A. Catalog Course Description

How does the internet influence our minds and behavior? The benefits are many, but there are also drawbacks. Corporations give us free access in exchange of personal data. They use psychological research to influence opinions and make expensive products irresistible. Developers create addictive videogames to keep young people occupied for hours or days at a time. The course will synthesize the relevant psychological research and applications. Topics include memory, motivation, emotion, personality traits, conformity studies, cognitive biases, evolutionary adaptations, health effects, and internet ethics. It is open to graduates and undergraduates of all majors. Find out what is really going on, how to benefit, and to protect yourself.
B. Measurable Student Learning Outcomes

Upon completion of this course, the participant will be able to:

- Critically analyze and discuss the various areas of psychological research that show human vulnerability to influences by messages delivered through various online media, including social media and marketing tactics;

- Explain the interaction of learning, motivational, and emotional variables that make humans prioritize social media over social interactions and also believe their messages. Evaluate costs and benefits of these human traits for individual and community welfare.

- Demonstrate the economic and political reasons that necessitate data collection from media users; demonstrate a general understanding of the techniques used to store data and analyze them;

- Analyze the ethics issues that arise in various circumstances and analyze potential dilemmas using published research;

- Apply potential research-supported solutions from psychology and in other fields to maximize benefits and minimize harm to users of online media.

The course is cross-listed with the school of social work. Social work participants may focus on increased competency towards protecting vulnerable individuals and groups from exploitation and data gathering, based on the relevant psychological research. To develop appropriate intervention strategies, particularly considering culture and human rights, participants will give examples of utility of the relevant research into social work and demonstrate how these insights will help develop research-informed practice.

C. Required Text(s) and Other Course Materials

A draft textbook will be given to students free of charge. Textbook is under revision, so the content and order of the lectures may differ from the outline below.

D. Additional Recommended Text(s) and Other Course Materials

Also Students will study:
(a) chapters of textbooks in the various psychology areas (see relevant sessions);
(b) published articles (see relevant sessions)
(c) About 3 blogs or popular articles in every session that contain relevant paradigms.
A collection of about 180 blogs and short popular articles is used as a basis for the course; the file will be distributed by the instructor to students, who will study a subset of those.

Note: The order and specific content of the topics of the syllabi will change as new research is integrated. The order in the various lectures is likely to change.

E. Major Course Assignments & Examinations:

(a) Study of assigned book chapters; (graduate students enrolled as PSYC 6300 will provide summaries for the undergraduates).

(b) A mid-term and a final test on the relevant psychology areas to be covered (learning, personality, social psychology, evolutionary psychology, motivation, emotion) (scoring system to be determined)

(c) Daily study of blog articles, different ones assigned to different students; a one-page summary on the articles, reporting on the relevant topics and evaluating the rationale of the writers regarding underlying psychological features (e.g. neuromarketing applications to enhance sales of products)

(d) A course paper, due along with the final exam on July 9. It may consist of interviews and data collection from about 20 students for a topic of choice (e.g. awareness of information gathering during social media use); analysis of the data through descriptive statistics and present a paper (scoring scheme to be determined)

(e) Social work participants may choose to write a paper on protecting specific categories of vulnerable individuals and groups from various exploitation types, based on the relevant psychological research.

F. Course Outline: The Summer Session I allows for 19 sessions to be used about as follows:
(Note: content and timeline are subject to change)

1. The rise and range of systematic manipulation tactics
2. The political economy leading to “designing minds” and harvesting private data
3-4. Evolutionary Psychology basics: the origins of the common and predictable traits [3 days]
5. Memory functions and information processing
6. Cognitive biases that facilitate manipulation
7. Associative learning and the ‘designing’ of minds
8-9. The neuroscience of motivation and emotion vs. urge to check smartphones
10-11. Personality research and its use in covert persuasion
12-13. Social psychology research relevant to population persuasion
14. Product Marketing in the online era
15. Health psychology effects of online engagement
16. Ethics related to online data use and targeting; laws in the US and Europe
17. “Big Data” management and statistical procedures – an overview
20. Final paper and exams
Session 1. Surreptitious influence: Introduction to ‘manipulation science’

Objective: The student will evaluate and discuss evidence that citizens of various countries receive targeted messages through computer media, aimed at influencing behaviors outside users’ awareness.

What is this phenomenon about? Initial definition of its scope

Your smartphone and your behavior
Political manipulation
Other cases of fake or exaggerated information transmitted through social media
Why many countries or large corporations are interested in voter manipulation or social engineering.
Cyberwars and use of social media to shape attitudes and recruit terrorists

Reading assignment for session 1: Students read in advance 3 blogs or articles each, one or more on each case. They write a two-page report focusing on the main elements of each case and common features; present report in class.

