THE UNIVERSITY OF TEXAS AT ARLINGTON
School of Social Work

Semester/Year: Spring 2019
Course Title: The Latina Experience
Course Prefix/Number/Section: SOCW 3314/MAS 3314/WOMS 3314-003,004
Instructor Name: Karla Arenas-Itotia, LMSW, MSSW, MA, BA
Faculty Position: Assistant Professor in Practice
Faculty Profile: https://www.uta.edu/profiles/karla%20-arenas
Office Number: n/a
Phone Number: N/A
Email Address: karla.arenas@uta.edu
Office Hours: By appointment
Day and Time of Class (if applicable): Online
Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.
Blackboard: https://elearn.uta.edu

A. Description of Course Content

Course Catalog Description
A course on the social, cultural, and economic experiences of Latina and Latin American origin women in the United States. Listed as MAS 3314, SOCW 3314, and WOMS 3314; may receive credit for either MAS 3314, SOCW 3314, or WOMS 3314.

Course Description
This course examines the psychosocial, physical, cultural and economic experiences of Latinas in the United States including how these differ depending upon their particular Latino cultural experiences. Students will learn how gender dynamics and ethnic identity characterize the life experiences of Latinas in the United States. Topics will include family dynamics, religion, education, politics, health, the labor market, mass media, and the arts.

B. Student Learning Outcomes

1. Understand how gender dynamics and ethnic identity characterize the life experiences of Latinas in the United States including family dynamics, religion, education, politics, health, the labor market, mass media, and the arts. Achieved through: Quizzes, Reflection papers.
2. Explore how the diversity of Latino cultural experiences impacts the Latina experience in the US. Achieved through: Quizzes, Reflection papers.
3. Identify theoretical and policy issues related to ethnicity, gender, sexual orientation and social status. Achieved through: DB, Quizzes, Reflection papers.
4. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, classism, etc.
among Latinas in the US. Achieved through DB, Quizzes, Reflection papers.
5. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal well-being for Latinas. Achieved through DB, Reflection papers.
6. Summarize impact of Latina migration patterns on social and economic justice issues (e.g., intimate partner violence, mental health, health, education, child welfare, employment); Achieved through Reflection papers.

Additional Student Learning Outcomes for Social Work Majors

There are nine Social Work Competencies that Social Work Majors are expected to master by the end of their undergraduate studies; these are:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice; behaviors that integrate these components may be found at https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx.

Specifically, this course addresses the following competencies: 1, 2, 3, 4, and 5.

C. Required Textbooks and Other Course Materials

No Textbook

Required readings are shared in Blackboard and noted on the course schedule.

D. Additional Recommended Textbooks and Other Course Materials

Recommended Text and Readings


Recommended readings (e.g., journal articles) are shared in Blackboard and noted on the course schedule.

E. Descriptions of Major Assignments and Examinations

1. Pre-Course assessment 5 pts Due: 1/21/19 by 11:59 pm: This assesses your knowledge and behaviors prior to taking the course
2. Post-Course Assessment 5 pts Due: 5/3/19 by 11:59 pm: This assesses the changes, if any, in your knowledge and behaviors after taking the course
3. Reflection Paper 1 10 pts Due 2/11/19 by 11:59 pm: Describe your experience with immigration personally or with others in your life.
4. Reflection Paper 2 10 pts Due 3/4/19 by 11:59 pm: Interview a Latina and reflect on her experiences in the US with 1 of the following: family dynamics, religion, education, politics, health, the labor market, mass media, and the arts.
5. Reflection Paper 3 20 pts Due 4/29/19 by 11:59 pm: Integrate analysis of the course content, your own experience, and the experience of the Latina you interviewed.
6. 10 quizzes 5 pts each: over assigned readings via Blackboard
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,

This is an online course. 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. If any assistance on this is needed email course faculty for more information.

