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

**Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.**

<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 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>
<td>1. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.</td>
<td>1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.</td>
<td>1. Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.</td>
</tr>
</tbody>
</table>
### Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
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<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 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 mental health/substance abuse 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>
<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></td>
<td></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>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></td>
<td></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>
</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>
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.


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**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 assess the quality of client’s interactions within their social contexts.</td>
<td>1. Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts.</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>
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</thead>
</table>
### Educational Policy 2.1.10(c) - Intervention

<table>
<thead>
<tr>
<th>Health</th>
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<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


New Brunswick, NJ: Rutgers Press.

Additional references are included in the course outline.

Important Websites to review:

Texas Council on Family Violence: http://www.tcfv.org/
Praxis International: http://praxisinternational.org/default.aspx
National Coalition Against Domestic Violence: http://www.ncadv.org/
National Center of Domestic and Sexual Violence: http://www.ncdsv.org/
National Domestic Violence Hotline: http://www.ndvh.org/

E. Descriptions of Major Assignments and Examinations

<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>


<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>
| Blackboard Activities: Students will engage in Blackboard (BB) activities to include discussion boards, quizzes, social media engagement, online trainings and videos. The objective of these forums is to analyze and discuss course content, share ideas based on readings and interact with peers and professor in the virtual classroom. These activities will help you reflect and think critically upon current knowledge for a more in-depth learning experience. During the course, there will be approximately 12 BB activities. Each activity will be due one week after the activity is assigned (i.e., 12:01 AM on the following Monday or Thursday). Instructions and due dates will be posted in the module for that week. | 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 2.1.6.2 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 | ongoing | 60 points |
Assignments | Learning Outcomes, Core Competency & Practice Behaviors | Due Date | Value
--- | --- | --- | ---
Critical Reflection Paper: This paper is an exercise of critical self-reflection based on your experience in the In Their Shoes experiential activity. The paper will describe your experience completing the In Their Shoes activity and will include a thoughtful critical analysis considering your personal ideas, perspectives, beliefs, values, and practices related to intimate partner violence. Additional details will be provided on blackboard. | Learning Outcomes: 1, 2, 4, 6 Core Competencies: Health 2.1.1.1 2.1.2.1 Families and Children 2.1.1.1 2.1.2.1 MH & SA 2.1.1.1 2.1.2.1 Aging 2.1.1.1 2.1.2.1 | 9/27/18 | 15
Assignments

Learning Outcomes, Core Competency & Practice Behaviors

<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>Safety Plan</td>
<td>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. Guidelines will be provided to complete this assignment.</td>
<td>11/29/18</td>
<td>25</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,
I expect students to engage will all assigned readings, lectures, assignments, and activities throughout the course. Students will quickly see their grades drop if they do not keep up with timely completion of blackboard activities and engagement with the material.

**G. Grading**

General grading criteria for work include: logical development of concepts, thoroughness, critical thinking and clarity of written and/or verbal expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives. In most cases, expect the professor to grade assignments within 2 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of university students and severely limits the professor’s ability to discuss grades over the internet or phone. Do not email the professor about your grades from an email account other than MavMail.

Calculating your grade after ALL assignments have been graded:

Find the “Total” (max points=100) column in Blackboard Grade Center and see where that number falls in the following grading scale below.

**Point Range Grade**

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

The course materials, assigned readings, powerpoints and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due. Additionally, you will find the grading rubrics that will be used to assess your major assignments on Blackboard. This will help guide your work and understand your professor’s expectations. It is recommended that you check the rubric before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA’s English Writing Center.

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

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

**H. Make-Up Exams**

Assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date, or in the event of a serious unforeseeable event. Examples of such events are a death in the family or serious and sudden illness. Under such extreme circumstances, and at the discretion of the instructor, late work may be accepted. Points may be deducted, and YOU MAY NOT SUBMIT LATE ASSIGNMENTS FOR PARTIAL CREDIT without prior approval.