Assignment for session 2, see below (each session has the assignment due on that day)

Session 2: Political economy of data harvesting and user manipulation

Objective: Students will research and report on the economic indicators related to the major social media, ownership, political leanings, business models. Then the student will link the business models with needs for user data and maximal engagement.

How online ads and clicks are linked to profits; Examining stock value of media companies, also data brokers
Facebook economics and the precursors to third-party data sales
The necessity of growing nonstop; why companies are in a technological race to have "your eyeballs locked in that app as long as humanly possible"
The price of free content: What various companies and entities want from citizens and why;
Legal framework in the US and EU regarding personal data extraction and sale; avoidance of accountability
Opportunities for deception and various forms of criminal exploitation
The business model of dynamic pricing: moving from a single price for a product to estimating what a person is willing to pay to maximize income.

Common sense explanations vs. research findings and hypothesis formation.
**Assignment for session 2.** Students research online the economic characteristics, business models, net worth, and other features of online companies. They submit a two-page report and give a presentation in class (report is worth 10 points). For example, they look up economic data on one social media website.

- What is their business model?
- In how many countries do they operate approximately?
- When did they start?
- Who are the major stockholders?
- To which political parties do the companies or owners donate in the US?
- What is the business model of each company?
- What do they purport to sell, who are their clients?
- How do they earn money?
- Did they do an IPO? (initial public offering) How have stock prices changed over time?
- Why must they grow nonstop?
- About how much is their CEO (chief operating officer) getting paid annually?
- Who does their programming, where are the programmers located?
- Any other information that helps understand how they treat users

**Sessions 3-5. Evolutionary Psychology basics: the origins of the common and predictable traits**

**Objective:** The students will give an accurate account of the essential evolutionary principles, with particular attention to the various adaptive mechanisms that are used in contemporary online interactions. The students will point to potential analogies between online behaviors and evolutionary adaptations.

All humans carry brains and behavioral patterns optimized for survival in the Paleolithic era, about 10,000 years ago. Adaptations come from multiple eras of human and animal history years ago.

**Topics to be covered:**
- Essential concepts of evolution
- Inclusive fitness
- Mating strategies of men and women
- Relationships among community members, social contract theory, reciprocal altruism
- Status and prestige
- Male alliances and wars

**Reading assignment:** D. Buss “Evolutionary psychology”, 2015, available in library.

Buss, D. 2015 “evolutionary psychology” readings:
- Ch. 2, Fundamentals of evolved psychological mechanisms, p. 43-51
- Ch. 9, Cooperation among humans, p. 260-266, 270-281; consider online examples
Ch. 10, Aggression as a solution to adaptive problems, p. 287-291, 297-301, 306-313
Ch. 12, status, prestige, and social dominance, p. 360-366

Additional resource: Handbook of evolutionary psychology in the library. Optional blogs

A quiz will be given on the evolutionary psychology content on June 11.

Some magazine/blog articles for students to prepare to report of 1-2 pages. What is the story? Where do you see uses and implications of evolutionary psychology? Do they appear to be correct? What other concepts could the authors be using that they are not using?

Suggested magazine/blog articles for students:
DIGITAL DECEPTION - You could be flirting on dating apps with paid impersonators
https://qz.com/1247382/online-dating-is-so-awful-that-people-are-paying-virtual-dating-assistants-to-impersonate-them/

What Monkeys Can Teach Us about Advertising
https://blogs.scientificamerican.com/observations/what-monkeys-can-teach-us-about-advertising/

Darwin’s Tips for Kindergarten Teachers


Humans are herd animals; study finds people are more unethical when in groups
http://www.psychiatry.news/2017-09-25-humans-are-herd-animals-study-finds-people-are-more-unethical-when-in-groups.html

Session 5. Memory and learning features that facilitate manipulation strategies

Objective: The students will be able to discuss the various types of memory, their features, and their implications for processing various types of information. They will explain essential attention mechanisms, how cognitive overload arises and why it matters in online content. They will discuss various memory implications on the use of social media.

Topics to be covered
Types of memory and examples; the importance of implicit memory in online behaviors;
concept of priming, perceptual learning
Paradigms of unconscious learning
Mirror neurons and adaptive imitation
Attention and the ability of smartphones to capture it before other priorities

Session 6. Cognitive biases, instant decisions, and online vulnerabilities

Objective: The students will be able to discuss the reasons why cognitive biases exist, enumerate the most important ones. They will explain the uses made by online content providers in influencing users’ opinions and choices.

