A. Description of Course Content

The second of two required human behavior courses that explore, within the context of a strengths and empowerment based perspective, knowledge of the bio-psycho-social development of persons from adulthood to death.

B. Student Learning Outcomes

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

(a) Recognize and manage personal values in a way that allows professional values to guide practice.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color,
culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

(a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

(c) Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

(a) Use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

(b) Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.9—Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

(a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

**C. Required Textbooks and Other Course Materials**


**D. Additional Recommended Textbooks and Other Course Materials**


**E. Descriptions of Major Assignments and Examinations**

**Students must first complete the Online Learning Assessment (Week 1) to provide the instructor with information regarding the**
student’s strengths and areas of need for taking an online course. Students must complete this assessment even if they have taken prior online courses. This assessment is worth 1 point (1%) of the student’s final grade.

I. Exams (2) 20% of Final Grade

Addresses Core Competencies and Practice Behaviors: EPAs 2.1.2 (a), 2.1.4 (c), 2.1.6 (a), 2.1.7 (b)

Two examinations will be given during the semester. The Final Exam (included in the 2 exams given) will NOT be comprehensive. Exam material will come from Course Materials, lectures, assigned readings, and any handouts provided. No make up exams.

II. GROUP PRESENTATION – 20% of Final Grade

Addresses Core Competencies and Practice Behaviors:

EPAs 2.1.2 (a), 2.1.3 (a), 2.1.4 (a), 2.1.6 (a), 2.1.7 (b), 2.1.9 (a)

Students will be placed randomly in small groups on Blackboard (BB) in the area of the BB menu titled “Groups”. Working in small groups, students will prepare and present knowledge of a specific age group’s development within the social environment with special attention to diversity and risk and protective factors. Presentations will demonstrate knowledge of the life course perspective, as well as applicable human development theories covered in class, such as Erikson’s, Piaget’s, and Bowlby’s. Students may use Google Docs, BB Wikis, Powerpoint, or other tool for developing a presentation that will be viewed and evaluated by classmates and the instructor. Additional information on the content, style, and grading of this assignment will be posted on Blackboard. Students are expected to provide feedback to others in their group and for the presentations of other groups as they assist in evaluating & grading each group. Students may be graded on their level of participation within their group and interaction with other groups.

III. MAJOR PAPER CASE STUDY - 20% of Final Grade

Addresses Core Competencies and Practice Behaviors: EPAs 2.1.3 (a), 2.1.6 (a), 2.1.7 (a), 2.1.9 (a)

Each student will write a paper (i.e., creating a case study) describing a person while focusing on the life course perspective to reflect the understanding of the person. Students will also apply developmental theories in the description. The case study will comment on how person-in-environment, biopsychosocial, sociocultural, and life stages reflect understanding of the person with specific attention to issues of diversity. Additional information on the content, style, and grading of this assignment will be posted on Blackboard. Students must post the completed assignment in the designated Safe Assign area on Blackboard. Papers will not be accepted by email.

IV. QUIZZES--5% of Final Grade

Addresses Core Competencies and Practice Behaviors: EPAs EPAs 2.1.3 (a), 2.1.6 (a), 2.1.7 (a)

There will be 10 short quizzes administered during the semester. Each quiz is worth 100 points. The quizzes are open book, you may access your notes as well as other resources to complete the quizzes. Each quiz must be completed within that week. Due dates are noted in the course schedule provided in the syllabus. Students should download the quizzes or cut & paste into a word document for later use.

V. Activities--5% of Final Grade
Throughout the course students will be asked to complete activities for a grade. There will be approximately 5 activities. These activities will include exploring practice behaviors in a practical circumstance that may include additional discussion boards and handouts. Students are encouraged to participate fully using insight and introspection as it relates to the course materials. Students will need to use the course text, videos and other materials to complete the activities. Activities are open through the end of the semester.

VI. PARTICIPATION – 10% of Final Grade

Addresses Core Competencies and Practice Behaviors: EPAs 2.1.2 (a), 2.1.3 (a), 2.1.4 (b), 2.1.7 (b), 2.1.9 (a)

Students complete Discussion Board (5 sessions) throughout the semester to provide students the opportunity to learn with a variety of individuals in the course. There may also be extra credit discussion boards.

