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
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
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; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and

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; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and

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; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and

C. Required Textbooks and Other Course Materials

There is no required textbook for this course. There will be materials posted on online and available online to read for each Module.

D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (10) 3 points each</td>
<td>30</td>
</tr>
<tr>
<td>Discussion Boards (15) 2 points each</td>
<td>30</td>
</tr>
<tr>
<td>Book Report</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

For each Module, there will be online reading assignments, power point presentations, and videos that you must review prior to participation. On some Modules, you will be expected to look at journal articles or other online resources.

- **Quizzes:** For most modules, there will be a 10-question quiz over the readings, Power Point presentations and videos due each Saturday at midnight. This will not be a difficult quiz if you paid attention and took some notes during the videos and while reading the assignments. They will be multiple choice questions. There are 12 quizzes. You have to take 10 of them, however taking all of them will help prepare you for the final - three (3) points each for **Total 30 points**.

Addresses Core Competencies 2, 6, and 7

- **Discussion Boards - DUE Weekly:** There will be weekly Discussion Boards. Your original post will be due Friday at midnight. You will not be able to view other’s posts until you post your original thoughts. If you have a blank post for your first post, that will be a zero. You are required to respond to at least 3 peers by Saturday at midnight. However, you are encouraged to post regularly throughout the week and respond to classmates who responded to your post for full credit. This is intended to a virtual interactive discussion so reciprocal discussions are the intent of this. There are 15 Discussion Boards - 2 points each. **Total 30 Points**
Addresses Core Competencies 2, 6, and 7

<table>
<thead>
<tr>
<th>Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td>Post Original Response – minimum of 300 words. Well thought out, correct grammar and spelling, and on time.</td>
</tr>
<tr>
<td>Respond to at least 3 peers with intellectual conversation.</td>
</tr>
<tr>
<td>Post throughout the week, respond to posts of classmates who responded to your post with posts that are thoughtful and well written. Can be extra credit points.</td>
</tr>
</tbody>
</table>

The Discussion Boards will not be available until each Module opens. Here is a preview of the questions so that you can prepare:

DB 1 - Please introduce yourself to the class. Tell us just a little about yourself and one interesting or unique fact about you. Respond to at least 3 peers, but responding to more with earn more points.

Then list some stereotypes you have seen or heard about people who have an addiction. This is not a reflection of your personal beliefs, but rather stereotypes that you know about. Respond to at least 3 peers.

DB 2 - What are the 3 most significant things you learned from this module about the brain and addiction? Explain why you feel they are significant.

Did this changed how you view addiction? Why or why not? Respond to at least 3 peers.

DB 3 - Reflect on anything that stood out to you about the history of addiction. What were the top 2 significant things you learned from this module? Explain why you feel they are significant.

DB 4 - After viewing this video, respond to all of the following questions:

1. The practitioner commonly encounters clients with the diagnosis of substance dependence who also have a history of legal and/or interpersonal problems. The interviewer asks Tim, “What was going on in your life back then that made you think you had a problem with drinking?” Evaluate his response.

2. Many clients who are dependent on substances simply accept withdrawal symptoms, such as a hangover, as an accepted outcome of using substances. Critique Tim’s response to the interviewer’s question, “Have you noticed that you need more and more alcohol to get the same effect you had before?”

3. What internal and external strengths do you see in Tim’s situation?

4. How it Tim’s drinking different from social drinking or even abusive drinking?

5. Anything else about the interview that stood out to you?

Respond to at least 3 peers.

DB 5 - Find a peer-reviewed article about nicotine or caffeine addiction. If choosing nicotine, can include any forms of nicotine, such as snuff, hookahs or e-cigs. Give a summary of the Label your Discussion Board with the title of the article. Give a brief summary and any thoughts or reactions you have about the article. Be sure to include the article reference at the end. Respond to at least 3 peers.
DB 6 - What are the 3 most significant things you learned from this module about abuse or addiction to prescription drugs? Explain why you feel they are significant. Respond to at least 3 peers.

DB 7 - Find one peer-reviewed journal article or news article from a reliable source in favor of legalization of marijuana and one against the legalization of marijuana that has been written within the past 5 years. It can be for medical marijuana or recreational use - your choice. Briefly summarize key points (can be bullet-points) of each article. Be sure to include the references for the articles (APA style) at the end of your post. Respond to at least 3 peers.

DB 8 - Reflect on anything that stood out to you about the opioid crisis. What contributes to the opioid crisis? What were the top 2 significant things you learned from this module? Explain why you feel they are significant. Respond to at least 3 peers.