Explanation of “system 1” and “system 2” thinking, linkages to explicit and implicit memory systems. Presentation of the most widely researched cognitive biases and their implications for online decisions. E.g. anchoring, availability heuristic, left digit effect, “what you see is all there is”, etc.

Cognitive biases, assumptions of rational behavior, and regulatory decisions. The cognitive neuroscience of deception.

Design decisions of various companies based on users’ cognitive biases (“design for our primal nature”). E.g. the anchoring effect of increasing prices artificially, then reducing them as discounts to normal levels.


Session 7. Associative learning

Objective: The students will enumerate the classical and operant conditioning processes and their ability to form unconscious or habitual responses. They will be able to distinguish the types of reinforcement schedules, shaping and extinguishing techniques, and gradients towards approach and avoidance. They will point to applications in online interactions.

Associative learning: classical and operant conditioning
Conditioning schedules: the importance of variable ratio schedules
The importance of feedback and intermittent rewards
The development of “cute” smartphones that prioritize attention
Vulnerabilities in humans as a result of memory-related traits

Reading assignment: B.F.Skinner “Beyond Freedom and Dignity”, 1971, chapters to be determined (pdf from Skinner foundation)

A powerpoint file from North Carolina State University outlining the important issues of associative learning
http://www4.ncsu.edu/~jlnietfe/EDP304_Notes_files/Behaviorism%20Notes.pdf
Sessions 8-9. Motivation, emotion, and online manipulation strategies

Objective. The students will describe important features of the mesolimbic dopamine system; will integrate the features of associate learning to explain why online content takes priority in users’ attention. Students will describe the business models that integrate these neurocognitive features to create “addictive” content.

Session topics to include:
A “translation” of behaviorist research through neuroscience
A brief overview of emotion
Motivation and the mesolimbic dopamine system in the brain
The role of short-term, dopamine-driven feedback loops in the frequency of media engagement
Gambling effects and gamification of learning and purchasing processes
Reward system and relationship to pleasure; involvement of emotion-related brain areas
Prioritizing online content over actual human interactions

Applications used by various entrepreneurs:
Intentional creation of habits based on this neurocognitive trinity (“the Hook Model”)
B. J. Fogg: to predict behavior B there is a need for motivation, ability, and a trigger. B=MAT.

Reading assignment: Blog and published articles to be decided (e.g. The Role of Dopamine in Value-Based Attentional Orienting).

Seven Specific Tactics Social Media Companies Use to Keep You Hooked
https://captology.stanford.edu/

Nir Eyal: “Hooked: How to Build Habit-Forming Products

How Uber manipulates drivers

A quiz will be given on the memory and learning sessions on June 19.

Sessions 10-11. Personality research and its use in covert persuasion

Objective. The students will explain why traits are correlated, and the implication of the research for individuals, populations, and voter groups. The students will enumerate and discuss the prevailing personality classifications, notably the Five-Factor Model and their implications for various types of marketing strategies.

Topics include:
What is personality and why its traits are correlated; historical and contemporary research. Persuasive appeals are more effective in influencing behavior when tailored to individuals’ unique characteristics.

How the main five personality traits are used to predict political and religious beliefs, then micro-target users (“psychographics” by Cambridge Analytica). Prediction improvements through Facebook “likes” and other social media responses.Extension of predictive power to people who have not filled out personality tests.

Students will be administered a common personality test and will study the results.

Optional topic: research findings linking voters’ political beliefs and personality traits

**Reading assignment:** Jerry M. Burger. Personality 9th edition, 2015; chapter 7 (trait approach); chapter 9 (Evolutionary personality psychology p. 236-242; criticism p. 248-49); chapter 10, heritability

Students may choose one article to read:


A quiz will be given on motivation, emotion, and personality content on June 20 (midterm).

**Sessions 11-12. Social psychology research relevant to population persuasion**

**Objective.** The students will describe the essential social psychology concepts that help explicate the influence that social media have on users and on the decisions they make. They will be able to view examples of websites and form research-based hypotheses on the underlying reasons for which certain stimuli are placed in them.


Students may choose one article:

Privacy and human behavior in the age of information Acquisti, Brandimarte, & Loewenstein2. *Science, 30 JANUARY 2015 • VOL 347 ISSUE 6221*

Topics include:

Conformity, group dynamics research in online applications, persuasiveness of various human traits, cognitive dissonance, fundamental attribution error and perceptual salience. Use of the social psychology research in creating market influence (including fake user accounts to magnify the “social proof” effect).
Aggression in anonymity.
The paradox of online self-disclosures
Are Facebook friends real?
Critical analysis of explanations given in various blogs regarding the effectiveness of certain manipulation tactics.
Potential remedies to online effects
Gender issues, i.e. in conformity, leadership, followership; Wisdom and foolishness of the crowds; “social proof”; creation of reputation and brands; halo effect

Psychological distance of hackers, deceivers (see Paulus’ 1979 book).

