



**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

**Semester/Year:** Spring 2016

**Course Title:** Clinical Assessment of Child Maltreatment

**Course Prefix/Number/Section:** SOCW 6360-001

**Instructor Name:** Elissa Madden, PhD, LMSW

**Faculty Position:** Assistant Professor

**Faculty Profile:** <https://www.uta.edu/profiles/elissa-madden>

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**Email Address:** [elissamadden@uta.edu](mailto:elissamadden@uta.edu)

**Office Hours:** By appointment over phone or face-to-face in my office

**Day and Time of Class (if applicable):** Tu 2:00PM - 4:50PM

**Location:** UH 205

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

Examines knowledge/technique in child physical/emotional/sexual abuse, physical/emotional neglect, and exploitation interventions. Includes interviewing, identification, legal issues, assessment/evaluation, case management, intervention, follow-up. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment.

**B. Measurable Student Learning Outcomes:**

*Direct Practice with Children and Families:*

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

1. Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

1. Advanced social workers in children and families 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.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

1. Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”
2. Advanced social workers in children and families recognize disparities in the distribution of resources across families.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

1. Advanced social workers in children and families understand the relevant organizational world-views and culture that influence how families function, and can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

1. Advanced social workers in children and families assess the quality of family member’s interactions within their social contexts.
2. Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.

**Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

- Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.
- Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.
- Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.

*Direct Practice in Mental Health:*

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

1. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

1. Advanced social workers in mental health/substance abuse understand and can apply the relevant

cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

1. Advanced social workers in mental health/substance abuse understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

1. Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

1. Advanced social workers in mental health/substance abuse assess the quality of client's interactions within their social contexts.

**Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

1. Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.
2. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.

**C. Required Text(s) and Other Course Materials:**

Miller-Perrin, C. L., & Perrin, R. D. (2013). *Child maltreatment: An introduction (3<sup>rd</sup> ed)*. Sage: Thousand Oaks, CA.

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

Scannapieco, M. & Connell-Carrick, K. (2005). *Understanding Child Maltreatment; An Ecological and Developmental Perspective*. New York: Oxford University Press.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*, Washington, DC: American Psychological Association.

**E. Major Course Assignments & Examinations:**

**Online Quizzes - 50%**

Students will complete six online quizzes throughout the semester, each covering two or more weeks of required readings. The quizzes will address material from the textbook, supplemental readings, and podcasts. Partial credit will not be awarded for individual questions.

Quizzes will be posted on Blackboard under the "Course Materials" link for one full week to ensure

that students have ample time to complete the readings and the corresponding quiz. Each quiz must be completed by 1:59PM on the date the quiz is due. For example, the quiz assigned for Week 3 must be completed by 1:59PM on 2/2/16. Quizzes not completed in the specified timeframe cannot be made up. To avoid technical difficulties, students should not wait until the due date to complete the quiz. Please note that the quizzes may only be attempted once and that students may use the book and other assigned readings to complete the quiz. Quizzes will be timed; however, students will have ample time to complete the quiz (120 minutes) provided he or she has read the material prior to taking the quiz.

Quizzes will be automatically graded upon completion; however, the grades and correct answers for the quiz will not be made available until the due date has passed. Once the quiz has expired (and all students have taken the quiz), students will have the option of accessing their quiz in Blackboard to determine what answers were missed, if any. Correct answers will be displayed at that time. Each quiz will be worth 8.33% of your final course grade (for a total of 50%).

### **Clinical Decision Making (CDM) Paper - 25%**

During the semester, students will be provided with a complex child maltreatment case scenario of a family and asked to identify and discuss the bio-psychosocial needs of the parents and children and propose an appropriate intervention strategy. The purpose of this assignment is to develop a more in-depth understanding of engagement, assessment, and intervention approaches to working with clients and the myriad of ethical dilemmas which can occur when working with an at-risk family. Deficiencies in areas such as APA format, spelling, punctuation, sentence structure will result in lower grades. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

The final paper should be submitted through Blackboard by the beginning of class on the due date. Additionally, students are expected to submit a hardcopy of the paper to the instructor by the beginning of class on the date the assignment is due. This paper will be worth 25% of your final course grade.

### **Risk Assessment Paper - 15%**

Students will be asked to complete a brief risk assessment of a case provided in class. Responses should be clear, concise, and grammatically correct. Additionally, the content of the paper should be thorough, well-reasoned, and be supported by the facts of the case (what is known at this time). The assessment should be based on your professional judgment, as well as scholarly readings (books, journal articles, research reports, etc. - assigned and otherwise). Deficiencies in areas such as APA format, spelling, punctuation, sentence structure will result in lower grades. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

The final paper should be submitted through Blackboard by the beginning of class on the due date. Additionally, students are expected to submit a hardcopy of the assignment to the instructor by the beginning of class on the date the paper is due. This paper will be worth 15% of your final course grade.

