**Semester/Year:** Spring 2017  
**Course Title:** Critical Issues in Health Equity  
**Course Prefix/Number/Section:** SOCW 5392 (formerly SOCW 6392)  
**Instructor Name:** Marcela Gutierrez, LMSW  
**Faculty Position:** Assistant Professor in Practice  
**Faculty Profile:** [https://www.uta.edu/profiles/marcela-gutierrez](https://www.uta.edu/profiles/marcela-gutierrez)  
**Office Number:** SWCB 129  
**Phone Number:** 682-999-8189 (Google Voice)  
**Email Address:** gutierrezmarcela@uta.edu  
**Office Hours:** Virtual Office Hours Monday 12pm-2pm; Other times available upon request  
**Day and Time of Class (if applicable):** Wednesday, 4pm-7pm  
**Location:** SWCA 308  
**Equipment:** A laptop computer with wireless capability or equivalent is required for all SSW classes.  
**Blackboard:** [https://elearn.uta.edu/webapps/login/](https://elearn.uta.edu/webapps/login/)  

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### A. Description of Course Content

Building on a social determinants of health theoretical perspective and research methods in health care, this course undertakes a critical examination of policies, research and practices that contribute to health disparities. Topics vary each semester depending on the needs and interests of students and faculty. Potential topics may include, but are not limited to: community health, homelessness, HIV/AIDS, maternal and child health, immigrant health, and veteran health. Emphasis is placed on the role of the social work practitioner in promoting and advancing social justice in health. **Co-requisites:** SOCW 6325 (Advanced Micro) OR SOCW 6371 (Advanced Macro)

### B. Student Learning Outcomes
<table>
<thead>
<tr>
<th>Practice Competency and Course Objective (in parentheses, if applicable)</th>
<th>Behaviors</th>
<th>Taught/Practiced</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Demonstrate Ethical and Professional Behavior (Obj. 2)</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication</td>
<td>Readings, class discussions and participation in peer review</td>
<td>Proposal Peer Review</td>
</tr>
<tr>
<td>2: Engage Diversity and Difference in Practice (Obj. 1, 3, 10)</td>
<td>Apply, and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</td>
<td>Readings, class discussions and participation in peer review</td>
<td>Proposal Peer Review Case Study memos</td>
</tr>
<tr>
<td>3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and Engage in practices that advance social, economic, and environmental justice</td>
<td>Readings, class discussions, and preparation for project proposal</td>
<td>Project Proposal Case Study memos</td>
</tr>
<tr>
<td>4: Engage in Practice-informed Research and Research-informed Practice (Obj. 4, 6, 7, 11, 12)</td>
<td>Use practice experience and theory to inform scientific inquiry and research Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td>Readings, class discussions, and preparation for project proposal</td>
<td>Project Proposal Case Study memos</td>
</tr>
</tbody>
</table>
| 5: Engage in Policy Practice (Obj. 1, 5, 8, 9, 13) | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services  
Assess how social welfare and economic policies impact the delivery of and access to social services  
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | Readings, class discussions, and preparation for project proposal | Project Proposal  
Case Study memos |
| 6: Engage with Individuals, Families, Groups, Organizations, and Communities | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies  
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | N/A | N/A |
| 7: Assess Individuals, Families, Groups, Organizations, and Communities (Obj. 12) | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies  
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies  
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies  
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | Readings, class discussions and preparation for project proposal | Project Proposal  
Case Study memos |
Upon completion of this course, the participant will be able to:

1. Identify the history of health and health care policy in the United States (U.S.), particularly as it has resulted in disparate health care access and health outcomes across race, class, gender, sexual orientation, socioeconomic status, etc.
2. Describe health equity within an ethical framework as a social justice approach to health and assess ethical issues for social workers in relation to health care policy and health outcomes.
3. Identify the primary theories and conceptual frameworks related to health equity from the role of the social worker in addressing health disparities.
4. Identify research methods in health care and their use in generating evidence-based knowledge to address health disparities.
5. Assess health care policies from a health equity framework, with particular attention to health care reform and its implications for health disparities.
6. Explore the theoretical and practice foundations of a current health topic of significance for social workers.
7. Assess different interventions related to a current health topic from a health equity framework.
8. Summarize key advocacy strategies that social workers can utilize to advance health equity.
9. Compare and contrast various advocacy efforts based on their potential to address health disparities through health policy.
10. Integrate theories and conceptual frameworks of health equity into a critical examination of social work practice and its role in addressing health disparities.
11. Integrate research methods in health care into a critical examination of health disparities research and its significance to social work practice.
13. Integrate multiple knowledge bases to evaluate proposed interventions based on ethical guidelines, theoretical and conceptual frameworks, evidence-based practice and policy relevance.

