



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

**Semester/Year:** Fall 2017

**Course Title:** Life Span Development

**Course Prefix/Number/Section:** SOCW 3302-002

**Instructor Name:** LaShaunn Bold, LMSW

**Faculty Position:** Assistant Professor in Practice

**Faculty Profile:** [//mentis.uta.edu/public/#profile/profile/edit/id/4](https://mentis.uta.edu/public/#profile/profile/edit/id/4)

**Office Number:** N/A

**Phone Number:** UTA SSW (817) 272-3181

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

**Office Hours:** By Appointment

**Day and Time of Class (if applicable):** Tu/Th 11am-12:20pm

**Location:** SWCA115

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**

One 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 birth 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**

Hutchison, E.D. (2015). *Dimensions of human behavior: The changing life course* (5th ed.). Thousand Oaks, CA: Sage Publications. ISBN:9781483303901

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

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

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

**MAJOR ASSIGNMENTS:**

**Major Assignment I: Service Learning Experience:** The Service Learning Project provides a hands on experience for students in the area of social work. Students are required to complete the project outside of regular classroom hours, although some group communication time will be available during the regular class period. Students are **required to spend a minimum of 10 hours** in service at the designated community

partner agency. Students will also submit a time log signed by the community partner. The project may take approximately 2-3 hours per week in addition to regular classroom responsibilities.

Students in groups of no more than 3 will design and complete a Service Learning Project. Students will develop the service learning project from a list of needs provided by a local Human Service Organization (community partner). The completed plan for the project is due in Module 3.

Students are expected to actively participate in reflective activities and complete journal entries. Students will be asked to develop and deliver a formal class presentation regarding the Service Learning Experience using course materials. The presentation will demonstrate the student's ability to incorporate social work perspectives and knowledge of human behavior in the practical setting.

Students will be asked to complete the background check process required by the partner agency. Students who are not able to pass the background check will not be able to complete this project in groups and will be asked to meet with the professor to explore options for completing the project.

### **Major Assignment II: PLAN for Service Learning Project:** (Due in Module 3)

Students must submit a plan for the project. Each group submits one plan including the names of all group members. The Plan may be written in narrative form between 3-5 pages. APA is not required for the plan, unless something is cited.

*The plan must include:*

- What area of the human service organization will the service occur? Location and area of need indicated by the agency.
- A detailed description of what you will be doing
- Supplies intended to be used for the project (if needed) & how the students plan to obtain those supplies
- A timeline for completion
- A list of responsibilities of each student
- How many hours per week does the group plan to spend at the human service organization? Is there a specific day of the week or date for the project?
- What age group will the project impact?
- What do you hope to accomplish? What are the goals of the project?
- How will the students know if the goal was met? Is there a measurable outcome?

### **Major Assignment III: Service Learning Project Presentation**

Students will use the client population with which they had the most exposure during the Service Learning Experience. Students will describe the project, the population served and the outcome. Students will refer to lectures, course materials, & reflective journals to create a 10-15-minute Power Point presentation of approximately 15-20 slides. Students will describe their service learning experience within the context of the course materials. 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 should Discuss special aspects of this population's cognitive, emotional, physical, and social environment.

The following areas should be included in the presentation:

1. Identify main risk factors of the population.
2. Identify protective factors that might assist the population to become fully functioning.
3. Discuss how social workers can be affective in working with and/or advocating for this client population.
4. What did the students learn about human behavior from this experience? Provide pictures if available.  
Personal stories are helpful too. (Please be sure no client faces are visible in the pictures)
5. Turn in a handout to Professor Bold detailing the presentation (PowerPoint slide notes pages)— If you cite

any information, including the textbook, citations in PowerPoint and/or handout must use APA style. Be sure to include each person's name on the slides they present.

### **Additional Assignments:**

**Quizzes-** There are 10 quizzes during the semester. Quizzes are developed from the course text. Quizzes are completed on Blackboard and are due each week as indicated on the Syllabus. Quizzes remain open throughout the semester, as students have 2 opportunities to complete the quiz.

**Journals-**Students are expected to respond 5 journal topics in writing. Journals should reflect insightful consideration regarding the Service Learning Experience. Journal entries must be in APA format and are a minimum of 2 double spaced pages. Guidelines will be provided and journals should be posted in the designated area on BB.

**Time Log-** 10 hours of service at the organization is required. Students must turn in the Time Log signed by the Human Service Organization representative.

**In Class Group Discussion/ Service Learning Reflection-**Students are expected to actively participate in 3 specific in class group discussions as indicated on the course syllabus. Attendance at these class discussions is required. Students who do not participate in class discussions may be at risk for a grade reduction for the Service Learning component.