DB 9 - Reflect on anything that stood out to you about this module on cocaine and amphetamines. What were the top 2 significant things you learned from this module? Explain why you feel they are significant. Respond to at least 3 peers.

DB 10 - Find a newspaper or online article or information about LSD and Other Hallucinogens. Briefly summarize key points for the class. Respond to at least 3 peers.

DB 11 - Why do you think performance-enhancing drugs are used? What do you think can be done to prevent athletes from using these drugs? Respond to at least 3 peers.

DB 12 - Find a newspaper or online article about things you can buy legally at the store or a smoke shop that can make you high. Briefly summarize key points for the class. Respond to at least 3 peers.

DB 13 - Share with the class the title and author of the book you read and a paragraph synopsis. Then share what you learned from the book about addiction. End with telling us whether or not you would recommend this book. Respond to at least 3 peers who read different books.

DB 14 - Write out the top 3 concepts about recovery that stood out to you and explain why you think these concepts are significant. Respond to at least 3 peers.

DB 15 - List the three most significant things you learned from this class - from this module or any prior modules in this course. Explain why you feel these things are significant in understanding substance use disorders. You do not need to respond to peers for this last post, but can for extra points.

• Reflection Paper / Book Report - Selection of book DUE Feb 1; Book Report DUE April 25th: You will select a book – typically a biography or autobiography – of someone who struggled with addiction and
recovery. There will be a list of books to choose from posted on online. You may choose another book but must get permission from your professor.

Addresses Core Competencies 2 and 6

You will write a brief book report about the contents and end with your reflections on the book.

This is to be written in 1st person and abide by APA formatting. You need to use good grammar in sentence and paragraph structure and check your spelling. For the APA formatting, I expect a title page, running head, page numbers, headings and a reference page (this will be the book, referenced in APA format). Your headings should include, at minimum, the following, although you may select more or have sub-headings:

- Summary of Story Line
- Personal Reflection
- Conclusion

There are writing resources listed on the syllabus and on online as well as a link to the Purdue Owl APA Sample Paper.

**20 Points**

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction: Title, author(s), number of pages, state if autobiography, biography or fiction and why you selected this book. This is one paragraph.</td>
<td>2.5</td>
</tr>
<tr>
<td>Summary of Story Line</td>
<td>3.0</td>
</tr>
<tr>
<td>Detail at least 3 examples of how the addiction negatively impacted the person. Each example is at least one paragraph.</td>
<td>3.0</td>
</tr>
<tr>
<td>Detail the personal struggles and / or failures of the person wanting to get clean and barriers to recovery. This is a minimum of half a page but may be much longer.</td>
<td>3.0</td>
</tr>
<tr>
<td>Impact on you as the reader: what did you learn about substance use disorders from reading this book. This is a minimum of 1 page.</td>
<td>3.5</td>
</tr>
<tr>
<td>Conclusion</td>
<td>2.5</td>
</tr>
<tr>
<td>APA style, grammar and spelling</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Final Exam - 20 Points** This will be a combination of questions from the quizzes and short answers.

Addresses Core Competencies 2, 6, and 7

**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.

Attendance is regular participation in the class. If you post Friday right before midnight then respond to peers Saturday right before midnight, there is minimal interaction. That is why you are encouraged to post earlier than the due date.

G. Grading

All modules are to be completed during the assigned week. The Modules run Sunday through Saturday. However, I will open them up by the Wednesday prior to allow you to complete early when needs arise. Late assignments are generally not accepted. If there are emergencies that prevent you from completing an assignment by due date, you will need to contact me to discuss this and need to have back-up documentation.

There are 100 points, so grading is as follows:

90-100 points = A  
80-89 points = B  
70 - 79 points = C  
60 - 69 points = D  
0- 59 points = F  

There is no rounding, but there is opportunity to earn extran points by taking the extra 2 exams and by posting on Discussion Boards more frequently (before Fridays) and to more peers.

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 is no make-up for quizzes, since you already have 2 you can miss. The only exam is the final, so to qualify for a make-up for the final, you need to qualify, apply and be approved for an Incomplete for the course. You’ll need to refer to the qualifications for an Incomplete and it needs to be due to an emergency or extinuating circumstance.