C. Required Textbooks and Other Course Materials

There are no required textbooks for this course, as students will engage with reading material from multiple texts and peer-reviewed journals throughout the course. Required readings will be provided in Blackboard.

All students will be expected to integrate knowledge of current events into our weekly discussions. Therefore, students will be required to keep up with current and emerging community health issues that relate to their interests—these might be specific to community health (e.g. community health workers) or they might be broader issues and their impact on community health (e.g. affordable housing and transportation). Students are thus expected to keep up with at least one community health organization or community health news source in order to be able to participate in weekly class discussions (visit one of the websites below and look for link to subscribe to newsletters or emails, review the organization’s news room or blog, OR follow the organization on social media).

- American Public Health Association: http://www.apha.org/advocacy/
- Association for Community Health Improvement: http://www.healthycommunities.org/
- Centers for Disease Control and Prevention: http://www.cdc.gov
- Community-Campus Partnership for Health: https://ccph.memberclicks.net
- Community Catalyst: http://www.communitycatalyst.org/
- Health Affairs: http://www.healthaffairs.org/
D. Additional Recommended Textbooks and Other Course Materials

Additional recommended readings, videos or other course materials may be added to Blackboard. Students are expected to share recommended course materials that they come across, as this course is built around the concept of collaborative learning and the idea that all students can contribute to the course curriculum.

E. Description of Major Assignments and Examinations

1. Participation

Each class has three parts: (1) a Round-of-Questions, (2) Discussion, and (3) a Case Study. The intentions of the Round-of-Questions is to ensure every student has completed the readings. For the Round-of-Questions, each student will prepare three questions ahead of time about the readings and share them at the beginning of each class. These questions should be pretty specific, and they should focus on the readings. For example, “I don’t understand why the author argues that social workers should take on this role: ____, because from my experience it is much more appropriate to take on this other role: ____?” Or “Why does the intervention in the first article take this approach: _____, but the intervention in the second article takes this different approach: __________?” As you can see, “WHY” questions are good questions. When you come to class, you don’t need to know the answers, but you will be expected to clarify your questions.

Following the Round-of-Questions, the instructor will provide an agenda for a guided discussion of the readings. The questions will be incorporated into this agenda and the instructor will facilitate the discussion by presenting questions about the readings, while students are expected to actively co-lead the discussion. Important elements of discussion include: presenting your perspective and defending it, agreeing with somebody and elaborating on their point, or disagreeing with somebody and providing evidence to the contrary. The discussion will wrap-up at the end of the first half of class.

In the second half of the class, students will work in their randomly assigned groups to discuss a case study that draws on the topic of the week. Students will intentionally be given a limited amount of time to read and discuss the case study and draft a short memo in response. The intention of only having limited time is to reflect professional situations in public health and health care settings that require decision-making with minimal time and preparation. Each group will discuss the results of their analysis, and groups will have the opportunity to amend their responses and send their final memo to the instructor within 2 days. The class will conclude with key “take-away” points, as well as general guidance regarding the readings for the following week.
Two participation grades will be determined daily on a pass/fail basis. The first grade will be based on *individual* participation through contribution of discussion questions and subsequent discussion as well as supplemental class materials, and the second grade will be based on *group* participation measured through weekly memos related to case study topics.

2. **Foundation Papers**

Over 10 years of efforts to improve healthcare quality and access have made little to no difference in helping vulnerable populations. In order for social workers to be effective in addressing health disparities, they must be able to implement evidence-based interventions and advocate for effective health policies. This not only requires a general understanding of the research used to develop these interventions, but also a basic understanding of the causes of health disparities. While it is generally acknowledged that local, community-based interventions have a greater potential to make a positive impact on health disparities, social workers have generally received limited training in how to *understand* and *apply* existing knowledge in order to influence *policy* and adapt their *practice* to focus on community (rather than individual) health.

The purpose of Foundation Papers is to ensure a comprehensive understanding of health equity as it relates to theory, research, and policy in addressing health disparities from a social justice perspective. Health disparities are actual differences in health among socially disadvantaged people. You are expected to identify a health disparity through your review of current events from one of the sources identified in the syllabus (or another current media source of your choosing).