### **Participation - 10%**

Students are expected to participate actively in the teaching/learning process by asking questions, participating in discussions and actively voicing their views and opinions. Methods to be used include but are not limited to: lectures, presentations, class exercises, role plays, live interview

demonstrations, and exchange of ideas. Participation will be graded on the student's verbal contributions, participation and teamwork in weekly small group activities, online discussion boards (when assigned - which will be infrequently), demonstrated ability to integrate readings into class discussions and exercises.

Finally, it should be noted that each student's participation grade will be reflective of his or her ability to follow in-class policies and be respectful of the instructor and their fellow classmates (see section Classroom Behavior).

## F. Grading Policy

- **When to Expect Grades** - In most cases, expect assignments to be graded within 2 weeks of the due date. In instances when this is not possible, I will do my best to let you know via your UTA email.
- **Incompletes** - Generally, I will not grant an "incomplete" grade. I assign "incomplete" grades only in very rare circumstances (only one assigned in the last 5 years).
- **General Information and Expectations of Written Assignments** - All written work produced for this class (e.g., papers, discussion boards, etc.) must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. Plagiarism (using someone else's words, thoughts, or ideas and claiming them as your own - i.e., using direct sentences written by others) will result in a failing grade for the course.
  - All formal papers must follow APA guidelines. At a minimum this means:
    - Inclusion of a title page (text on the title page should be in black ink, 10 or 12 font)
    - Margins set at 1 inch
    - 10 or 12 point font in Arial or Times New Roman only
    - Running head listing the assignment title and page numbers in upper right corner of the page starting with the title page
  - Additionally, please avoid the use of contractions (e.g., can't, won't, didn't, wasn't, I'm etc.) when writing formal papers.
  - Papers with many grammatical errors and misspellings will not receive a satisfactory grade ("B" or above). Papers that do not use APA style for in-text citations and references (when required) will not receive a grade above a "B."
- **Classroom Behavior (in general and as it relates to your grade)** - Throughout the semester, you will be expected to respect and encourage the opinions of your fellow classmates, even if they differ from yours. Successful class participation includes demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept feedback; being prepared to work with your colleagues. Students are expected to treat classmates' comments with respect and courtesy, *this means no "side conversations" when the teacher or another student is talking*; and to protect the confidentiality of comments offered in the classroom, to the extent possible under law and university policy. Additionally, the use of cell phones, tablets, laptops or other portable technology during class is not permitted without express permission from the instructor. Failure to adhere to these requirements will *at a minimum* result in a lower participation grade for the course.

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.

## G. Make-Up Exam or Assignment Policy:

All course work must be completed within the semester in which the course is offered. All assignments will be due on the date listed on the Course Schedule (see below) at the beginning of class. Papers submitted more than 15 minutes after the beginning of class will be considered later. **Five points will be deducted for each calendar day the paper is late, including weekends. Please note that I would much rather a student submit an assignment late (and have points taken off) than receive a paper that is not his or her best effort.**

Should a student need to submit a paper late, the student should upload the paper to Blackboard and then notify the instructor via email that the paper was submitted. Additionally, the student should submit a hard copy of the paper at the next class meeting for grading. The number of points deducted from the student’s final grade for the assignment will be based on the time-stamp created by the Blackboard system when the paper is uploaded.

**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. As the instructor of this section,

It is expected that students will attend class and participate in class discussion. Students will be required to sign in at each class. Students are expected to be in class the **entire** class time. **It is the student’s sole responsibility to remember to sign the attendance sheet each class.** Students arriving more than 10 minutes late for class or leaving class more than 10 minutes early will receive ½ of an absence. Students who miss half or more of a class meeting will not receive any attendance credit for that class period. Missed classes will be reflected in students’ overall participation grades. Please note that students who have a habit of leaving class early/arriving late and/or who frequently miss class will not receive a passing grade for participation (“C” or above).

**I. Course Schedule:**

Week/Date	Topic	Readings	Due
Week 1 - January 19	Introduction to Course Review Syllabus	None	
Week 2 - January 26	History & Overview of Child Maltreatment; Disproportionality in Child Welfare	Ch 1 - Miller-Perrin & Perrin Ch 2 - Miller-Perrin & Perrin DHHS. (2011). Research disproportionality in child welfare**	
Week 3 - February 2	Effects of Maltreatment and Trauma; Psychological Maltreatment	Crosson-Tower. (2010). Maltreatment and the developing child** Felitti, et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) study. ** DHHS. (2013). Long-term consequences of child abuse and neglect.** DHHS. (2009). Understanding the effects of maltreatment on brain development** Ch 6 - Miller-Perrin & Perrin	Quiz 1 - Online quiz on week 2 and 3 assigned readings due
Week 4 - February 9	Physical Abuse: Assessment and Treatment	Ch 3 - Miller-Perrin & Perrin American Academy of Pediatrics. (2008). Medical evaluation of physical abuse** DHHS. (2010). Signs of possible physical abuse** DHHS. (2010). Distinguishing physical abuse from non-intentional injury**	