The purpose of this assignment is to connect the material in the class to the “real world”. Students are encouraged to discuss various topics in a peer learning atmosphere. See each weekly Session in Course Materials for Details. The Discussion Board Assignment may ask students to respond to a question/idea OR Students will occasionally be asked to provide a current events news article for discussion. **Students must have a minimum of 3 posts on the Discussion Board to receive the full 20 points.** Please see the Rubric for Discussion Board participation. Students who do not participate in Discussion Boards are at risk for receiving a failing grade in the course.

Students must participate in Discussion Boards as indicated on the syllabus and scheduled in blackboard. Discussion Boards will close at the end of each week and will not be reopened to encourage timely discussion. **The first student response to the question or discussion topic is due by 11:59pm on Friday of each week. The student must respond to the posts of at least two others by the following Monday at 11:59PM. Students should refer often to text and course materials in discussions.**

For the weeks indicated on Blackboard that require students to post an article for discussion, students should present the current news article (from newspaper, magazine, online source, etc.) and reflect in comments about how the environment affects a possible social work “client” (broadly defined). Students should present the material from the perspective of the client they are discussing in the other assignments. Articles should not repeat articles that have already been posted.

**Rubric for Discussion Board Participation**

Discussion Boards, as peer discussions, enhance learning by giving students the opportunity to explore the weekly topics in a more meaningful way. Students should provide discussion that promotes interaction and open discussion. This rubric provides a guide for students regarding Discussion Board expectations.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0 Points</th>
<th>Acceptable 5-10</th>
<th>Good 10-15</th>
<th>Excellent 16-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Student did not complete any Discussion Board posts this week.</td>
<td>Student posted initial post before Friday.</td>
<td>Student Posted Initial Post &amp; responded to one other.</td>
<td>Student posted initial post and responded to 2 others by the weekly deadline.</td>
</tr>
</tbody>
</table>
### Content Contribution
- **Posts information that is off-topic, incorrect, or irrelevant to discussion.**
- **Student provides only one or two sentences in initial post that are not in depth but more superficial in nature.**
- **Student posts interactive responses to only one other student, but they and/or are not in depth just one or two phrases.**
- **Student posts initial post and responds to 2 or more others. Posts factually correct, reflective and substantive contribution; includes at least 5-8 sentences for an in depth response to others and the initial post advances discussion. Comments relate directly to Social Work and this week’s subject.**

### References & Support
- **Includes no references or supporting experience.**
- **Uses personal experience, but no references to readings or research.**
- **Incorporates minimal references from literature and personal experience.**
- **Thoroughly uses references to literature, readings, and personal experience to support comments.**

### Clarity & Mechanics
- **Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.**
- **Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.**
- **Contributes valuable information to discussion with minor clarity or mechanics errors.**
- **Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.**

Examples of postings that demonstrate higher levels of thinking:

“Your comments suggest……about the text….Social Work is…….”

“I agree with your comments because…… The text also points out…..” “I disagree with your comments because…. As a Social Worker…..”

Students are expected to use references to the text and outside evidence based Social Work materials.

### F. Grading

**EXAMS (2) - 20% of Final Grade**

**GROUP PRESENTATION - 20% of Final Grade MAJOR PAPER CASE STUDY - 20% of Final Grade**

**QUIZZES--5% of Final Grade ACTIVITIES-5% of Final Grade**

**PARTICIPATION/DISCUSSION BOARDS - 10% of Final Grade**
Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. All papers must follow APA guidelines. 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 assignments will be due on the date listed on the Course Schedule. **Ten points will be deducted for late assignments. No assignment will be accepted after 5 days late.**

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 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.

