A. Description of Course Content

The impact of specific crises on individuals and families will be examined. Typical crises will include life-threatening illness, trauma, physical and mental disability, and death. Assessment and evaluation of an individual’s coping ability and appropriate strategies for social work interventions will be studied. Co-requisite: SOCW 5311.

B. Student Learning Outcomes

The Council of Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
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
Specifically, while the course addresses all competencies, 1 through 9, it mainly focuses on Competencies 4, 8, and 9.

### Competency 4: Engage In Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.</td>
<td>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>Use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.</td>
<td>Demonstrate an understanding of the role of evidence-based practice and practice-informed research in promoting health equity and reducing health disparities.</td>
</tr>
<tr>
<td>Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations</td>
<td>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>Develop effective models, programs, policies and interventions and assess their effectiveness.</td>
<td>Engage in critical analysis and apply it appropriately in health related settings to assess and intervene with individuals and families in health care settings.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.</td>
<td>Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.</td>
<td>Develop effective models, programs, policies and interventions and assess their effectiveness.</td>
<td>Have an understanding that their own personal beliefs or biases may influence interpretation of or translation of research.</td>
</tr>
</tbody>
</table>
Promote older adults’ social support systems and engagement in families, groups, and communities.

Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities.

Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence.

Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers.</td>
<td>Contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.</td>
<td>Contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.</td>
<td>Integrate sources of knowledge—including but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends—within evaluation processes.</td>
</tr>
<tr>
<td>Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.</td>
<td></td>
<td></td>
<td>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.</td>
</tr>
</tbody>
</table>
C. Required Textbooks and Other Course Materials


Additional readings and content as posted online, or forwarded by email and a student resource page is available from the publisher for the course text.

D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

**Online Sections:** Discussion Posts (Addresses Competencies 4, 8, and 9.)

Students are to answer questions posted for each of the required discussion boards. These will pertain to readings and videos. Discussion posts end on Saturdays at 11:59pm. Post early enough to allow your classmates to respond.

1. These are substantive 200+ word responses to EACH question demonstrating thoughtfulness and effort.
2. Respond to at least 2 classmates’ postings.
3. There will be 15 sets discussion posts, relative to the chapters of your text, or topics discussed.

**Assignment 1: ANNOTATED BIBLIOGRAPHY**

Each student is to turn in an annotated bibliography of 10 journal articles related to two stress, crisis or coping related problems, consistent with the course description, content and textbook. The annotated bibliography will serve as initial work toward completion of the major course paper, if opted to complete. Objectives for this assignment are for students to be familiar with professional literature and to develop an area of professional development or research, relative to the course and textbook. These articles have to be from five different sources, all related to social work practice. Follow the outline as below:

1. Author’s name, year and title of the article, name of the journal, volume and page numbers.
2. Summary—to be written as if the reader has not read the article and needs to be informed of the essence of the article.
3. Critique—Intervention approaches/model’s strengths and weakness, applicability and limitations especially for clients who are diverse in terms of gender, sexual orientation, racial, ethnic and economic and education background.

Each summary and critique should be 1to1.5 pages in length.

**Grading criteria:**

1. A broad review of established effective social work intervention approaches/modalities in working with clients who suffer from various serious losses and illnesses, or stress and crises.
2. Reflects writer’s ability to analyze and evaluate these approaches/
3. modalities’ appropriateness and effectiveness with specific client groups.
4. Summary is clear and succinct and informs the reader of its major focus.
5. Critique is thoughtful and reflects comprehensiveness of the concept of stress and coping and the contribution, or lack of it, to social work practice. Includes designated skill(s) or behavior(s) from: Mental Health Competencies 4, 8 and 9.
Includes designated skill(s) or behavior(s) from: Mental Health: Competencies 4, 8 and 9.

Assignment 2: TREATMENT PAPER (optional)

Assignment 2 is graded Pass/Fail. Satisfactory completion of Final Assignment 2, at an "A" level, in addition to Passing Exams 1 and 2 will result in a grade of "A" in the course. Not everyone who submits a paper is assured of an "A" or passing grade. There will be no redo of Assignment 2.

Treatment Paper Assignment Grading Rubric Detail

Instructions/Guidelines:

Treatment Paper

1. No late or partial assignments are accepted. Assignments sent to instructor EMAIL before or after the due date will not be accepted. NO EXCEPTIONS.
2. Assignment MUST be submitted online in the submission folder titled “Submit ALL Written Assignments Here”. Access is available for early submission.
3. No Hard copies Accepted.
4. Assignment should be formatted correctly prior to submission.

