THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work
(1/17/2020)

Semester/Year: Spring 2020
Course Title: Introduction to Substance Use Disorders
Course Prefix/Number/Section: SOCW 3315 Sections 003 and 005
Instructor Name: Donald Schuman, PhD, LCSW-S, LCDC
Faculty Position: Assistant Professor of Practice
Faculty Profile: https://www.uta.edu/profiles/donald-schuman
Office Location: Virtual / Online / Email
Phone Number: 859-327-3133
Email Address: donald.schuman@uta.edu
Office Hours: By Appointment / Virtual / Online / Email
Day and Time of Class (if applicable): Online
Class Location: Online
Equipment: A laptop computer with webcam (including a microphone) and Internet capability or equivalent is required for all SSW classes.
Canvas: https://uta.instructure.com/

A. Description of Course Content
This is an entry-level course that provides foundation level social work students with the fundamental concepts of Substance Use Disorders (SUD) and the addictive process. Students will examine the prevalence and characteristics of substance use disorders and the impact of such disorders on the individual, family, and the community. Theories of addiction and application of these theories will be examined. Students will develop conceptual knowledge and self-awareness concerning the etiology of addiction, assessment strategies, and wellness strategies for facilitating optimal development and preventing SUD. The course will cover the prevalence of SUD varies among ethnic and cultural groups, between men and women, across the life span, and through different socio-economic levels.
B. Student Learning Outcomes
The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
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.

While this course addresses all 9 competencies, the main foci are competencies 2, 6, and 7:

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experience;
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.
Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients.

C. Required Textbooks and Other Course Materials
1. There is no formal textbook required for this course.
2. Most reading and other course material will be provided on Canvas.
3. You may be required to buy “chart making” material. The cost is nominal ($25.00).
4. In addition, you may be required to download material from the Internet. I will give you instructions on where to find some of this material.
5. Other material, you will be required to locate and download on your own (given some guidance and parameters).

D. Additional Recommended Textbooks and Other Course Materials

E. Some Ground rules
First and foremost, this is an online class. Some of you may be familiar and comfortable with the online format. For some of you, this may be your first experience with an online class. Either way, there are some important understandings that we need to address up front:

1. There is no way you do well in this course if you are not willing to read and write. You must read instructions, articles, information provided, and in some cases, information that I ask you to locate and provide.

2. The primary method of communication for an online class is through writing (and by extension, reading). You must read everything. You cannot get away with reading just enough information to “think” you know what you need to do.

3. Failing to understand an assignment will not be accepted as an excuse for not correctly completing an assignment. I will be as detailed as I am able, but there are always questions that I may not anticipate. It is up to you to seek clarification on those points that you do not quite understand and need additional clarification.

4. I strongly suggest that you read your assignments well in advance of their due date. Many students wait until a day or 2 before the assignment is due and learn that they do not have time to get their questions answered. This results in frustration on your part and mine.

5. In a face to face environment, questions can be resolved during a class session. In an online environment, it could take several days to get questions resolved. Plan ahead.

6. You will have at least 2 primary methods of asking questions and receiving answers. One of them is the Course Question discussion board. This is the 1st place you go when you need help of any kind. My expectation is that students who need information will ask questions and students who have the answers (or alternative an interpretation) will answer those questions. If you do not work together and help one another, the course question discussion board does not work as intended. The second method of communicating with me will be through Microsoft Teams. This is a communication platform (much like Canvas) that allows you and I to carry on conversations through a “chat-like” environment. The third, and least preferred, method, which many students like to use, is email. For this course, email is considered a last resort. In fact, if you email me with a question that could have been resolved through method 1 or 2, I will not answer your question through email. I will direct you back to method 1 or 2.

7. You will receive more information about these methods of communication, and we will practice using Microsoft Teams during our 1st week of the semester.

8. You MUST have computer access and sufficient Internet to allow you to communicate (video and audio) with any online sessions we may have.

F. Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Graded Components</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (10 x 10 points ea.)</td>
<td>100</td>
</tr>
<tr>
<td>Discussions (5 x 10 points ea.)</td>
<td>50</td>
</tr>
<tr>
<td>Reaction Posts (5 x 10 points ea.)</td>
<td>50</td>
</tr>
<tr>
<td>Book Report</td>
<td>100</td>
</tr>
</tbody>
</table>
G. 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 an 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.

H. Grading
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.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>450 – 500</td>
<td>A</td>
</tr>
<tr>
<td>400 – 449</td>
<td>B</td>
</tr>
<tr>
<td>350 – 399</td>
<td>C</td>
</tr>
<tr>
<td>300 – 349</td>
<td>D</td>
</tr>
<tr>
<td>299 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

I. Make-Up Assignment(s)
1. Definitions
   a. Make-Up Work: Make-Up Research Projects, Papers, Quizzes, Reaction Posts, etc., will only be considered for those students who meet the criteria for an excused absence as outlined in the Student Handbook. Students who miss exams or other graded projects with an unexcused absence will not be able to make up the graded assignment. It is your responsibility to inform me of an absence (preferably in advance). This is work that students may submit after a deadline that is treated as if it were submitted on time (because of excused absences, etc.).

   b. Late/Missing Assignments: Late or missing Research Projects, Papers, Quizzes, Reaction Posts, etc., considered for those students who do not meet the criteria for an excused absence as outlined in the Student Handbook.

   I will accept late or missing assignments for partial credit. The credit received will depend on the quality of your work and the amount of time the assignment is submitted past the deadline. So, missing a deadline does not mean you will
automatically receive a zero. If you miss a deadline, submit the assignment as soon you are able. There will be a point at which an assignment will receive a zero (even if submitted late) because of the amount of time past the assignment deadline. In most cases, however, you will be able to recoup some credit for the late or missing assignment.