Week 5 - February 16	Physical Abuse: Assessment and Treatment cont.	American Academy of Pediatrics. (2008). Conditions mistaken for child physical abuse** American Academy of Pediatrics. (2008). Fatal child abuse and Sudden Infant Death Syndrome** Crosson-Tower. (2010). Treatment: Physical abuse and neglect (pp. 289-307)**	Quiz 2 - Online quiz on week 4 & 5 assigned readings due
Week 6 - February 23	Child Neglect: Assessment and Treatment	Ch 5 - Miller-Perrin & Perrin Marino. (2001). Social work intervention and failure-to-thrive** Dubowitz. (2011). Neglect of children's healthcare** Crosson-Tower. (2010). Treatment: Physical abuse and neglect (pp. 308-312)** DePanfilis. (2006). Child neglect: A guide for prevention, assessment, and intervention (pp.55-71).**	
Week 7 - March 1	Sexual Abuse: Assessment and Treatment	Ch 4 - Miller-Perrin & Perrin DHHS. (2010). Indicators of child sexual abuse** DHHS. (2010). Techniques for child interviews** Crosson-Tower. (2010). Treatment: Sexual abuse**	Quiz 3 - Online quiz on week 6 & 7 assigned readings due
Week 8 - March 8	Spring Break		
Week 9 - March 15	Other Forms of Maltreatment; Contributing Factors to Child Maltreatment	Ch 7 - Miller-Perrin & Perrin Ch 9 - Miller-Perrin & Perrin (pp. 322-324) DHHS. (2009). How parental substance use disorders affect children** DHHS. (2003). Child protection in families experiencing domestic violence (pp. 7-34)**	Clinical Decision Making paper due
Week 10 - March 22	Clinical Assessment; Risk and Protective Factors	Crosson-Tower (2010). Intervention: Reporting and investigation**	Quiz 4 - Online quiz on weeks 9 & 10 assigned readings due
Week 11 - March 29	Multidisciplinary and Integrated Response to Child Maltreatment; Roles and Responsibilities; Programs to support families and children	Crosson-Tower. (2010). Intervention: Case management and roles of other professionals (pp. 254-267)** Wallace et al. (2007). Hospital-based multidisciplinary teams can prevent unnecessary child abuse reports** DHHS. (2012). Promoting social and emotional well-being, trauma, screening and assessment, evidenced-based and evidence-informed practices	
Week 12 - April 5	Trauma-Informed Care <i>Online Module - Class Does Not Meet</i>	Listen to PODCAST on trauma-informed care - link to be provided on Blackboard** National Child Traumatic Stress Network. (n.d.). Birth parents with trauma histories and the child welfare system**	Quiz 5 - Online quiz on weeks 11 & 12 assigned readings/Podcast due
Week 13 - April 12	Special Issues in Child Maltreatment: Foster Care and Adoption; Aging Out	Readings: TBA**	
Week 14 - April 19	Special Issues in Child Maltreatment: Trafficking of Children; Immigrants, Refugees, and the Child Welfare System	Kotrla. (2010) Domestic minor sex trafficking in the United States** DHHS. (2015). Child welfare and human trafficking Detlaff et al. (2013) Child maltreatment and immigration enforcement** Other Reading on Refugees: TBA**	Risk Assessment paper due

Week 15 - April 26	Child Welfare Ethics and Values	Glover et al. (2015). Ethics and the identification of child abuse and neglect.** Hamilton. (2013). Complexities of child neglect: Ethical issues in child welfare.** NASW. (2013). Standards for child welfare practice.**	Quiz 6 - Online quiz on weeks 13, 14, & 15 assigned readings/Podcasts  Bring a news article that represents a child maltreatment-related ethical dilemma to class for discussion (participation points apply)
Week 16 - May 3	Burnout, Secondary/Vicarious Trauma/Compassion Fatigue	Smullens (2012). What I wish I had known** Bloom (2003). Caring for the caregiver** Listen to PODCAST on social workers and depression - link to be provided on Blackboard**	

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 Grievance Policy:

See BSW Program Manual at: [https://www.uta.edu/ssw/\\_documents/bsw/bsw-program-manual.pdf](https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf)  
Or MSW Program Manual at: [http://www.uta.edu/ssw/\\_documents/msw/msw-program-manual.pdf](http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf)

### 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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

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 self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit <http://www.suicidepreventionlifeline.org/> for a live chat. 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 John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto: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>  
Library Tutorials ..... <http://www.uta.edu/library/help/tutorials.php>  
Connecting from Off- Campus.. <http://libguides.uta.edu/offcampus>  
Ask a Librarian..... <http://ask.uta.edu>

### **N. Emergency Exit Procedures:**

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

### **O. Drop Policy:**

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

### **P. Disability Accommodations:**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. 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.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. 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) or by calling the Office for Students with Disabilities at (817) 272-3364.

#### **Q. Title IX:**

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). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

#### **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 as they see fit in their courses, including (but not limited to) 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.

#### **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. Student Feedback Survey:**

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

MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

#### **U. Final Review Week:**

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. 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.