



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2017

Course Title: Brain and Behavior

Course Prefix/Number/Section: SOCW 5315 (formerly SOCW 6389)-002

Instructor Name: Bruce Bower, MSW, LCSW

Faculty Position: Adjunct Professor

Faculty Profile: N/A

Office Number: Adjunct Office SWCA, First Floor

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Email Address: bower@uta.edu

Office Hours: By appointment

Day and Time of Class (if applicable): Tuesdays, 7:00 PM to 9:50 PM **Location:** SWCA 217

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes. Blackboard: <https://elearn.uta.edu>

A. Description of Course Content

This course is a second-year blended option in the HBSE, Direct Practice, and CAP sequences. 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. Prerequisite: SOCW 5301 and SOCW 5317.

B. Student Learning Outcomes

EPAS core competencies and related advanced practice behaviors addressed in this course:

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

1. Advanced social workers in DPMHSA practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health and mental illness.
2. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1. Advanced social workers implement an effective decision-making strategy for deciphering ethical dilemmas.

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

1. Advanced social workers 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 DPMHSA 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 issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups.
2. 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.
3. Recovery-oriented social workers appreciate the complexities of identity and the myriad ways in which psychiatric conditions intersect with other factors of diversity. They understand historical and global differences in the definition of mental illness or psychiatric disability and the implications for practice.

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

1. Advanced social workers in DPMHSA understand the range of physical and mental health disease course and recovery issues associated with social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.
2. Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”
3. Advanced social workers in children and families recognize disparities in the distribution of resources across families.
4. Advanced social workers in children and families advocate at multiple levels for services to families that increase effective family functioning.

Recovery-oriented social workers advocate for human rights and social and economic justice for individuals with psychiatric diagnoses. They acknowledge that these individuals are “agents of change in their lives” (AHP, 2011, p. 13) as well as agents of social change in their communities. They recognize that individuals with lived experience of psychiatric conditions have often faced significant and overt oppression, stigma, and shame associated with mental health history.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

1. Advanced social workers use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.
2. Recovery-oriented social workers can differentiate among evidence-based practices, promising practices, and those with little evidence to support positive treatment outcomes for individuals with psychiatric diagnoses. Recovery-oriented social workers critically examine the evidence for newly identified “evidence-based” practices and services for clients, particularly with regard to the inclusion of clients’ voices in intervention development and evaluation

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

1. Advanced social workers in DPMHSA distinguish mental health, mental illness, and mental well-being across the life span.
2. Advanced social workers in DPMHSA compare the various etiology and treatments for substance abuse and addiction.

3. Advanced social workers in DPMHSA understand the relevant organizational world-views and culture that influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups.
4. Advanced social workers in DPMHSA understand system resources available to clients across the life course, and the unique issues facing them in gaining access to and utilizing these resources and reforming policy and delivery systems to address unmet needs.
5. Advanced social workers in DPMHSA understand increased risk and protective factors related to bio-psycho-social-spiritual domains and incorporate them in their assessment and intervention, as well as a range of physical health and recovery issues associated with social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities.
6. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.
7. Advanced social workers in children and families understand the relevant organizational world-views and culture that influence how families function. They can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.
8. They understand increased risk and protective factors related to bio-psycho-social-spiritual domains and incorporate them in their assessment and intervention with families and children.

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 DPMHSA assess social contexts.
3. Advanced social workers develop intervention plans to accomplish systemic change that is sustainable.
4. Recovery-oriented social workers respond to the changing context of services for individuals with psychiatric diagnoses and seek to shape services that are sustainable and responsive to changing contexts.

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

1. Recovery-oriented social workers are guided by the 10 components of recovery practice in their engagement, assessment, intervention, and evaluation activities. Above all, recovery-oriented practitioners hold hope for the individual's recovery. They understand the interrelated connections among different aspects of wellness and mental health. Recovery-oriented social workers know how to work effectively in an integrated health/mental health setting with peer practitioners/specialists and representatives from other professional disciplines. Coordination continues throughout the process (from engagement through evaluation and/or the client moving on from services).

Educational Policy 2.1.10(a)—Engagement

1. Advanced social workers in DPMHSA use strategies to establish a sense of safety for a collaborative therapeutic relationship.
2. They know how mental health concerns and mental illness influence the development of the helping relationship.
3. Advanced social workers in children and families effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.

Educational Policy 2.1.10(b)—Assessment

1. Advanced social workers in DPMHSA will be able to describe the structure of the DSM V and conduct an assessment using the DSM criteria and structure.
2. Advanced social workers use multidimensional bio-psycho-social-spiritual assessment tools.
3. They assess clients' readiness for change and coping strategies.

