A. Description of Course Content

The focus of this course is on current advances in knowledge of the neurobiological underpinnings of human behavior and development, the interaction between those underpinnings and the social context and environment, the relevance to social work practice with individuals, families, groups, programs/organizations, and communities, and related assessment and intervention practice behaviors across several practice domains. The domains include human development, genetics, mental health and substance abuse, cognition, stress and trauma, and violence and aggression. The implications of neurobiological and environmental influences (including public health issues and health disparities) will be examined in terms of social justice, social work values, knowledge, and skills, as well as in terms of the structural and systematic arrangement and delivery of social welfare services at the micro, mezzo, and macro levels. Co-requisite: SOCW 5311.

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
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

This course addresses competencies 1, 2, 4, 7, and 8.

Specifically, while the course addresses all competencies, 1 through 9, it mainly focuses on Competencies 1, 2, 4, 7, and 8.

**Competency 1: Demonstrate Ethical and Professional Behavior**

<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>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</td>
<td>Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.</td>
<td>Practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.</td>
<td>Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and address ethical dilemmas in health care practices affecting individuals, organizations, and communities.</td>
</tr>
<tr>
<td>Select and incorporate ethical decision-making frameworks that integrate social work values.</td>
<td>Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>Develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
<td>Exercise personal reflection and self-regulation to manage personal values, maintain professional demeanor in behavior and appearance, and oral, written, and electronic communication in direct and indirect connection to the delivery of services.</td>
</tr>
<tr>
<td>Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.</td>
<td>Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.</td>
<td>Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery.</td>
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</tbody>
</table>

**Competency 2: Engage Diversity and Difference in Practice**

<table>
<thead>
<tr>
<th>Aging</th>
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<th>Health</th>
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</table>
Appraise their own values related to diversity in aging.

Analyze how diversity and oppression impact older adults and families.

Address the cultural and spiritual histories, values, and beliefs of older adults and their families.

Defend the impact of structural inequalities and the value of diversity among older adults as part of their roles on interprofessional teams and in organizations and communities.

Understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

Can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.

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

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
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<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td><strong>Demonstrate an understanding of the role of evidence-based practice and practice-informed research in promoting health equity and reducing health disparities.</strong></td>
</tr>
<tr>
<td><strong>Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations</strong></td>
<td><strong>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.</strong></td>
<td><strong>Develop effective models, programs, policies and interventions and assess their effectiveness.</strong></td>
<td><strong>Engage in critical analysis and apply it appropriately in health related settings to assess and intervene with individuals and families in health care settings. Have an understanding that their own personal beliefs or biases may influence interpretation of or translation of research.</strong></td>
</tr>
</tbody>
</table>

**Competency 7: Assess 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><strong>Practice self-awareness and self-regulation to manage the influences of personal bias and values, including, but not limited to, age, class, color, culture, disability and ability, gender identity, religion, and immigration status, in working with diverse populations in connection with the delivery of health care services.</strong></td>
<td><strong>Recognize and respect different values related to health and health care beliefs.</strong></td>
<td><strong>Promote diversity and equity in health and health care service delivery, particularly amongst diverse populations, persons who are vulnerable, oppressed, or living in poverty.</strong></td>
<td><strong>Have an understanding that their own personal beliefs or biases may influence interpretation of or translation of research.</strong></td>
</tr>
</tbody>
</table>
Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk.

Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities.

Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.

Use multidimensional bio-psycho-social-spiritual assessment tools.

Assess the quality of interactions between family members within their social environment.

Compare and assess the various etiology and interventions relevant to children and families.

Describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

Understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.

Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.

Use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies.

### 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>
</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.

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

Understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings.

Deliver appropriate culturally relevant health specialty services, using inter-professional collaboration, through interaction of cultural systems between the identity of the social worker, client systems, setting, and immediate community, and practice competently with individuals, families and small groups.

C. Required Textbooks and Other Course Materials


**UTA Libraries APA Guide (Based on the 7th Edition) https://libguides.uta.edu/apa

Weekly PowerPoint presentations and other course materials, as assigned. They will be posted to the course’s online site. The PowerPoint presentations are considered to be course materials, and SHOULD NOT be included in your paper’s in-text citations and reference lists.