The following assignments will be utilized in order to determine the final grade for the course:

- Pre-Course assessment 5 pts
- Post-Course Assessment 5 pts
- Reflection Paper 1 10 pts
- Reflection Paper 2 10 pts
- Reflection Paper 3 20 pts
- 10 quizzes 5 pts each

100 PTS TOTAL

***Extra Credit Opportunity: There will be 15 discussion posts available. You can select to complete 3 of your choice at 5 pts each for a max 15 pts extra credit.***

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 will not be accepted.

I. Course Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics and Readings</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
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<tr>
<td></td>
<td>Phenomenology of being Latina</td>
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<tr>
<td>2</td>
<td>Framework (phenomenology, life span development, cultural humility)</td>
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<tr>
<td>4</td>
<td>Latinas’ Identities &amp; Terminology (Hispanic, Latina, Mexican American, Chicana...)</td>
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</tbody>
</table>
### Immigration

**Required Readings:**


**Recommended Readings:**


### Race /Ethnicity Overview

**Required Readings:**


### Gender Construction & Gender Roles

**Required Readings:**


**Recommended Reading:**
Family (marriage, children, extended vs. nuclear family structures, Intimate Partner Violence)

Required Readings:

Recommended Readings:

Education

Required Readings:


Recommended Readings:


<table>
<thead>
<tr>
<th>Date</th>
<th>Required Readings</th>
<th>Recommended Readings</th>
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<tbody>
<tr>
<td>3/18</td>
<td><strong>Sexuality and Reproductive Health</strong></td>
<td><strong>Recommended Readings:</strong></td>
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<td></td>
<td>Latinas. Available from: <a href="http://www.npr.org/sections/codeswitch/2016/01/31/464596760/in-no-m-s-beb-s-">http://www.npr.org/sections/codeswitch/2016/01/31/464596760/in-no-m-s-beb-s-</a></td>
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<td></td>
<td>a-perfect-storm-led-to-unwanted-sterilizations-for-many-latinas</td>
<td>perceptions of their male partners' influences on childbearing: findings from a</td>
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<td></td>
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<td>qualitative study in California. <em>Culture, health &amp; sexuality, 13</em>(8), 873-886.</td>
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<tr>
<td>3/25</td>
<td><strong>Health Disparities</strong></td>
<td></td>
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<td></td>
<td><strong>Required Readings:</strong> Sanchez-Birkhead, A. C., Kennedy, H. P., Callister, L. C., &amp; Miyamoto, T. P.</td>
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<td></td>
<td>Immigrant and Minority Health*, 13*(6), 1168-1174.</td>
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<td>Im, E. O., Lee, B., Hwang, H., Yoo, K. H., Chee, W., Stuifbergen, A., ... &amp; Chee, E. (2010). “A</td>
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<td>waste of time”: Hispanic women's attitudes toward physical activity. <em>Women &amp; health</em>, 50(6),</td>
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<td>563-579.</td>
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<td></td>
<td>Ruiz, E., &amp; Praetorius, R.T. (2016). Deciphering the lived experience of Latinos with diabetes and</td>
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<td></td>
<td><strong>Recommended Readings:</strong> Bekteshi, V., Van Hook, M., Levin, J., Kang, S.W., Tran, T.V. (2016). Social</td>
<td></td>
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<tr>
<td></td>
<td>work with Latino immigrants: Contextual approach to acculturative stress among Cuba, Mexican and</td>
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<td>63(3), 182-193.</td>
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<td></td>
<td>and Latino health in the United States: a review of the literature and its sociopolitical context.</td>
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<td></td>
<td>Valles, S.A. (2016). The challenges of choosing and explaining a phenomenon in epidemiological research</td>
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<tr>
<td>Date</td>
<td>Due: Quiz 9 by 4/8/19 11:59 pm</td>
<td>Health Disparities and Impact on Mental Health</td>
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<td><strong>Required Readings:</strong></td>
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<td><strong>Recommended Readings:</strong></td>
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<tr>
<th>Date</th>
<th>Due: Quiz 10 by 4/15/19 11:59 pm</th>
<th>Leadership, Policy and Politics</th>
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<tr>
<td></td>
<td></td>
<td><strong>Required Readings:</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Recommended Readings and Resources:</strong></td>
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<tr>
<td></td>
<td></td>
<td>Latinas Represent <a href="https://latinarepresent.org/">https://latinarepresent.org/</a></td>
</tr>
</tbody>
</table>
Mass Media & the Arts

Required Readings:


Religion

Required Readings:


Recommended Readings.