Educational Policy 2.1.10(c)—Intervention

1. Advanced social workers in DPMHSA describe causes (empirically validated and theoretical), 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. Advanced social workers in DPMHSA recognize the impact of illness phase-specific and treatment-phase-specific transitions and stressful life events throughout the individual's and family's life course; identify issues related to losses, stressors, changes, and transitions over their life cycle in designing theoretically based interventions and treatment.
2. Advanced social workers in children and families will be able to describe causes (empirically validated and theoretical), advanced assessment methods, and the most effective interventions and treatments for a variety of problems that affect children and families.
3. Advanced social workers in children and families recognize the impact of stressful life events (losses, stressors, changes, and transitions) throughout the individual's and family's life course.
4. They demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

1. Advanced social workers in DPMHSA contribute to the theoretical knowledge base in the area of mental health and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.
2. Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.

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

1. Synthesize current knowledge on the parts of the human central nervous system and know their functions, so as to be able to read and interpret relevant new scientific information (such as that in news publications and in communications from primary care practitioners and specialists), and so to inform their recovery-oriented practice behaviors and understanding of target behavior/social problems. EPAS 2.1.3, 1.6, 2.1.7, 2.1.9
2. Distinguish among sources of knowledge to synthesize and apply appropriate neuroscientific information needed to make a recovery-oriented intervention plan, design a recovery-oriented program/delivery system, or develop a recovery-oriented policy for at least two target populations. EPAS 2.1.1-2.1.7, 2.1.9
3. Critique and propose modifications to an intervention plan, delivery system, or program which does not utilize appropriate, up-to-date neuroscientific information as its foundation. EPAS 2.1.10
4. Enhance critical thinking about the interface between human biology/neuroscience and recovery-oriented social work practice at the micro and macro levels, so that they can analyze the biological aspects of a practice problem, such as models of assessment, and consider it in making practice decisions. EPAS 2.1.1-2.1.7, 2.1.9, 2.1.10
5. Demonstrate the collection, organization, and interpretation of client biopsychosocial data within an assessment at the micro or macro level. EPAS 2.1.10a-b
6. Demonstrate the synthesis and application of biopsychosocial data within a recovery-oriented intervention plan at the micro or macro level. EPAS 2.1.10 c
7. Evaluate recovery-oriented practice outcomes related to neurobiological and environmental interactions. EPAS 2.1.10 d

C. Required Textbooks and Other Course Materials

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Garret, B. *Brain & behavior: An introduction to biological psychology* (4th edition). Thousand Oaks, CA.: Sage.

D. Additional Recommended Textbooks and Other Course Materials

- Applegate, J.S. and Shapiro, J.R. (2005). *Neurobiology for clinical social work: Theory and practice*. New York: Norton.
- Carlson, N. R. (2013). *Physiology of behavior*. (11th edition). Upper Saddle River, NJ: Pearson Publishing.
- Donders, J. and Hunter, S.J. (eds.). (2010). *Principles and practice of lifespan developmental neuropsychology*. Cambridge, UK: Cambridge University Press.
- Farmer R.L. (2009). *Neuroscience and social work practice*. Thousand Oaks, CA: Sage.
- Ginsberg, L., Nackerud, L., & Larrison, C.R. (2004). *Human biology for social workers*. Boston: Pearson Education, Inc.
- Kolb, B. and Whishaw, I.O. (2016). *An introduction to brain and behavior*, (5th edition). New York: Worth Publishers.
- Lezak, M. D. (1995). *Neuropsychological assessment* (3rd ed.). New York: Oxford University Press.
- Mange, E.J. & Mange, A.P. (1999). *Basic human genetics*. Sunderland, MA.: Sinauer Associates, Inc.
- Ray, W.J. (2014). *Abnormal psychology: Neuroscience perspectives on human behavior and experience*. Thousand Oaks, CA: Sage Publications.
- Szuchman, L.T. & Thomlison, B. (2004). *Writing with style: APA style for social work*. Belmont, CA.: Brooks/Cole.

Additional recommended readings will be assigned from professional journal sources and book chapters. They will be posted to the course's BlackBoard site.

E. Descriptions of Major Assignments and Examinations

1. **Quizzes:** Your knowledge and understanding of the course material will be assessed in six quizzes, which correspond to the six domains we will cover throughout the semester. Each quiz will be available from the last day the domain is covered in class, until the following week (the dates are below), at 11:58 PM. Each quiz will contain 20 – 25 questions, and will only cover material from that domain. The quizzes will be available through Blackboard and will be graded immediately. You will have 90 minutes and two attempts each to complete the quizzes. It is a good idea to make sure you are connected with a "hard line" (network cable) rather than wireless, since if there is even the briefest of Wi-Fi connection loss, you will be kicked out of the system, and that will count as you one attempt. Each quiz will count for 10% of the final grade.