D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Section A: Self-Introduction, Syllabus Review &amp; Discussion Board Question</td>
<td>5 Points</td>
</tr>
<tr>
<td>(for class participation grading points)</td>
<td></td>
</tr>
<tr>
<td>Section B: Affirmation Verification Statements #1, #2, #3</td>
<td>15 Points (Total)</td>
</tr>
<tr>
<td>(for class participation grading points)</td>
<td></td>
</tr>
<tr>
<td>Section C: Critical Analysis Essay #1 and Critical Analysis Essay #2 (10</td>
<td>20 Points (Total)</td>
</tr>
<tr>
<td>points each)</td>
<td></td>
</tr>
<tr>
<td>Section D: Mid-Term Neuroscience Research Paper</td>
<td>25 Points</td>
</tr>
<tr>
<td>Section E: Final Neuroscience Research Paper</td>
<td>35 Points</td>
</tr>
<tr>
<td>Total Grading Points</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, please note that this is a 8 week on line course, and it is important for future professional social work practitioners to be punctual in their participation and in meeting deadlines.

Class participation is expected, as evidenced by submitting assignments ON TIME.

Student leaders are expected to complete and submit all course assignments on to Canvas, the official UTA learning management system (LMS), by the end of the week (generally on Saturdays before 11:59 PM (CST)). Furthermore, students are expected to turn in all required assignments ON TIME on the due dates and times.

DO NOT SUBMIT YOUR ASSIGNMENTS TO THIS PROFESSOR/INSTRUCTOR VIA EMAIL, OR IT WILL NOT BE GRADED (Grade Zero)

All students are expected to turn in all required assignments on the due dates and times. Only in cases of extreme emergency/hardship/extenuating circumstances (e.g., documented personal illness, or death in family), will the submission of late assignments be considered. These exceptions will only be possible with the
permission of this professor/instructor, and written documentation of the extreme emergency/hardship/extenuating circumstances will be required.

Non-submission of assignments will incur a grade penalty (grade zero), except in cases of extreme emergency/hardship/very extenuating circumstances (e.g., personal illness, death in family, etc.). These exceptions will then only be permitted by the permission of this professor/instructor, and will require written documentation of the extreme emergency/hardship/extenuating circumstances.

Assignments/Papers may lose 5 points each day that they are late, except in very extenuating circumstances.

G. Grading

Basic Paper Grading Rubric:

for Critical Analysis Essays #1 & #2, Mid-Term Neuroscience Research Paper, and Final Neuroscience Research Paper: Use APA style formatting, with only Times New Roman font throughout, for your WORD documents.

- **APA Style Formatting:** cover page, abstract, page numbering, main headings, sub-headings, in-text citations and high quality research references - must be included with the Critical Analysis Essays #1 & #2, the Mid-Term Neuroscience Research Paper and the Final Neuroscience Research Paper
- **Organization and Conciseness:** in-depth topic content, logically written, with good critical thinking skills, with correct page length (not too long, or too short). Do Not have unnecessary white space and blank pages.
- **Spelling/Grammar/Punctuation:** Must use Spell Check before submitting your papers on to Canvas
- **Also Required:** Relevance and Implications for social work practice. Please include National Association of Social Workers (NASW) information, etc.

REMEMBER: The grades that you get, are the grades that you earn!! To get an "A", you have to earn an "A"!!

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Point Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 90</td>
<td>A</td>
</tr>
<tr>
<td>89 - 80</td>
<td>B</td>
</tr>
<tr>
<td>79 - 70</td>
<td>C</td>
</tr>
<tr>
<td>69 - 60</td>
<td>D</td>
</tr>
<tr>
<td>59 or less</td>
<td>F</td>
</tr>
</tbody>
</table>

THE TOTAL NUMBER OF GRADING POINTS AVAILABLE FOR THIS COURSE ARE 100.

Please note that for graduate-level social work students, you will not earn credit for this course, if your final grade falls below a "C". To repeat, you must earn a "C" or above for credit for this course. Also, social work graduate students must maintain an overall "B" grade point average.

Students are expected to keep track of their own performance throughout the semester, and seek guidance from available sources (including this professor/instructor), if your performance drops below satisfactory levels. Also, please read the statement on "Student Support Services" included below in this syllabus.
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

All assignments in this course are ON LINE. Consequently, make-up assignments are discouraged. Make-up assignments will be available only under situations of extreme emergency/hardship/extenuating circumstances, and then only with the permission of this professor/instructor. Written documentation of the extreme emergency/hardship/extenuating circumstances will be required.