In the first paper, you will apply the basic theoretical frameworks studied in class to to understand health disparities from a social justice perspective and think critically about the causes of these health disparities. In the second paper, you will discuss possible approaches for research on health disparities and the policy relevance of these approaches. Detailed instructions will be provided in class.

- **Foundation Paper #1:** Student will use the theoretical frameworks presented in class (health equity, social determinants of health, life course) as a lens to develop competing explanations for a health disparity.
- **Foundation Paper #2:** Building on the first paper, students will select a hypothesis and discuss potential elements of a research design and community engagement, as well as the relevance for health policy.

3. **Project Proposal**

The purpose of the project proposal is to develop the proposal for a project that builds on health equity theories and conceptual frameworks, evidence-based practices in the field, achieves meaningful, measurable outcomes, and has policy relevance within our current political environment. Projects should relate to the topic of the class but can vary widely in how they look—for example, students can propose interventions focused on clients by designing an entirely new program or redesigning an existing program. Alternately, students can propose a research project such as a local survey or a series of interviews or focus groups to explore an emerging need. Students can even focus on a macro-level intervention, such as a training program for employees or an advocacy initiative to support change in organizational or public policies.
Projects can be completed as an individual or as a group. The project proposal will be developed as a narrative that addresses each major component of the project and also include a one-page outline through a Theory-of-Change logic model. Students are encouraged to use the W.K. Kellogg Foundation’s Logic Model Development Guide available at https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide. All proposals should be developed in partnership with an organization or other entity that engages in service provision, research or advocacy related to community health. In other words, your project should be plausible and developed around the resources and limitations of your partner organization. Detailed instructions will be provided in class.

4. Proposal Peer Review and Written Response

The primary purpose of the peer review is to engage students directly in the learning process through skill-building, reflection, and collaboration with the instructor and with each other. A secondary benefit is to help students anticipate the review process that typically accompanies most grant and research proposals. Prior to beginning the peer review, students will work together with the instructor to develop the scoring criteria for the peer review. Once the criteria is developed, students will complete the peer review evaluation for their own project first. Students will then be divided into two different groups and review each other’s proposals, such that no student will review their own proposal. To the greatest extent possible, we will seek to ensure these reviews can be done with as little knowledge about who submitted which proposal - thus, I encourage you to maintain a high level of confidentiality about your project throughout the course and come to me when you have questions that pertain to your specific project.

Students will use the peer review guide they developed as a template to review each proposal and provide qualitative feedback as well as an individual numeric score, which will be confidentially aggregated by the instructor. The group will elect two leaders—one person will facilitate the discussion while a second will be the designated notetaker. The group will discuss strengths and weaknesses in each proposal, which will be documented by the notetaker. Each group will discuss their proposals on a different day, while the group whose proposals are being discussed will be able to silently observe the process. After this process, each student will complete a reflection about the process and compare their initial self-evaluation with the cumulative peer review score. The three highest-scoring proposals in each group will be acknowledged on the last day of class.

F. Grading

All papers must be grammatically correct using APA style. An excellent APA resource is online at the OWL Purdue website: https://owl.english.purdue.edu/owl/resource/560/01/. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Paper #1</td>
<td>Sunday, February 19, 2017</td>
<td>150</td>
</tr>
</tbody>
</table>
G. Make-Up Exams

Submissions of any assignment will be accepted up to three days after the due date with a late penalty of up to 10% of the total possible points per calendar day. Late penalties can be negotiated with the instructor IF sufficient notice is provided, which is why it is advisable to reach out to the instructor ahead of time even if you only THINK you might have an authorized absence. Late penalties can be waived completely if the instructor determines the late submission is a result of an authorized absence (see Section H: Attendance Policy). Students that receive a poor grade on an assignment may be allowed to resubmit on a case-by-case basis, depending on the circumstances. Before any resubmissions can be accepted, students must schedule a meeting with the instructor. The professor assigns “incomplete” grades only in rare circumstances per UTA policy: http://www.uta.edu/records/faculty-staff/grading.php#incompleteGrades

This class utilizes Blackboard to submit assignments, and the instructor acknowledges that issues with web access may occur due to weather or circumstances such as travel, which severely impede your ability to complete assignments. However, most circumstances that compromise your web access are foreseeable and should be planned for accordingly by completing assignments prior to the due date or by ensuring back-up web access (e.g. through a friend, neighbor, through tethering cell phone service, or using a smartphone or other mobile device). A technology issue the night before an assignment is due, while it will elicit my deepest sympathies, is not considered an authorized absence, and you are strongly encouraged to develop a “back-up” plan for such circumstances.