Reflection Paper 1: Describe your experience with immigration personally or with others in your life. 10 pts. Use the rubric below as a checklist to ensure all content is covered as required by instructor.

**Item**
Followed APA guidelines (for assistance: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/))

Grammar (including using first person)

Describe your personal experience with immigration or with others in your life. Questions to guide you:
<table>
<thead>
<tr>
<th>What?</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>What happened?</td>
<td></td>
</tr>
<tr>
<td>What did you observe or experience?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>So what?</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>How was this experience different than what you would expect?</td>
<td></td>
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<tr>
<td>What impacts the way you view the situation/experience? (What lens are you viewing from?)</td>
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<tr>
<td>What did you like/dislike about the experience?</td>
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<tr>
<td>What did you learn? What about it was an eye opening experience?</td>
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<tr>
<td>How does this experience relate to your career path, life goals, or major?</td>
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<tr>
<td>Has your view of immigration changed? How?</td>
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<tr>
<td>How does this experience affect the way you view the world?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Now what?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What learning occurred for you in this experience?</td>
<td></td>
</tr>
<tr>
<td>How can you apply this learning?</td>
<td></td>
</tr>
<tr>
<td>What would you like to learn more about, related to this situation or issue?</td>
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</tbody>
</table>

Total 10 pts

**Reflection Paper 2**: Interview a Latina and reflect on her experiences in the US with 1 of the following topics: family dynamics, religion, education, politics, health, the labor market, mass media, and the arts. 10 pts. Use the rubric below as a checklist to ensure all content is covered as required by instructor. An interview guide follows the rubric.

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Followed APA guidelines (for assistance: <a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a>)</td>
<td></td>
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<tr>
<td>Grammar (including using first person)</td>
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</tbody>
</table>

**Interview a Latina and reflect on her experiences in the US with 1 of the following topics: family dynamics; religion; education; politics; health; the labor market; mass media and the arts. Please be sure to note where she or her family claims as “mother” Latino country.**

**Questions to guide you:**

**What?**
What was her experience? (be sure to identify which of the topics she chose)
What did she observe or experience?

**So what?**

**About her:**
How was this experience different than what she would expect?
What impacts the way she views the situation/experience?
What did she like/dislike about the experience?
What did she learn? What about it was an eye opening experience?

**About you:**
How was this experience different than what you would expect?
What impacts the way you view the situation/experience? (What lens are you viewing from?)
What did you like/dislike about what you heard?
What did you learn? What about it was eye opening?
Has your view of Latinas and this particular situation changed? How?
How does this experience affect the way you view the world?
Now what?
What learning occurred for you in this experience?
How can you apply this learning?
What would you like to learn more about, related to this situation or issue?

Total 10 pts

Suggestions for Structuring Your Interview

While every interview requires a somewhat different structure, certain principles and techniques are applicable to all. Each interviewing schedule should have the following three major parts: (1) the opening; (2) the body; (3) the closing.

The opening should always make the respondent/interviewee feel welcomed and relaxed. In addition, the opening should clearly indicate the objectives of the interview and make it clear what topic areas will be addressed. Finally, the opening should indicate the expected length of the interview.

The body of the interview schedule always lists the topics to be covered and potential questions. The number of questions and the exact wording of the questions depends on the type of interview schedule used. The interview may be nonscheduled with only the topics and subtopics listed. A nonscheduled interview generally leaves out potential probing questions to allow the interviewer to adapt to the interaction that unfolds. The nonscheduled interview, however, requires a highly skilled interviewer, provides no means of recording answers and presents problems in controlling the time factor. Beginning interviewers often rely on a moderately scheduled interview that contains major questions and possible probing questions under each. This schedule still allows some freedom to probe into answers and adapt to the situation. In addition, this type of schedule aids in recording answers and is easier to conduct. We will be using the moderately scheduled interview format for our assignment.