In the final stress, crisis and coping paper, each student will pick two stress, crisis or coping related problems, consistent with the course description, content and textbook. Problems MUST be discussed in the text or course and address with two interventions also discussed in the class materials, compare, and contrast them in a formal paper. In order to complete the paper correctly with adequate conceptual complexity:

- Search for Blooms Taxonomy of Critical Thinking Skills online and incorporate analysis, comparison and contrast, synthesis and evaluation into your arguments and presentation for using the two-selected interventions as supported by references and videos to address stress crisis or coping issues self-selected for your paper.
- The required outline follows for this paper. The format should be APA style, 10-15 pages. Page length is a requirement.

Follow the outline as below:

1. Introduction Purpose of Paper
2. Comparison of Two Stress Crisis or Coping Problems and Two Intervention Models
3. Description of the two models (History, Techniques, etc.)
4. Comparison and contrast of the two models
5. Synthesize observations and analysis and an evaluative component or strategy to determine the efficacy of your interventions if applied. (See Bloom’s Taxonomy).
6. Conclusions, implications and/or recommendations
7. References (Journal articles and Video electronic references), only 1 text book citation is permitted, with only 1 additional text citation. At least 25 references and citations are required.

Grading Matrix – Treatment Paper 20% of final grade, as a PASS, or Not Passing Assignment.

1. How well were text or course inclusive theories, skills and research knowledge included and well referenced in APA style? Was an evidence informed practice approach present, in your argument and justification? Was the theory comprehensive and substantial? Were the interventions described appropriate,
for the problems selected from the course materials?
2. Did the paper identify, and discuss and support with literature sources, issues (such as professional values and ethics, diversity and social justice) from each model? How well were these discussed?
3. Did this paper demonstrate comprehensive knowledge and mastery of the professional knowledge appropriate for a graduate level paper? Was it well written, organized and presented in a professional style, no spelling or grammatical errors, with cover sheet included?

The grading criteria is as follows:

Preliminary Assessment Matches assignment:

First page is comprehensible:

Rest of Assessment:

1. Clear - Content is expressed with clarity and coherence.
2. Application - Elaborated, detailed, substantive applications from required text(s) and external sources.
3. Depth - Answers to questions, or applications are intricate; reflect depth versus superficiality; reflect comprehensiveness or pervasive detail and critical thinking.

Additional Formatting Points:

Your treatment paper should be no less than ten (10) and no more than twelve (15) double-spaced pages (excluding references and title page). You must use one inch margins and font size no larger than 12-point; Include a brief introduction and cover page; you will be penalized if there is either no abstract or introduction. You will need to write in the (usual) third-person at all times. Documentation is required, following APA style format. A minimum of ten references will be required for this assignment, at least half of which should have been published no more than five years ago. While you are certainly allowed to use your textbooks as sources from which to draw information (they are indeed legitimate sources after all), please make every effort to use other sources instead. If you do use material from your textbook(s), you need to remember that because they are edited with several authors contributing each chapter, you need to cite the chapter, not the book. You will be penalized if this is not followed. Abstract is a part of APA style. Abstract is included in your page count.

Includes designated skill(s) or behavior(s) from Competencies 8 and 9.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in at least 12 of 15 classes (Assessed at end of course)</td>
<td>60</td>
</tr>
<tr>
<td>Annotated bibliography (Prep for Major Paper): Pass or Fail = 0 or 20</td>
<td>20</td>
</tr>
<tr>
<td>Major Paper (optional): Pass or Fail = 0 or 20</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</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 Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section.

As the instructor of this section: Students are required to participate, or attend, at least 80% (100% expected) of scheduled classes, either face-to-face or online. For example, if the course is offered for 15 sessions or modules, this would require participation in at least 12 without negatively affecting your grade.

Online Sections Only: Discussion Posts (Addresses Competencies 4, 8, and 9.) Students are to answer questions posted for each of the required discussion boards. These will pertain to readings and videos. Discussion posts end on Saturdays at 11:59pm. Post early enough to allow your classmates to respond. These are substantive 200+ word responses to EACH question demonstrating thoughtfulness and effort. 1. Respond to at least 2 classmates’ postings. 2. There will be 15 sets discussion posts, relative to the chapters of your text, or topics discussed.