H. Attendance

As the instructor of this section, I will consider authorized absences as those that fall under the following circumstances: (1) A special situation limits the student’s ability to complete assignments for a significant time period, AND the student communicates with the instructor PRIOR to the assignment due date (if special situation is known ahead of time); OR (2) The student provides the instructor with documentation (if special situation occurs unexpectedly). However, I cannot emphasize enough that communication is essential and will go a long way—even if you only THINK you might have an authorized absence, it is advisable to reach out to the instructor ahead of time.

I. Course Schedule
The following is a course schedule that reflects the topics, readings, and assignments due for each module. However, given the rapidly evolving fields of health care and health policy and their impact on the topics addressed in this course, I reserve the right to propose adjustments in the topics, readings or assignments in order to explore new and emerging topics.

As co-learners, each student also reserves the right to propose changes in the course topics, readings, or assignments at any time. Proposals to modify the course schedule will be discussed during class time and voted on by all members of the class whenever possible.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due and Tasks to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 18</td>
<td>Introduction and Overview of Topic</td>
<td>Syllabus</td>
<td>Review syllabus Group assignment</td>
</tr>
<tr>
<td></td>
<td>February 8</td>
<td>Social Determinants of Health</td>
<td>Case Study #3</td>
<td></td>
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<tr>
<td></td>
<td>February 15</td>
<td>Life Course Theory</td>
<td>Case Study #4</td>
<td></td>
</tr>
</tbody>
</table>

**PART II: EVIDENCE-INFORMED PRACTICE AND HEALTH POLICY**
<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
<th>Category</th>
<th>Reference</th>
<th>Case Study</th>
</tr>
</thead>
</table>
|      |        |          | ● Last Name A-F: Indicators of Socioeconomic Position (pp. 47-85)  
● Last Name G-L: Measuring and Analyzing “Race”, Racism and Racial Discrimination (pp. 86-111)  
● Last Name M-R: Measuring Poverty (pp. 112-133)  
● Last Name S-Z: Measures of Residential Community Contexts (pp. 193-208) | |
<table>
<thead>
<tr>
<th></th>
<th>March 8</th>
<th>Affordable Care Act and Health Equity</th>
<th>ALL STUDENTS WILL CONTRIBUTE A RECENT MEDIA SOURCE (NEWSPAPER, VIDEO, PODCAST, ETC.) TO SUPPLEMENTAL MATERIALS DOCUMENT.</th>
</tr>
</thead>
</table>

March 15: Spring Vacation
(DUE: OPTIONAL RESUBMISSION OF FOUNDATION PAPER #1)
### PART III: APPLYING A HEALTH EQUITY LENS TO COMMUNITY HEALTH PRACTICE

| 10 | March 29 | Guest Speaker: Professional Perspectives | Note: The main “readings” for this week are in video format and available as usual through the link provided on Blackboard. Supplemental text readings are also provided. | Case Study #9 |
|---|---|---|---|
|   |   |   | (LIVE AND LEARN) Minkler, M., Garcia, A.P., Rubin, V. and Wallerstein, N. (2012). *Community-Based Participatory Research: A Strategy for Building Healthy Communities and Promoting Health through Policy Change* (pp. 1-30). PolicyLink and the University of California, Berkeley School of Public Health. Available online at [www.policylink.org](http://www.policylink.org) |
|12 | April 12 | Guest Speaker: Advocacy Perspectives | (TACOS) Minkler, M., Garcia, A.P., Rubin, V. and Wallerstein, N. (2012). *Community-Based Participatory Research: A Strategy for Building Healthy Communities and Promoting Health through Policy Change* (pp. 31-44). PolicyLink and the University of California, Berkeley School |
of Public Health. Available online at www.policylink.org


### PART IV: ENGAGING IN CRITICAL SELF-EVALUATION AND PEER REVIEW

| 14 | April 26 | Proposal Peer Review | Peer Review Scoring Sheet and Reflection |
| 15 | May 3 | Wrap-Up and Evaluations | Awards and recognitions |
| 16 | | NO FINAL EXAM | |

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

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, 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. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells.
Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

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://wweb.uta.edu/ao/).

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/egos.

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

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.