I. Course Schedule

There will be Power Point presentations, videos and readings in each Module, expect Module 14 only has a video and a Discussion Board. You are expected to review all materials on each Module. Taking notes is a good idea. These are the dates and themes of each Module along with the topics and assignments due that week.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 21-25</td>
<td>Introduction to Class Expectations, Requirements</td>
<td>Discussion Board 1</td>
</tr>
<tr>
<td></td>
<td>Tuesday - Saturday</td>
<td>Introduction to Substance Use Disorders</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 26-Feb 1</td>
<td>Moral Weakness or Disease? Video - about brain biology of addiction</td>
<td>Select book for the Book Report assignment - submit on online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board 2</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>3</td>
<td>Feb 2 - 8</td>
<td>Historical Perspective</td>
<td>Discussion Board 3</td>
</tr>
<tr>
<td>4</td>
<td>Feb 9 - 15</td>
<td>Legal Drugs: Alcohol Video - Interview of Tim</td>
<td>Discussion Board 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video - Interview of Tim</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>5</td>
<td>Feb 16 - 22</td>
<td>Legal Drugs- Tobacco &amp; Nicotine - cigarettes, hookahs e-cigs</td>
<td>Discussion Board 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legal Drugs- Caffeine</td>
<td>Quiz 3</td>
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<tr>
<td>6</td>
<td>Feb 23 - 29</td>
<td>Legal Drugs - Prescription Drugs</td>
<td>Discussion Board 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board 6</td>
<td>Quiz 4</td>
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<tr>
<td>7</td>
<td>March 1 - 7</td>
<td>Legal Drugs - but not in Texas - Marijuana</td>
<td>Discussion Board 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board 7</td>
<td>Quiz 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>March 15 - 21</td>
<td>Illicit Drugs - Opioids - Heroin &amp; Fentanyl</td>
<td>Discussion Board 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board 8</td>
<td>Quiz 6</td>
</tr>
<tr>
<td>9</td>
<td>March 22 - 28</td>
<td>Illicit Drugs - Methamphetamines and Cocaine</td>
<td>Discussion Board 9</td>
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<tr>
<td></td>
<td></td>
<td>Discussion Board 9</td>
<td>Quiz 7</td>
</tr>
<tr>
<td>10</td>
<td>March 29 - April 4</td>
<td>Illicit Drugs - LSD and Other Hallucinogens</td>
<td>Discussion Board 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board 10</td>
<td>Quiz 8</td>
</tr>
<tr>
<td>11</td>
<td>April 5 - 11</td>
<td>Illicit Drugs - Performance-Enhancing Drugs and Drug Testing in Sports</td>
<td>Discussion Board 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board 11</td>
<td>Quiz 9</td>
</tr>
<tr>
<td>12</td>
<td>April 12 - 18</td>
<td>Other ways to get high - Inhalants, bath salts and synthetic drugs</td>
<td>Discussion Board 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other non-substance addictions</td>
<td>Quiz 10</td>
</tr>
<tr>
<td>13</td>
<td>April 19 - 25</td>
<td>Screening Tools, Official Diagnosis</td>
<td>Book Report Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differences between use, misuse, abuse / chronic use, and addiction</td>
<td>Discussion Board 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book Report Due</td>
<td>Quiz 11</td>
</tr>
<tr>
<td>14</td>
<td>April 26 - May 2</td>
<td>Video - Recovery</td>
<td>Discussion Board 14</td>
</tr>
</tbody>
</table>
| 15 | May 3 - 8  
Sunday - Friday | Recovery Tools  
Advocating against shame of addiction  
Medications, Support, Treatment Options  
**Discussion Board 15** - Due Friday - response to peers not required  
**Quiz 12** - Due Friday |
| FINALS WEEK | May 9 - 14 | This will be an online **Final Exam**, taking during Finals Week. You may take it at any time, but you will not see the correct answers until after Finals Week. You will have 2 hours and need to plan to take it in one sitting. |

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

**J. Expectations for Out-of-Class Study**

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

**K. Grade Grievances**


**L. Student Support Services**

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

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

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

**M. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:
The following is a list, with links, of commonly used library resources:

- Library Home Page...................... [http://www.uta.edu/library](http://www.uta.edu/library)
- Subject Guides............................ [http://libguides.uta.edu](http://libguides.uta.edu)
- Subject Librarians........................ [http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
- Course Reserves.......................... [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- Library Tutorials ........................ [http://library.uta.edu/how-to](http://library.uta.edu/how-to)
- Connecting from Off-Campus........... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
- Ask a Librarian............................ [http://ask.uta.edu](http://ask.uta.edu)

**N. Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://www.uta.edu/aao/fao/](http://www.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](http://www.uta.edu/disability) or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

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

**P. Non-Discrimination Policy**

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

**Q. Title IX Policy**

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