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

<table>
<thead>
<tr>
<th>Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health</strong></td>
</tr>
<tr>
<td>1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.</td>
</tr>
</tbody>
</table>
## Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.</td>
<td>1. Advanced social workers in children &amp; families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.</td>
<td>1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.</td>
</tr>
</tbody>
</table>

## Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.</td>
<td>1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.</td>
<td>1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.</td>
<td>1. Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.</td>
</tr>
</tbody>
</table>

## Educational Policy 2.1.4 - Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.</td>
<td>1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the well-being of children and families from a strengths perspective.</td>
<td>1. Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.</td>
<td>1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.</td>
</tr>
</tbody>
</table>
### Educational Policy 2.1.5 - Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/ Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.</td>
<td></td>
<td></td>
<td>1. Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients’ right to dignity and self-determination in their assessment and intervention strategies.</td>
</tr>
</tbody>
</table>

### Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/ Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.</td>
<td>1. Advanced social workers in children &amp; families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
<td>1. Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.</td>
<td>1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.</td>
</tr>
<tr>
<td>2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/ Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
</table>
1. Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.


Educational Policy 2.1.9 - Respond to contexts that shape practice.

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in health assess the quality of family members’ interactions within their social contexts.</td>
<td>1. Advanced social workers in children and families assess the quality of family member’s interactions within their social contexts.</td>
<td>1. Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.</td>
<td>1. Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.</td>
</tr>
</tbody>
</table>

Educational Policy 2.1.10(b) - Assessment

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.</td>
<td>1. Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.</td>
<td>1. Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.</td>
<td>1. Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.</td>
</tr>
</tbody>
</table>
## Educational Policy 2.1.10(c) - Intervention

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect health.</td>
<td>1. Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect children and families.</td>
<td>1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.</td>
<td>1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults.</td>
</tr>
</tbody>
</table>

Upon completion of this course, students will be able to:

1. Demonstrate knowledge and skill in direct practice with an area of specialization: families and children & mental health and substance abuse.
2. Complete safety plans with client systems and groups in their area of specialization, taking into account client strengths, diversity and social justice.
3. Develop and apply appropriate, evidence-informed, empowerment-based intervention plans within their area of specialization.
4. Critically analyze theoretical models of micro practice to challenge societal oppression and discrimination, as well as for decision-making in practice.
5. Demonstrate an understanding of race, gender, sexual orientation, ability, culture, and other client characteristics, in conducting culturally sensitive, competent, and ethical social work practice.
6. Demonstrate the ability to evaluate practice activities by use of outcome and process techniques, using the results to modify practice.

The course relates to and advances the program objectives by demonstrating direct practice skills for intimate partner violence clients. The course describes multidimensional, biosocial assessments tools for individuals and groups.

Students are taught to critically analyze theoretical models and evaluate their effectiveness. Also, the course emphasizes the role of gender, race, sexual orientation, and other personal and social factors in the acceptance and utilization of assessment and treatment skills. These objectives are reflected below in student learning outcomes.

### 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:**

Relationship Violence and Sexual Assault Prevention Program (RVSP) at UT Arlington: www.uta.edu/rvsp
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**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes, Core Competency &amp; Practice Behaviors</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
</table>
| **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. | Learning Outcomes: 1, 2, 4, 6  
Core Competencies:  
*Health* 2.1.1.1  
*Families and Children* 2.1.1.1  
*MH & SA* 2.1.1.1  
*Aging* 2.1.1.1 | 1/30 | 20 pts |
**Assignments**

<table>
<thead>
<tr>
<th>Learning Outcomes, Core Competency &amp; Practice Behaviors</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes: 1, 2, 4, 6</td>
<td>4/10</td>
<td>20 pts</td>
</tr>
<tr>
<td>Core Competencies: <strong>Health</strong> 2.1.1.1 2.1.2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Families and Children</strong> 2.1.1.1 2.1.2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MH &amp; SA</strong> 2.1.1.1 2.1.2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aging</strong> 2.1.1.1 2.1.2.1</td>
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</tr>
</tbody>
</table>

**Critical Reflection Paper II:** This paper is an exercise of critical self-reflection of your personal ideas, perspectives, beliefs, values and attitudes towards IPV. You will specifically compare the ideas, perspectives, beliefs, values and attitudes you had before taking this course and after this educational experience. Consider ethical dilemmas that you may have to manage. Reflect and write a thoughtful critical analysis considering your first reflection paper, discussion board’s content, other course assignments, instructor’s feedback on assignments, personal and professional experiences throughout this semester readings.
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes, Core Competency &amp; Practice Behaviors</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
</table>
| **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. | **Learning Outcomes, 1, 3, 5, 6**  
**Core Competencies:**  
*Health*  
2.1.2.1  
2.1.3.1  
2.1.4.1  
2.1.6.1  
2.1.7.2  
2.1.9.1  
2.1.10(c).1  
**Families and Children**  
2.1.2.1  
2.1.3.1  
2.1.4.1  
2.1.6.1  
2.1.7.1  
2.1.9.1  
2.1.10(c).1  
**MH & SA**  
2.1.2.1  
2.1.3.1  
2.1.4.1  
2.1.6.1  
2.1.7.2  
2.1.9.1  
2.1.10(c).1  
**Aging**  
2.1.2.1  
2.1.3.1  
2.1.4.1  
2.1.6.1  
2.1.9.1  
2.1.10(c).1 | 4/3 | 35 pts |
### Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes, Core Competency &amp; Practice Behaviors</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts: Five weekly discussion posts reflecting on course material.</td>
<td>Learning Outcomes: 1, 2, 4, 6</td>
<td>1/23</td>
<td>5 pts each</td>
</tr>
<tr>
<td></td>
<td>Core Competencies: Health 2.1.1.1 2.1.2.1</td>
<td>2/6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Families and Children 2.1.1.1 2.1.2.1</td>
<td>2/20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MH &amp; SA 2.1.1.1 2.1.2.1</td>
<td>3/6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aging 2.1.1.1 2.1.2.1</td>
<td>3/20</td>
<td></td>
</tr>
</tbody>
</table>

### 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, it is the student’s responsibility, whether present or absent, to keep abreast of assignments. However, there are specific due dates for each assignment posted in the schedule on this syllabus. Students are expected to adhere to the due dates and complete the weekly assignments each week. Students are expected to complete all of the assignments for this course to receive a passing grade. Assignments not turned in will be recorded as "0" in grade center and may jeopardize the opportunity to receive a passing grade for the semester.