Face-to-Face Sections Only: Active and engaged participation is expected in the classroom, in discussions and organized activities. Discussion posts are not scheduled as an alternative to scheduled face-to-face classes. However, if the instructor is absent due to travel, or the class cannot meet due to weather, or other event. Discussion posts will be permitted to count for participation and attendance. Computers and phones should not be on or active in the classroom setting. You may be counted absent, though signed in for non participation in the class for any substantial period.

G. Grading

Addressed in the Section on Description of Assignments and Examinations

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

There are no make up examinations for this course.

I. Course Schedule

Covid_19 Notation: Though this course is scheduled as a face to face course if at any time we need to move the course online we will hold an online video conference call/meeting for each course segment required as a face to face offering.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Review course syllabus, &amp; Topic: The nature of stress, Sociology of stress</td>
<td>To read before class Ch. 1&amp;2</td>
<td></td>
</tr>
<tr>
<td>(Week 1)</td>
<td>August 26th, 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2</td>
<td>Topic: Physiology of stress, &amp; Stress and disease</td>
<td>Ch. 3 &amp;4</td>
<td></td>
</tr>
<tr>
<td>and Module 2</td>
<td>August 27th, 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3</td>
<td>Topic: Psychology of stress, &amp; Stress emotions, Anger, Fear and Joy</td>
<td>Ch. 5 &amp; 6</td>
<td></td>
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<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>(Week 2)</td>
<td>and Module 4</td>
<td>Topic: Stress prone/stress-resistant personalities, Stress &amp; human spirituality</td>
<td>Ch. 7 &amp; 8</td>
</tr>
<tr>
<td>September</td>
<td>September 03rd, 2020</td>
<td>Module 5</td>
<td>Topic: Cognitive restructuring, &amp; Behavior modification</td>
</tr>
<tr>
<td>Assignment 1 Due September 09th, 2020</td>
<td></td>
<td></td>
<td>September 09th, 2020</td>
</tr>
<tr>
<td>and Module 6</td>
<td>Topic: Journal writing &amp; Expressive art therapy</td>
<td>Ch. 11 &amp; 12</td>
<td></td>
</tr>
<tr>
<td>September 10th, 2020</td>
<td></td>
<td>Module 7</td>
<td>Topic: Humor therapy &amp; Creative problem solving</td>
</tr>
<tr>
<td>(Week 4)</td>
<td>September 16th, 2020</td>
<td>and Module 8</td>
<td>Topic: Communication skills &amp; Resource management (time &amp; money)</td>
</tr>
<tr>
<td>September 17th, 2020</td>
<td></td>
<td>Module 9</td>
<td>Topic: Additional coping techniques &amp; Diaphragmatic breathing</td>
</tr>
<tr>
<td>(Week 5)</td>
<td>September 23rd, 2020</td>
<td>and Module 10</td>
<td>Topic: Meditation and mindfulness, &amp; Hatha yoga.</td>
</tr>
<tr>
<td>September 24th, 2020</td>
<td></td>
<td>Module 11</td>
<td>Topic: Mental imagery and visualization, &amp; Music therapy</td>
</tr>
<tr>
<td>(Week 6)</td>
<td>October 07th, 2020</td>
<td>and Module 12</td>
<td>Topic: Massage therapy, &amp; Tai Chi Ch’au’’n</td>
</tr>
<tr>
<td>October 08th, 2020</td>
<td></td>
<td>Module 13</td>
<td>Special Topic(s) Disaster Mental Health Witnessing Death, Final Hours (Stress and Recovery for Social Workers)</td>
</tr>
<tr>
<td>(Week 7)</td>
<td>October 14th, 2020</td>
<td>and Module 14</td>
<td>Topic: Physical exercise, Nutrition and stress Ecotherapy: The healing power of nature</td>
</tr>
<tr>
<td>Assignment 2 Due October 15th, 2020</td>
<td></td>
<td></td>
<td>October 15th, 2020</td>
</tr>
<tr>
<td>and Module 15</td>
<td>Topic: Progressive muscle relaxation, &amp; Autogenic training and Clinical Biofeedback</td>
<td>Ch. 25 &amp; 26</td>
<td></td>
</tr>
<tr>
<td>(Week 8)</td>
<td>Available online only</td>
<td></td>
<td>Available online only</td>
</tr>
</tbody>
</table>
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

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

K. Grade Grievances


L. Student Support Services

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

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. 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/aao/fao/).

P. Disability Accommodations

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

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

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

Q. Non-Discrimination Policy

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

R. Title IX Policy

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

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

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

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

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

T. Electronic Communication

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

U. Campus Carry

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

V. Student Feedback Survey

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

W. Final Review Week

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