation nationals, experienced, or committed themselves during their military or wartime service. Explain human rights violations as acts committed against humanity (individuals, families, groups) that would be unacceptable according to the Geneva Convention or the U.S. Constitution, including racial and ethnic, gender, religious, and sexual orientation discrimination. After the client recounts these events, ask the following:

- Did these acts have an emotional effect on them?
- Did these acts violate a moral code based on their family upbringing or religious belief?
- How do they think they have been changed (emotionally, psychologically, religiously) by witnessing, committing, or having knowledge of these human rights violations?

Finally, write a 2-3 page synopsis of the interview. Address the prompts below.

- Any transference or countertransference that occurred during this interview.
- Your emotional response to the human rights violation disclosed and how it may affect the therapeutic relationship.
- How the client’s experience of human rights violations may affect motivation for change and treatment adherence.
- Your assessment of whether the client may have experienced a moral injury.
Possible ways you can address a client's experience of witnessing social injustices or human rights violations?

(Aaddresses competencies 1, 2, 3 and 7)

Policy Paper
Visit the U.S. Senate Committee on Veterans Affairs website:
https://www.veterans.senate.gov/

- Search “Legislation” to find out what recent and current bills regarding veterans exist.
- Search the website for the U.S. senators from your state to find out which bills they are supporting.
- Search the website for the congressional representatives from your state to find out what bills they are supporting.
- Make an appointment to meet the Veteran Service Officer (VSO) in the county in which you live or work and find out all the services the VSO officer can provide for veterans and families, based on policies currently in place.
- Search your state legislature website to find out which state senators and which house members support bills and which are on committees for active duty or military veterans, and contact one house member and one senate member for more information. Find a bill, track a bill, and find out the agenda, who the lobbyists are, and how the bill was created.
- Write a 4-5 paper that traces the trajectory of a bill. Explain the historical and social context impinging on the bill. Describe how the bill affected social work clients? Indicate the context that created a need for social work related to this problem that is addressed by the bill and what social work can provide.

(Aaddresses competency 3)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>25 (5 @ 5 points each)</td>
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<tr>
<td>Critical Reflection Paper I</td>
<td>10 points</td>
</tr>
<tr>
<td>Film Critique Paper</td>
<td>10 points</td>
</tr>
<tr>
<td>Social and Economic Justice in Military Social Work Paper</td>
<td>15 points</td>
</tr>
<tr>
<td>Policy Paper</td>
<td>15 points</td>
</tr>
<tr>
<td>Interview Paper</td>
<td>10 points</td>
</tr>
<tr>
<td>Critical Reflection Paper II</td>
<td>15 points</td>
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<tr>
<td>Total</td>
<td>100 points</td>
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G. Attendance

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

As the instructor of this section, I expect you to be fully engaged in the course and logging on at least twice weekly. I expect you to read my Announcements and watch any videos I post to stay abreast of what is going on
in the classroom community. I expect you to read and respond to emails within 48 hours. Additionally, I expect you to complete all readings and participate in assignments. Any disruption of the classroom learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted, and cancellation of class work scores for the disrupted class session(s), with a recorded failing semester grade and possible referral for adjudication.

All graduate students have ascribed to the NASW code of ethics at admission and are responsible for adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program.

H. Grading

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.

General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking and clarity of written 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 flashdrives, networks or hard drives. In most cases, expect the professor to grade assignments within two weeks of the due date. If you have questions about your grade, check the grade book on Canvas. Please, do not ask when grades will be assigned before the 2 week period. FERPA, a federal law that provides privacy to university students, severely limits the professor's ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in via videoconference. Calculating your grade after ALL assignments have been graded:

Find the "Total" column in Canvas Grade Center and see where that number falls in the following grading scale below.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
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<tr>
<td>B</td>
<td>89-80</td>
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<td>C</td>
<td>79-70</td>
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<tr>
<td>D</td>
<td>69-60</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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I. Make-Up Exams

Assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and only at the discretion of the instructor.