### G. Grading

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Grading Scale: The following scale will be used in determining the letter grade for the course. A=90-100, B=80-89, C=70-79, D=60-69, F=Below 60

The following assignments will be utilized in order to determine the final grade for the course:
5 Discussion Posts 25 points / 5 pt each
Reflection Paper 1 20 points
Reflection Paper 2 20 points
Safety Plan 35 points

**Total 100 points**

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**

Late Assignments: Please read the following rules as they apply to late assignments.

- All assignments are due by midnight on due date.
- Late assignments will have a 10 pt deduction per day.

**I. Course Schedule**

Course instructor reserves right to change dates/assignments. If this occurs, students will be immediately notified.

<table>
<thead>
<tr>
<th>Unit &amp; Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/16</td>
<td><strong>Introduction and course overview; discussion of syllabus; and review of major assignments</strong></td>
<td>Syllabus</td>
</tr>
</tbody>
</table>
| 2 1/23 | **Intimate partner violence: A social problem** Due: Discussion Post 1 | **Required reading(s):**
Dutton & Goodman. Coercion in Intimate Partner Violence: Toward a New Conceptualization
Lockhart & Danis. *Chapter 2: Understanding Domestic Violence: A Primer*

**Recommended reading(s):**
Intimate Partner Violence (general information)
Partner Abuse State of Knowledge Project Findings At-a-Glance
The Facts on Reproductive Health and Violence Against Women Manual: Learning to listen, learning to help (p.1-7) |
<table>
<thead>
<tr>
<th>Unit &amp; Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 2/20</td>
<td><strong>cont. Victims/survivors interventions</strong>&lt;br&gt;<strong>Due: Discussion Post 3</strong></td>
<td></td>
</tr>
<tr>
<td>Unit &amp; Date</td>
<td>Topics</td>
<td>Readings</td>
</tr>
<tr>
<td>------------</td>
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<td>----------</td>
</tr>
</tbody>
</table>
| 7 2/27     | Perpetrators intervention | **Required reading(s):**
|            |        | Catherine A. Simmons & Peter Lehmann. An argument for integrating Strengths into work with batterers  
|            |        | Michelle Carney, Fred Buttell & Don Dutton. Women who perpetrate intimate partner violence: A review of the literature with recommendations for treatment  
|            |        | **Recommended reading(s):**
|            |        | Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.67-81, 86)  
|            |        | Penny A. Leisring. Top 10 reasons why women’s perpetration of intimate partner violence is an important area of inquiry.  
|            |        | Swan, S.C. & Snow, D.L. The Development of a Theory of Women’s Use of Violence in Intimate Relationships  
| 8 3/6      | cont. Perpetrators intervention Due: Discussion Post 4 | **Required reading(s):**
|            |        | Manual: Little Eyes Little Ears: Children exposed to domestic violence (pp.1-40)  
|            |        | Jaffe, Crooks, Wong. Parenting after domestic violence: Safety as a Priority in Judging Children’s Best Interest  
|            |        | **Recommended reading(s):**
|            |        | Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.60-66)  
|            |        | Manual: Learning to listen, learning to help (pp.24-27)  
|            |        | Manual: Helping Children Thrive: Supporting women abuse survivors as mothers  
| 9 3/12     | SPRING BREAK |  
| 10 3/20    | Dating violence Due: Discussion Post 5 | **Required reading(s):**
|            |        | Cercone, J.J., Beach, S. R. H., Arias, I. Gender Symmetry in Dating Intimate Partner Violence: Does Similar Behavior Imply Similar Constructs?  
|            |        | **Recommended reading(s):**
|            |        | PowerPoint Presentation: Teen Dating Violence Policy in Texas  
|            |        | Video: Teen Dating violence. https://www.youtube.com/watch?v=Lp2eIjXWzgw  
| 11 3/27    | Safety planning | **Required reading(s):**
|            |        | Domestic Violence and Social Work Education- Contextualized Assessment with Battered Women: Strategic Safety Planning to Cope with Multiple Harms (Special Section)  
|            |        | Brochure: Personal Safety Plan  
|            |        | Sheet: Create a Teen Safety Plan  
|            |        | Sheet: Safety Plan from Stalking  
|            |        | Video: Safety Plan while at work  
|            |        | https://www.youtube.com/watch?v=CqL61xeomd8&feature=youtu.be  
|            |        | **Recommended reading(s):**
|            |        | Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.82-85)  
| 12 4/3     | IPV Advocacy Due: Safety Plan | **Required reading(s):**
|            |        | Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.50-59, 96-118)  
|            |        | Pence. Advocacy on Behalf of Battered Women  

12
<table>
<thead>
<tr>
<th>Unit &amp; Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 4/17</td>
<td>Vicarious trauma: taking care of yourself</td>
<td><strong>Required reading:</strong> Guidebook on Vicarious Trauma: Recommended Solutions for Anti-violence Workers</td>
</tr>
<tr>
<td>15 4/24</td>
<td>Course wrap-up and assessment</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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/aoa/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. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@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/.

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.