**I. Course Schedule**

<table>
<thead>
<tr>
<th>Topic/Themes</th>
<th>Readings</th>
<th>Blackboard Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 8/30 IPV: A Social Problem</td>
<td>Required: Online DV Training from Simmons College (<a href="https://sites.google.com/a/simmons.edu/dv-training/home">https://sites.google.com/a/simmons.edu/dv-training/home</a>)</td>
<td>Online DV Training</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 3    | 9/6   | IPV Theories and Perspectives | Dutton & Goodman. Coercion in Intimate Partner Violence: Toward a New Conceptualization  
Kelly & Johnson (2008). Differentiation among types of intimate partner violence: Research update and implications for interventions  
| 4    | 9/13  | IPV and Intersectionality     | **Required Reading:**  
Lockhart & Danis. Chapter 1: Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches  
**At least two additional chapters from Lockhart and Danis listed under recommended readings for this week. Feel free to read more!**  
**Recommended Reading:**  
Chapter 4: A Lily Out of the Mud: Domestic Violence in Asian and Pacific Islander Communities.  
Chapter 5: Social Work Practice with Abused Persons with Disabilities  
Chapter 6: Domestic Violence Advocacy with Immigrants and Refugees  
Chapter 7: Domestic Abuse in Later Life  
Chapter 8: Culturally Competent Practice with Latinas.  
Chapter 9: Outing the Abuse: Considerations for effective practice with LGBT survivors of intimate partner violence  
Chapter 11: Weaving the Past into the Present: Understanding the Context of Domestic Violence Against Native American Women.  
Chapter 12: A Commentary on Religion and Domestic Violence | Blackboard Reading Quiz                  |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Critical Reflection Due</th>
</tr>
</thead>
</table>
| 5    | Advocating for survivors | **Required Reading:**  
Stiles, Ortiz, & Keene (2017). Serving Male-Identified survivors of IPV.  
**Recommended Reading:**  
| 6    | Safety planning & assessment | **Required Reading:**  
**Review the following website:**  
National Domestic Violence Hotline Safety Planning Tips  
http://www.thehotline.org/help/path-to-safety/  
**MyPlan App website:**  
https://www.myplanapp.org/home  
Campbell, J., (2001). The Danger Assessment  
Example safety plan templates on blackboard | Blackboard Reading Quiz |
| 7    | Interventions with survivors | **Required Reading:**  
Tsui. V., (2014) Male Victims of Intimate Partner Abuse: Use and Helpfulness of Services  
**Recommended Readings:**  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 8      | 10/11 Work with Batterers, Criminal Justice | **Required Readings:**  
Swan, S.C. & Snow, D.L. The Development of a Theory of Women’s Use of Violence in Intimate Relationships  
| 9      | 10/18 Prevention, community advocacy, and policy | **Required Readings:**  
Review the following websites:  
The Future Without Violence Policy Advocacy Page: [https://www.futureswithoutviolence.org/policyadvocacy/](https://www.futureswithoutviolence.org/policyadvocacy/)  
| 10     | 10/25 IPV, Mental Health, and Health       | **Required Reading:**  
|        |                                          | **Recommended Reading:**  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 11/1 | IPV, economics, and housing | **Required Reading:**  
Lockhart & Danis Chapter 13 *Appalachia: Addressing Domestic Violence in the Rural Environment*  
**Recommended Reading:**  
How the Earth Didn’t Fly Into the Sun: Missouri’s Project to Reduce Rules in Domestic Violence Shelters. (2011). MCADSV |
| 11/8 | Children Exposed to IPV | **Required Reading:**  
Review the following website:  
Love Is Respect: http://www.loveisrespect.org  
| 11/15 | IPV in the military, Teen Dating Violence | **Required Reading:**  
Lockhart & Danis. Chapter 10: In Service to Our Community: Military Response to domestic Violence  
Klostermann, K. et al. Intimate partner violence in the military: Treatment considerations  
| 11/29 | Vicarious Trauma & wrap-up | **Required Reading:**  
Guidebook on Vicarious Trauma: Recommended Solutions for Anti-violence Workers |

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](http://www.uta.edu/library/services/distance.php)) 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](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](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](http://www.uta.edu/library)
Subject Guides......................... [http://libguides.uta.edu](http://libguides.uta.edu)
Subject Librarians...................... [http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
Course Reserves......................... [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
Library Tutorials ...................... [http://library.uta.edu/how-to](http://library.uta.edu/how-to)
Connecting from Off- Campus......... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
Ask a Librarian......................... [http://ask.uta.edu](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](http://www.uta.edu/disability)** or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

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

**P. Non-Discrimination Policy**

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

**Q. Title IX Policy**

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

**R. Academic Integrity**

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

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

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

S. Electronic Communication

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

T. Campus Carry

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

U. Student Feedback Survey

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

V. Final Review Week

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