The closing should maintain the tone set throughout the interview and should be brief but not abrupt. Interviewers should summarize the main issues discussed during the interview, discuss the next course of action to be taken, and thank the respondent for his or her time.

The following template is to be used as a guideline to save you some time in preparing your own interview schedule. Please write your own questions. Your opening and closing can be very similar to the ones here, however, I would like you to tailor the opening and closing to your own needs, personality, and interviewee. Please use adequate space to record responses after each question or arrange to audio record the interview. If you have any questions please email me.

- Template for Interview Schedule

(Please tailor to your selected topic and person you are interviewing.)

Opening: (Establish Rapport) [shake hands, embrace or whatever other means of greeting is appropriate to your relationship]

Purpose: I would like to ask you some questions about your experience with .

Transition: Let me begin by asking you some questions about .

Body (tailor to your selected topic and ask probing questions as needed):
1. Please describe a particular experience with . It can be positive or negative, as long as you see it as important to you and your identity as a Latina.

2. Why did you pick this particular experience?

3. How do you see yourself today, in terms of this experience?

4. What does your experience and being Latina mean to you?

5. Please describe how you fit into Latina and American culture respectively, especially related to this experience.

6. To what extent do you consider yourself active in both the Latina and American cultures? Please provide examples, especially related to this experience.

7. What, if anything, would you change about your experience if you could?

8. What would you want to share with others (perhaps children close to you) about the experience, its meaning, and how to handle it?

Closing:

(Summarize some of the main things you learned from the interview.)

(Maintain Rapport) I appreciate the time you took for this interview. Is there anything else you think would be helpful for me to know so that I can successfully share your experience?

Reflection Paper 3: integrate analysis of the course content, your own experience, and the experience of the Latina you interviewed. 20 pts. Use the rubric below as a checklist to ensure all content is covered as required by instructor.

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Followed APA guidelines including referencing course materials or other resources appropriately (for assistance: <a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a>)</td>
<td></td>
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<tr>
<td>Grammar (including using first person)</td>
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<tr>
<td>Used at least 5 journal articles or other scholarly resources</td>
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<tr>
<td>Integrate analysis of the course content, your own experience, and the experience of the Latina you interviewed.</td>
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<tr>
<td>Questions to guide you:</td>
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<tr>
<td><strong>What?</strong></td>
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<tr>
<td>Summarize your experience and the experience of the Latina you interviewed.</td>
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<tr>
<td>How is what you’ve learned in this class related to your experience? The experience of the Latina you interviewed?</td>
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<td>What is the theme of your experience? Of the Latina you interviewed?</td>
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<tr>
<td>List the different aspects of the Latina experience that have impacted you and explain the impact. Do the same for the Latina you interviewed.</td>
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<tr>
<td>What conclusions can you draw about the Latina experience in the US?</td>
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<tr>
<td>What evidence can you find for these conclusions?</td>
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</tbody>
</table>
So what?
How was this course and what you've learned different than what you would expect?
Has the way you view the situation/experience changed? How?
What did you like/dislike about the class? Class content? Assignments?
What did you learn? What about it was an eye opening experience?
How will this course prepare you for your career path, life goals, or major?
Has your view of immigration changed? How?
How does this experience affect the way you view the world?

Now what?
What learning occurred for you in this experience?
How can you apply this learning?
What would you like to learn more about, related to this situation or issue?

Total 20 pts

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

J. Expectations for Out-of-Class Study

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

K. Grade Grievances


L. Student Support Services

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

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

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, 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 Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians........................ http://library.uta.edu/subject-librarians
Course Reserves.......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ........................ http://library.uta.edu/how-to
Connecting from Off-Campus........... http://libguides.uta.edu/offcampus
Ask a Librarian........................... http://ask.uta.edu

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://wweb.uta.edu/aao/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. 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.