Course participation and discussions are difficult, if not impossible, to re-create. This is an online course. Each module is open for a week (7 days). You either participate during that time span or you don't. Students may receive make-up participation and/or discussion credit only under extreme or unusual circumstances. Plan accordingly. Do not wait until the deadline to submit your assignments.

J. Course Schedule

<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>TOPIC / READINGS / ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1. | Jan 20 – Jan 26 | Martin Luther King Jr. Day Holiday (Jan 20th)  
First Day of Classes (Jan 21st)  
Introduction to the Course  
Discussion #1: Biography and Introductions (due Jan 26, 2020 @ 11:59 PM)  
Introduction to Canvas and Teams  
(Study the Instructions & Submit All Requirements thru Canvas) |
| 2. | Jan 27 – Feb 02 | Addiction: Moral Weakness or Disease?  
Quiz #1: (due Feb 2, 2020 @ 11:59 PM)  
(Study the Instructions & Submit All Requirements thru Canvas) |
| 3. | Feb 03 – Feb 09 | Historical Perspective of Drugs and Treatment  
Reaction Post #1: (due Feb 9, 2020 @ 11:59 PM)  
(Study the Instructions & Submit All Requirements thru Canvas) |
| 4. | Feb 10 – Feb 16 | Legal Drugs: Alcohol Video – Interview of Tim  
Discussion #2: Interview of Tim (due by Feb 16, 2020 @ 11:59 PM)  
(Study the Instructions & Submit All Requirements thru Canvas) |
| 5. | Feb 17 – Feb 23 | Tobacco, Nicotine, Cigarettes, Hookahs, E-cigs, Caffeine  
Discussion #3: Tobacco, Nicotine, Cigarettes, Hookahs, E-cigs, Caffeine (due Feb 23, 2020 @ 11:59 PM)  
Quiz #2: (due Feb 23, 2020 @ 11:59 PM)  
(Study the Instructions & Submit All Requirements thru Canvas) |
| 6. | Feb 24 – Mar 01 | Legal Drugs vs. Prescription Drugs  
Quiz #3: (due Mar 1, 2020 @ 11:59 PM)  
Reaction Post #2: (due Mar 1, 2020 @ 11:59 PM)  
(Study the Instructions & Submit All Requirements thru Canvas) |
| 7. | Mar 02 – Mar 08 | The legalization of Marijuana  
Quiz #4: (due Mar 8, 2020 @ 11:59 PM)  
(Study the Instructions & Submit All Requirements thru Canvas) |
<p>| 8. | Mar 09 – Mar 15 | SPRING BREAK—NO CLASSES (Mar 9th – Mar 15th) |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Mar 16 – Mar 22</td>
<td>Opioids, Heroin, and Fentanyl</td>
<td>Quiz #5: (due Mar 22, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reaction Post #3: (due Mar 22, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Study the Instructions &amp; Submit All Requirements thru Canvas)</em></td>
</tr>
<tr>
<td>10.</td>
<td>Mar 23 – Mar 29</td>
<td>Methamphetamines and Cocaine</td>
<td>Quiz #6: (due Mar 29, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Study the Instructions &amp; Submit All Requirements thru Canvas)</em></td>
</tr>
<tr>
<td>11.</td>
<td>Mar 30 – Apr 05</td>
<td>LSD and Other Hallucinogens</td>
<td>Discussion #4: <em>LSD and Other Hallucinogens</em> (due Apr 5, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz #7: (due Apr 5, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Study the Instructions &amp; Submit All Requirements thru Canvas)</em></td>
</tr>
<tr>
<td>12.</td>
<td>Apr 06 – Apr 12</td>
<td>Performance enhancing drugs and drug testing</td>
<td>Quiz #8: (due Apr 12, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Study the Instructions &amp; Submit All Requirements thru Canvas)</em></td>
</tr>
<tr>
<td>13.</td>
<td>Apr 13 – Apr 19</td>
<td>Inhalants, bath salts, synthetic drugs, and other “non-classified”</td>
<td>Quiz #9: (due Apr 19, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>substances</td>
<td>Reaction Post #4: (due Apr 19, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Study the Instructions &amp; Submit All Requirements thru Canvas)</em></td>
</tr>
<tr>
<td>14.</td>
<td>Apr 20 – Apr 26</td>
<td>Screening and Diagnostic Instruments</td>
<td>Discussion #5: <em>Screening and Diagnostic Instruments</em> (due Apr 26, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Heads Up! Your Book Report is due next week!</td>
</tr>
<tr>
<td>15.</td>
<td>Apr 27 – May 03</td>
<td>Last day to turn in late or missing assignments</td>
<td>Book Report: (due May 3, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Study the Instructions &amp; Submit All Requirements thru Canvas)</em></td>
</tr>
<tr>
<td>16.</td>
<td>May 04 – May 10</td>
<td>Last Day of Classes (May 8th)</td>
<td>Reaction Post #5: (due May 8, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Study the Instructions &amp; Submit All Requirements thru Canvas)</em></td>
</tr>
<tr>
<td>17.</td>
<td>May 11 – May 17</td>
<td>Final Exam:</td>
<td>Finals Week (May 9th – May 15th)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Study the Instructions &amp; Submit All Requirements thru Canvas)</em></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.

**K. 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.

**L. Grade Grievances**
M. 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.

N. 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

O. 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.

**P. 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/aaofao/).

**Q. 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 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.

**R. 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 www.uta.edu/cos.

**S. 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

T. 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/

U. 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. You are responsible for checking your inbox daily. 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

V. 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/

W. 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

X. 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.