I. Course Schedule

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.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TOPIC: Biological Psychology -Part I AND Review course syllabus/learning contract AND Answer the following Introductory Question: What relevance does the study of advances in biology and neuroscience knowledge across the lifespan have for social workers?</td>
<td>READ: The Syllabus/Learning Contract REVIEW: “Six Part of The Brain and thie Functions” and &quot;Cognitive Scale&quot; (from Baylor Institute for Rehabilitation) REVIEW: PowerPoint presentation on &quot;What is Biopsychology?&quot; WRITE/SUBMIT on to Canvas and the Discussion Board (for 5 class participation grading points): • Your Self-Introduction (Name, Career Vision, and Hobbies/Volunteer Activities), and • Your Answer to the Introductory Question</td>
<td>SATURDAY, 03/28/20 before 11:59 PM (CST)</td>
</tr>
<tr>
<td>3</td>
<td>TOPIC: Major Structures of the Nervous System-Part I &amp; II</td>
<td>READ: Garrett &amp; Hough - Chapter 3 &amp; 4 READ: Johnson - Chapter 33 &amp; 37 REVIEW: PowerPoint presentations VIEW: Videos (4) WRITE/SUBMIT on to Canvas: Your Affirmation Verification Statement #1</td>
<td>SATURDAY, 04/11/20 before 11:59 PM (CST)</td>
</tr>
</tbody>
</table>
| 4 | TOPIC: Neural Bases of Psychological Disorder - Part I & II | READ: Garrett & Hough - Chapter 14  
READ: Johnson - Part VI  
REVIEW: PowerPoint presentation  
VIEW: Video (1) and TED Talk (1)  
WRITE/SUBMIT on to Canvas via Unicheck: Your Mid-Term Neuroscience Research Paper | SATURDAY, 04/18/20 before 11:59 PM  
MID-TERM NEUROSCIENCE RESEARCH PAPER DUE |
|---|---|---|---|
| 5 | TOPIC: Drugs & Drug Addiction - Parts I & II | READ: Garrett & Hough - Chapter 5  
READ: Johnson - Part IV  
REVIEW: PowerPoint presentations  
REVIEW: Substance Abuse and Mental Health Services Administration (SAMHSA) Information  
VIEW: Video (1)  
WRITE/SUBMIT on to Canvas: Your Affirmation Verification Statement #2 | SATURDAY, 04/25/20 before 11:59 PM (CST) |
| 6 | TOPIC: Biological Bases of Intelligence - Part I & II | READ: Garrett & Hough - Chapter 12, 13 & 15  
READ: Johnson - Chapter 38  
REVIEW: PowerPoint presentations  
VIEW: Videos (2)  
WRITE/SUBMIT on to Canvas via Unicheck: Your Critical Analysis Essay #2 | SATURDAY, 05/02/20 before 11:59 PM (CST)  
CRITICAL ANALYSIS ESSAY #2 DUE |
| 7 | TOPIC: Emotions & Health - Part I & II | READ: Garrett & Hough - Chapter 8  
READ: Johnson - Chapter 23 & 24  
REVIEW: PowerPoint presentations  
VIEW: Videos (2)  
WRITE/SUBMIT on to Canvas: Your Affirmation Verification Statement #3 | SATURDAY, 05/09/20 before 11:59 PM (CST) |
| 8 | TOPIC: Aggression & Violence - Part I & Part II | REVIEW: PowerPoint presentations  
VIEW: Videos (2)  
WRITE/SUBMIT on to Canvas via Unicheck: Your FINAL NEUROSCIENCE RESEARCH PAPER  
********************************************  
PLEASE SUBMIT: Your On Line Course Evaluation by Thursday, 05/14/20 before 11:59 PM (CST)  
********************************************  
LAST DAY OF THIS COURSE IS THURSDAY, 05/14/20 at 11:59 PM (CST) | TUESDAY, 05/12/20 before 11:59 PM (CST)  
FINAL NEUROSCIENCE RESEARCH PAPER DUE |
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 and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

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

M. Librarian to Contact

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

http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

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

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

Q. Title IX Policy

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

R. Academic Integrity

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

_I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence._
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

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

S. Electronic Communication

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

T. Campus Carry

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

U. Student Feedback Survey

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

V. Final Review Week

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