Session 14. Product marketing in the online era

Objective. The students will enumerate the most important features used by various sites to increase sales or convert to company opinions. They will critically examine the various marketing recommendations aimed to improve sales and “conversions” and evaluate their reliability. They will discuss the recommendations in light of actual research findings regarding their putative effectiveness with various populations.

Reading assignment: A sample of marketing blogs and articles (to be determined)

Companies extensively use psychological research to increase engagement and revenues. This session will link to research presented earlier and present concrete examples taken from many blogs and websites. These include:

Differences between earlier advertisement, when user data were general and limited, vs. current marketing, based on prior data collection and targeting by ad companies.
Selecting options by default, given evidence that top-down processing is likely to accept that (e.g. option to pay for shipping that is offered free but is not selected by default).
Creation of emotional attachment to certain brands. Use of colors
“Social herding” strategies, or the practice of giving an online presence a sense of community.
Decoy, scarcity, other techniques
Dynamic pricing and tactics to maximize income from its clients
Use of neuroimaging techniques to determine which messages are unconsciously liked by consumers’ brains: fMRI, eye tracking, and other technologies.
Use of face recognition for client identification and differential pricing
A quiz will be given on social psychology and marketing on June 27

**Session 15. Health psychology effects of online engagement**

**Objective.** The students will develop a line of reasoning from earlier research to suggest how online transactions affect mental and physical health. They will enumerate the most important health psychology issues involved in online transactions and discuss background research about their likelihood of occurrence.

**Reading assignment:** Blogs and chapters to be determined from a health psychology textbook

Topics include:

What constitutes addiction and how is online addiction similar or different from more directly biological substances?
Wellbeing in social media sites: issues
Studies related to physical and mental health effects of online engagement: depression, self-image issues, media violence, suicide, etc.
The effects of violence in the media (“if it bleeds, it leads”) and the evolutionary rationale for this effect

**Session 16. Ethics related to online data use and targeting; laws in the US and Europe**

**Objective.** The students will critically discuss a series of ethical dilemmas and issues pertaining to online and marketing content and strategies and propose potential improvements.

**Readings.** Fogg, Chapter 3: computers as persuasive tools; ethics para. chapter 9.

Students may pick articles such as:


Lee, Lapira, Bagheri, & Kao, 2013

Topics include:
Rationale for regulating manipulation and data harvesting vs. feasibility of doing this worldwide
Regulatory frameworks in the US and Europe
Companies’ codes of ethics, if any
Ownership of vast data amounts by private companies and implications for independent research
Ethical dilemmas, such as using genetic research data to set insurance prices for individuals
Others to be determined
Session 17. “Big Data” management and statistical procedures – an overview

Objective. The students will give a broad outline of data harvesting, storage, and analysis methods that make it possible to maintain and correlate thousands of variables for millions of people.

Topics include:
Online data harvesting demands storage technology, hardware, database management, and analytics. Math models are used to enhance accuracy. 

Exploration of (a) location, format, management of databases that include millions of users and thousands of variables
(b) analytic techniques to link these and answer questions for various users

Brief presentation of common tools for data storage and retrieval, such as Hadoop or Cloudera. The session will briefly discuss latent factors, clustering techniques, discriminant analysis, and other multivariate techniques commonly used to create groups on the basis of different variables and classify new members in those groups. A faculty member with specific expertise may be invited to lecture on this topic.

Reading Assignment: to be determined


Objective. The students will summarize important findings from the multiple psychology domains studied into a set of implications for online interactions.

Reading assignment – to be determined. The students will present research papers developed in the course and discuss future research and practice prospects, according to their specialties.

Topics include:

The blogs and companies that claim to use psychology use a set of ‘principles’. What are they most commonly? To what extent are they supported by research?

What is the relative impact of various psychological variables on online behavior? Which features seem to have the greatest impact?

Session 20. Final paper due and exams on the content presented for the various areas of psychology.