**G. Make-Up Exams**

**Late Assignments:** Please read the following rules as they apply to late assignments.

1. Exams - no make up
2. All papers are due on the dates specified on
3. Papers are not accepted after 5 days past the due 10 points will be deducted for late assignments. Papers must be submitted by SAFE ASSIGN.
4. Please note that no incomplete grades will be given for the course, unless there are special circumstances (instructor’s discretion to decide).
5. Students must complete ALL assignments for this course to receive a passing

**H. 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.
It is the student’s responsibility, whether present or absent, to keep abreast of assignments. The online setting provides students with flexibility for completing assignments. However, there are specific due dates for each assignment posted in the schedule on this syllabus. Students are expected to adhere to the due dates and complete the weekly assignments each week. Each week begins on a Tuesday and ends on a Monday.

Students are expected to complete assignments each week by 11:59pm on Mondays. Discussion Boards are due Fridays & Mondays. Discussion Boards will close at the end of each week. Students are expected to complete those discussions during the assigned week. Students are expected to complete All of the assignments for this course to receive a passing grade. Assignments not turned in will be recorded as "0" in grade center and may jeopardize the opportunity to receive a passing grade for the semester.

I. Course Schedule

Each week begins on Tuesday and ends on Monday at 11:59pm. Regarding Discussion Boards: each student must respond to the question or post an article by 11:59pm on Friday of each week where a discussion board is due. However, students have until the following Monday, of that week, at 11:59pm to respond to a minimum of two other student’s posts. All other assignments are typically due by Monday at 11:59pm.

Weekly Checklist:

Students are responsible for the following each week. See Course Materials weekly.

- Read the Course Text. This is extremely important. Students MUST purchase the text and be prepared for weekly quizzes.
- Review available Power Points
- Watch any available Videos in Course Materials
- Complete all assignments for the week
- Participate in Discussion Boards. Complete 1st response by the Friday before the Monday due. Complete your response to others by Monday due date.
- Check MyMav email a minimum of twice a week