Quiz closing dates:

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|---------|--|
| Quiz 1: | Opening Sep. 19, closing Sep. 26, 2017 |
| Quiz 2: | Opening Oct. 03, closing Oct. 10, 2017 |
| Quiz 3: | Opening Oct. 17, closing Oct. 24, 2017 |
| Quiz 4: | Opening Oct. 31, closing Nov. 07, 2017 |
| Quiz 5: | Opening Nov. 14, closing Nov. 21, 2017 |
| Quiz 6: | Opening Nov. 28, closing Dec. 05, 2017 |

2. **Major paper:** This will be an opportunity to apply up-to-date knowledge of neurobiological underpinnings associated with human brain development/change related to a specific environmental factor during a specific life stage or trajectory from the topics below. Search for and critically analyze recent peer-reviewed neuroscientific research on them (the number of sources will vary by topic), and summarize what you have learned about the neurobiological underpinnings of the factor, with implications for social work practice, in **no less than 10 and no more than 15 pages (APA style) plus references due November 21st, 2017 by the end of day (i.e. 11:58 PM)**. This assignment will count for 30% of the final grade.

Select one of the following topics (*environmental factor* is italicized):

- Neurobiological underpinnings for the effects of prenatal *maternal nutrition and breastfeeding* on a selected domain of infant development (e.g., speech and language, cognitive, growth);
- Child neurobiological underpinnings of “best fit” *parental temperament and child-rearing practices* at specific brain development stages (e.g., neonatal, infancy, toddlerhood);
- Neurobiological effects on development of a *mild traumatic brain injury* experienced between the ages of 18-25 in a typically developing human;
- Implications of typical brain changes in aging for the effects of “best fit” *social support systems and environmental modifications* for the elderly;
- Neurobiological underpinnings for effects of *substance abuse* and process of addiction at a specific life stage/age;
- Implications of the neuroscience evidence on the relationship between motor and perceptual development in infants for *child-rearing environments*.

Please note that this is just a sampling of possible topics. If you have another topic you would like to write about that is directly related to this course, please see me for approval. Note: All papers submitted are to be your original work; for the purposes of this course, submitting work you have done for other classes will be considered plagiarism. No group projects are allowed. All papers are to be submitted through SafeAssign within Blackboard by midnight of the due date (actually 11:58 PM, due to a Blackboard anomaly), except as by special permission by the instructor. ***No late papers will be accepted***

The file format should appear as follows: [your *last name*]._5315_001_[assignment name or number].

Don't use the square brackets.

For example:

[your last name]_5315_001_major_paper

3. **Class participation:** While I do not deduct points for missing class, I do pass around a sign-in sheet each week to keep a record of who was in class (the University also asks me to do that). Obviously, it isn't possible to participate if you aren't here, so the sign-in sheet is used as a part of the participation grade, which will count for 10% of your final grade.

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 Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section, I expect regular attendance. This is an intense course that covers significant material in every class; missing one class will put you behind and catching up will be difficult. At the beginning of every class a sign-in sheet will be circulated; while this is not taking attendance *per se*, I do use this information as a part of your class participation grade. Obviously if you aren't in class you will not be participating.

G. Grading

The following list of course requirements and percentages will be utilized:

Quizzes (6)	60%
Major Paper	30%
Class participation	10%
Total	100%

Your letter grade will be based on a percentage to 2 (two) decimal places. **I do not round this grade either up or down.**

Course Grading Scale:

The following scale will be used for calculating an overall course grade:

Grade		Percentage	Points
A	=	100% - 90%	4.0
B	=	89% - 80%	3.0
C	=	79% - 70%	2.0
D	=	69% - 60%	1.0
F	=	59% and below	0.0

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

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.

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H. Make-Up Exams

Please note that there are no make-up assignments. No late papers will be accepted. ***No incompletes will be given for this course.***

I. Course Schedule

<u>Date</u>	<u>Topic(s)</u>	<u>Readings</u>
Aug. 29 & Sept. 05	Introductions Presuppositions and Foundations	Garrett, Ch. 1, 2
Sept. 12 & 19	Domain #1 – Human Development	Garrett, Ch. 3, 4
Sept. 26 & Oct. 03	Domain #2 – Mental Health	Garrett, Ch. 14
Oct. 10 & 17	Domain #3 – Substance Abuse	Garrett, Ch. 5
Oct. 24 & 31	Domain #4 – Cognition	Garrett, Ch. 12, 13, 15
Nov. 07 & 14	Domain #5 - Stress & Trauma	Garrett, Ch. 8
Nov. 21 & 28	Domain #6 - Violence & Aggression	Assigned readings in Blackboard
Dec. 05	Implications for Intervention	None

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 four 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

See BSW Program Manual at: <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>

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, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone

else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

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://www.uta.edu/library/help/subject-librarians.php>
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
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://www.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). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or 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.

Q. 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.

R. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

S. 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/>.

T. 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>.

U. 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/>

V. 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>.

W. 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.