F. Grading Policy:
All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. The grading system is as follows:

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<th>Letter Grade</th>
<th>Points Needed</th>
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<tr>
<td>90 – 100</td>
<td>A</td>
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<tr>
<td>80 – 89.99</td>
<td>B</td>
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<tr>
<td>70 – 79.99</td>
<td>C</td>
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<tr>
<td>60 – 69.99</td>
<td>D</td>
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<tr>
<td>0 – 59.99</td>
<td>F</td>
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The instructor reserves the right to give a grade of “F” for the course as a whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

Policy on Incompletes: No Incomplete (“I”) grade will be given.

**SUMMER 1ST FIVE WEEKS 2020**

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<tr>
<th>Apr. 6</th>
<th>Registration Begins for Summer 1st Five Week Session</th>
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<tr>
<td>Jun. 7</td>
<td>Registration Ends for Summer 1st Five Week Session</td>
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<tr>
<td>Jun. 8</td>
<td>First day of classes</td>
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<td>Jun. 8</td>
<td>Late registration</td>
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<td>Jun. 9</td>
<td>Late registration</td>
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<td>Jun. 11</td>
<td>Census date</td>
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<td>Jun. 29</td>
<td>Last day to drop classes; Submit requests to advisor prior to 4:00pm</td>
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<tr>
<td>Jul. 8</td>
<td>Last day of classes</td>
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<td>Jul. 9</td>
<td>Final exams</td>
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**Assignments**

Nearly every day, students will be asked to locate information and/or read articles and give presentations in class about what they read. They will submit daily papers of 1-2 pages.
summarizing what they have read. Failure to submit a daily report will result in a loss of 50 points.

Your course grade will be based on four exams scores and a final paper in lieu of a final exam. The exams and paper will be each worth 100 points for a total 500 points. The exams are weighted equally so your scores will be averaged to obtain a letter grade, where, A>90%, B>80%, C>70%, D>60%, F<60%. For example a student scores a total of 425 points on 5 exams and earns the full 5% of points for attendance. The course grade would be 425 + 25 = 450 points or an "A". The cutoffs for A = 450, B = 400, C = 350, D = 300; and F< 300. Each exam will be comprised of 10-20 "objective answer" questions that may or may not include Multiple Choice, True/False, and Matching questions. Please note: Exams will not be "curved".

Details about the daily reports and paper will be finalized during class.

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.

Make-Up Exams:

A single “make-up” exam session for missed exams will be held on June 29, 2020 during regular course hours. A request for taking a make-up exam must be made in writing. Please note: A “make-exam” is not a “do-over” exam for poor performance on a previously taken exam.

Late Assignments: Please read the following rules as they apply to late assignments. All papers are expected on due date.

G. Make-Up Exam or Assignment Policy:

Make-up assignments and exams will not be given.

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, 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. For this course, here is the attendance policy:

The role of the instructor in this seminar is to provide structure and direction, lecture and serve as a consultant, coordinator and resource person to the seminar members. Active participation by seminar members is expected in order to promote peer learning through thoughtful reading,
thinking, and discussion. Therefore, participation is mandatory. Class activities include seminar discussions and organized presentations. Students are expected to participate each week in a timely and engaging fashion. **Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises.**

**Absence/Late Policy:** Regular attendance for entire class periods is expected. Students should arrive to class on time and stay until the end of class. Arriving late and departing early is disruptive to the class. It is the student’s responsibility, whether present or absent, to keep abreast of assignments. Any student missing over 3 classes will receive a failing grade for the course. **It is your responsibility to ensure you sign in for each class (see instructor for sign in sheet).**

**Class/Social Responsibility**

Class responsibility entails regular class attendance, class preparedness and active class participation with consideration for others. When students participate actively in class discussions, learning is enhanced. To be able to participate actively and with relevance to the course subject matter, it is important to complete reading assignments prior to each class session. Students are encouraged to discuss readings with peers, classmates, and the instructor. Students are encouraged to consult additional readings when time allows.

Cell Phones: Please turn off cell phones. If you must make a call, please step out.

**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. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

The course schedule is set up for each week. Please review this thoroughly before emailing instructor with questions.

**Note:** Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email per University Policy.

**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 Grievance Policy:

See College of Science Program Manual.

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 or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, 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://www-test.uta.edu/library/help/subject-librarians.php

Database List..........................http://www-test.uta.edu/library/databases/index.php
Course Reserves..........................http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog .......................http://discover.uta.edu/
E-Journals................................http://utalink.uta.edu:9003/UTAlink/az
Connecting from Off- Campus ....http://libguides.uta.edu/offcampus
Ask a Librarian.........................http://ask.uta.edu

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Note: UTA provides institutional information, such as drop policies, in a separate document under canvas.
https://resources.uta.edu/provost/course-related-info/institutional-policies.php

Students are expected to download and understand.