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.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17/17</td>
<td>Introductions, Syllabus Review, Assignments</td>
<td></td>
<td>Students MUST post their picture on the BB profile area. Students begin on BB where is says &quot;START HERE&quot;. Students should review the syllabus, look over Course Materials. Students are welcome to begin reading text and completing the course materials.</td>
</tr>
<tr>
<td>1/17-1/23</td>
<td>Life Course Perspective</td>
<td>Ch. 1</td>
<td>Quiz 1 Activity 1 on Life Course, Page 14 of course text Exhibit 1.4 My Lifeline</td>
</tr>
</tbody>
</table>
| Module 2 | 1/24-1/30 | Conception, Pregnancy, Childbirth | Ch. 2 and Handout | • Quiz 2  
• Activity 2  
• **GROUP ASSIGNMENTS**: Students are Assigned to Groups. Students may begin contacting group members this week to establish a regular means of communication. Please see the BB Menu “GROUP TOOLS”. Students will find their assigned group members where it says “GROUPS”. Students may use email, blogs, wikis, etc. to complete the Power Point Presentation. See the Instructions for the PP Presentation on BB in the menu. Students may use skype, email, text, blog, discussion boards, Power Point (or other accessible presentation tool) to work with each other outside of the regular course to prepare for posting a presentation for the class and the instructor to evaluate. It is **VERY IMPORTANT** that the group show a concerted effort to work together. This means having more communication than just assigning pieces and putting them together. The Presentation must show a sense of cohesion and purpose. |
| --- | --- | --- | --- | --- |
| Module 3 | 1/31-2/6 | Infancy and Toddlerhood | Ch. 3 and Handout | Quiz 3  
Discussion Board 1: Remember 1st response due by Friday with responses to at least two others by Monday  
Be sure to follow the Rubric provided on the Syllabus. |
| Module 4 | 2/7-2/13 | Early Childhood Piaget’s Cognitive Development | Ch. 4 and Handout | Quiz 4  
Please be sure you have completed all quizzes to this point as MyMav requires the instructor to report mid term grades.  
Students may want to go ahead and choose an "interviewee" for their major paper case study. See BB for additional instructions. Knowing the interviewee as you develop knowledge in Social Work by reviewing course materials might be beneficial to developing a thorough case study. |
| Module 5 | 2/14-2/20 | Review for Exam on your own. Exam I Online | | Exam #1 due on Blackboard by Monday 2/20/17 |
| Module 6 | 2/21-2/27 | Middle Childhood Video: Middle Childhood | Ch. 5 | Quiz 5  
Discussion Board 2: Remember first post due by Friday with all other  
discussion due by Monday 2/27/17 |
| Module 7 | 2/28-3/6 | Middle Childhood, continued Adolescence | Ch. 6 | No Quiz This week  
Activity 3 |
<table>
<thead>
<tr>
<th>Module 8</th>
<th>3/7-3/12</th>
<th>Adolescence, continued</th>
<th>Video: Inside Teenage Brains</th>
<th>Ch. 6</th>
<th>Quiz 6 Activity 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING BREAK!!!!</td>
<td>3/13-3/17</td>
<td>SPRING BREAK!!!!</td>
<td></td>
<td></td>
<td>STUDENTS ARE ENCOURAGED TO TAKE A BREAK! Students are welcome to continue through the modules. Keep in mind the weekly schedule impacts Discussion Boards so remember to respond to others during the appropriate week.</td>
</tr>
<tr>
<td>Module 9</td>
<td>3/21-3/27</td>
<td>Adolescence, cont. Young Adult</td>
<td></td>
<td>Ch. 7</td>
<td>If you have not contacted your group members or started the Group Presentation, it's time to get started officially as the presentation is due 3 weeks from now in Week 12. YOUR PRIMARY ASSIGNMENT FOR THIS WEEK IS TO WORK ON THE GROUP PRESENTATION. THOSE WHO ARE ABLE TO ADD VOICE TO THE PRESENTATION WILL RECEIVE 10 POINTS ADDED TO THE PRESENTATION GRADE.</td>
</tr>
<tr>
<td>Module 10</td>
<td>3/28-4/3</td>
<td>Young Adult, continued</td>
<td></td>
<td>Ch. 7</td>
<td>Work on your Group Presentation Quiz 7 Discussion Board 3: First post due Friday with responses to others due Monday 4/3/17</td>
</tr>
<tr>
<td>Module 11</td>
<td>4/4-4/10</td>
<td>Middle Adulthood</td>
<td></td>
<td>Ch. 8</td>
<td>Work on your Group Presentation Quiz 8 Activity 5</td>
</tr>
<tr>
<td>Module 12</td>
<td>4/11-4/17</td>
<td>Group Presentations</td>
<td></td>
<td></td>
<td>Group Presentations due in the designated area on BB by 4/17/17 11:59pm. REMEMBER ALL GROUP MEMBERS MUST POST A GROUP EVALUATION RESPONSE. SEE THE BB MENU FOR ADDITIONAL INSTRUCTIONS. Students have until 4/24/17 to complete the group evaluations.</td>
</tr>
<tr>
<td>Module 13</td>
<td>4/18-4/24</td>
<td>Late Adulthood</td>
<td></td>
<td>Ch. 9</td>
<td>4/24 Feedback to Group members regarding the Group Presentation is due. Quiz 9</td>
</tr>
<tr>
<td>Module 14</td>
<td>4/25-5/1</td>
<td>Very Late Adulthood</td>
<td></td>
<td>Ch. 10</td>
<td>Major Paper Case Study Due 5/1/17 Discussion Board 4 Quiz 10</td>
</tr>
<tr>
<td>Module 15</td>
<td>5/2-5/8</td>
<td>Exam II Review Last Day of Class Student Feedback Survey</td>
<td>Complete Student Feedback Survey and study for final exam. Discussion Board 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
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<td>------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 16</td>
<td>Exam II - Final</td>
<td></td>
<td>Exam #2 Online The Final will become available on 4/24/17 &amp; is Due on Blackboard by 5/9/17 at 11:59pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

**K. Grade Grievances**


**L. Student Support Services**

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

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, 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 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:
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
Connecting from Off-Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian............................ http://ask.uta.edu

N. Drop Policy

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

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** www.uta.edu/disability 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.

P. Non-Discrimination Policy

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

Q. Title IX Policy

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

R. Academic Integrity

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

_I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence._

_I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code._

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

S. Electronic Communication

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

T. Campus Carry

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

U. Student Feedback Survey

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

V. Final Review Week

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