An Incomplete ("I") grade may be assigned only in relation to an emergency and/or hardship situation, and when the completed portion of the student’s work in the course is passing A request, for an "I", must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades. The instructor reserves the right to give a grade of "F" for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct. Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington)
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry)
- Avoiding Plagiarism (UC-Davis)
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services)
<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Assignment with Due Dates</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions</td>
<td>Introduction to the Course&lt;br&gt;Course Introductions&lt;br&gt;Syllabus Quiz (Due 01/24)&lt;br&gt;Intro DB (Due 01/24)</td>
<td></td>
</tr>
</tbody>
</table>
| 4, 5 | Diversity in the Military | Readings:  
Videos  
Women in the Military  
https://www.kanopy.com/product/women-military | DB 1 (Due 02/11)  
DB 2 (Due 02/18) |
| 6, 7 | Ethical Issues and Implications for Counseling | Readings:  
<table>
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<tr>
<th>8, 9</th>
<th>Practice-Informed Research and Research-Informed Practice</th>
<th>Readings:</th>
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| | | VA/DoD Clinical Practice Guideline Series  
https://www.healthquality.va.gov/ |
| | | VA Evidence-based Synthesis Program  
https://www.hsrdrresearch.va.gov/publications/esp/ |
| | | QUERI: Quality Enhancement Research Initiative  
Quality Improvement Methods  
https://www.queri.research.va.gov/implementati on/quality_improvement/default.cfm |
| | | Quality Enhancement Research Initiative (QUERI) Implementation Guide  
https://www.queri.research.va.gov/implementati on/default.cfm |
| 10 | Policy Practice | Videos: |
| | | On the Frontier of Telehealth  
https://www.youtube.com/watch?v=ilpWjrR2k9I |
| | | PTSD Coach Mobile App: Help at Your Fingertips, U.S. Department of Veterans Affairs  
https://www.youtube.com/watch?v=yQuEVOPeDrM |
| | | Legal Issues for Women Who Have Served  
https://www.youtube.com/watch?v=2kOke3Ge55k |
| | | Women in Combat: History and Today's Debate  
https://www.youtube.com/watch?v=Zzx4Na3wrA4 |

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*the military: Ethical dilemmas and training implications.* Retrieved from http://isme.tamu.edu/JSCOPE00/Tallant00.html

Videos:

Frank speaks about being an Army social worker. (2015). Retrieved from https://www.youtube.com/watch?v=vMq7ALguqC0


Provides links to core values for Air Force, Army, and Navy, and a long list of case studies that pose ethical questions students can discuss (as if they were military service members).

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DB 3 (Due 03/11)  
Interview Paper (Due 03/14)  
Policy Paper (Due 03/28)
<table>
<thead>
<tr>
<th>11</th>
<th>Military Sexual Trauma</th>
<th>Readings:</th>
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<tbody>
<tr>
<td></td>
<td>Videos:</td>
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<td></td>
<td>The Invisible War <a href="https://watchdocumentaries.com/the-invisible-war/">https://watchdocumentaries.com/the-invisible-war/</a></td>
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<td>Uniform Betrayal <a href="https://youtu.be/FZiZIFEfsnM">https://youtu.be/FZiZIFEfsnM</a></td>
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<tr>
<th>12, 13</th>
<th>Mental Health and Substance Use</th>
<th>Readings:</th>
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<tr>
<td></td>
<td>The Defense Suicide Prevention Office (DSPO) <a href="http://www.dspo.mil/">http://www.dspo.mil/</a></td>
<td></td>
</tr>
</tbody>
</table>
| 14 | Families | Readings:  
Videos:  
Wartorn 1861-2010  
https://www.youtube.com/watch?v=swsX8Q51Fj4  
The Soldier's Heart  
https://www.pbs.org/wgbh/pages/frontline/shows/heart/ | Critical Reflection Paper II (Due 04/25) |
|---|---|---|
| 15 | Secondary Trauma | Readings:  
Military Facts for Non-Military Social Workers  
Videos:  
What is Compassion Fatigue?  
https://www.youtube.com/watch?v=VubmvnCl9sk |
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

K. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

L. Grade Grievances


M. Student Support Services

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

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

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

N. Librarian to Contact

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

The following is a list, with links, of commonly used library resources:
Library Home Page......................... http://www.uta.edu/library
Subject Guides............................... http://libguides.uta.edu
Subject Librarians......................... http://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
O. Drop Policy

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

P. Disability Accommodations

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

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

Q. Non-Discrimination Policy

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

R. Title IX Policy

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

S. Academic Integrity

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

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

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

T. Electronic Communication

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

U. Campus Carry

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

V. Student Feedback Survey

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

W. Final Review Week

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