**Peer Feedback Form-**A peer feedback form is required from each student before a final grade will be issued.

### **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,

Regular attendance and participation is required. Students who miss more than 3 classes will receive a grade deduction from the final average. 5 points will be deducted for each day a student is absent over the allowed 3 class periods. Consistent participation is expected for the Service Learning hours as well. If the student is late to the agency or absent, Students are expected to make contact with the agency primary contact (to be indicated during the first class period). Students must also email the course instructor re: the reason for the absense. The student may be asked to provide additional documentation regarding the absense.

### **G. Grading**

Grades will be determined by performance in the following areas:

Plan for Service Learning Project	10% of Final Average
Service Learning Presentation	25% of Final Average
Quizzes-10 worth 100 points each	15% of Final Average

Journals-5 worth 100 points each	10% of Final Average
Group Discussions: 3 at 100 points each	10% of Final Average
Time Log from Service Learning Community Partner	20% of Final Average
Peer Feedback Form Completed	10% of Final Average
Total Possible Course Average	100%

90 and Above =A

80 - 89.9 = B

70 -79.9 = C

60 - 69.9 = D

Below 60 =F

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. **2 points per late day will be deducted for late assignments. No assignment will be accepted after 7 days late.**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

## H. Make-Up Exams

Assignments cannot be "made up". Students who present an emergent need, may email the professor regarding the expected completion of all assignments. ALL assignments for this course must be completed in order to receive a passing grade for the course.

## I. Course Schedule

MODULE/DATE	LECTURE TOPIC & CLASS ACTIVITIES	READING	ASSIGNMENT DUE DATES
FIRST DAY OF CLASS Thursday August 24th	Introductions, Syllabus Review, Assignments		Please bring your syllabus to class, either hard copy or on electronic device.  Reminder: Background check forms due by 8/31.
Module 1 8/29 8/31	The Life Course Perspective  Introduction to Service Learning <a href="https://www.uta.edu/ccsl/">https://www.uta.edu/ccsl/</a>	Chapter 1	Quiz 1 (All weekly course quizzes will be completed via BB)  Life Course Activity: My Lifeline

Module 2 9/5 9/7	Conception, Pregnancy, Childbirth  Erikson's Theory  Service Learning Guest Speaker: Agency Introduction & Project Discussion	Chapter 2	Quiz 2  Students form Groups of 3. These groups will be project groups for the remainder of the semester. Groups select a Service Learning project.
Module 3 9/12 9/14	Infancy and Toddlerhood Attachment Theory <i>Attachment Video 24 min</i> <a href="https://www.youtube.com/watch?v=zcnIo0NZrcw">https://www.youtube.com/watch?v=zcnIo0NZrcw</a> <i>The Importance of Play</i> <a href="https://www.youtube.com/watch?v=h_-1O_rBLPU">https://www.youtube.com/watch?v=h_-1O_rBLPU</a>	Chapter 3 <i>Additional Reading</i> <a href="http://www.imhpromotion.ca/portals/0/IMHP%20PDFs/Domestic%20Violence%20Brief.pdf">http://www.imhpromotion.ca/portals/0/IMHP%20PDFs/Domestic%20Violence%20Brief.pdf</a>	Quiz 3 Service Learning Project Plan Due that includes a timeline for completion. Be prepared to discuss the plan in class.
Module 4 9/19 9/21	Early Childhood Piaget's Cognitive Development <i>Violence &amp; Children Video:</i>  <a href="https://www.youtube.com/watch?v=brVOYtNMmKk">https://www.youtube.com/watch?v=brVOYtNMmKk</a>  <i>Children and Lying</i> <i>Kohlberg's Moral Development</i> <a href="https://www.youtube.com/watch?v=g0ayolpR1xk">https://www.youtube.com/watch?v=g0ayolpR1xk</a>	Chapter 4 <i>Additional Reading</i> <a href="https://www.firststar.org/wp-content/uploads/2015/02/LYNN_-_Judges_Journal_2014_Domestic_Violence_-_Impact_on_Children_-_Neuroscience.pdf">https://www.firststar.org/wp-content/uploads/2015/02/LYNN_-_Judges_Journal_2014_Domestic_Violence_-_Impact_on_Children_-_Neuroscience.pdf</a>	Quiz 4 Journal 1 (due on BB)
Module 5 9/26 9/28 Module 5 Cont'd.	Middle Childhood <i>Childhood Trauma Video:</i> <a href="https://www.youtube.com/watch?v=dsCNUB_KBUw">https://www.youtube.com/watch?v=dsCNUB_KBUw</a> <i>Self Concept Video:</i> <a href="https://www.youtube.com/watch?v=naRK-OKOXV8">https://www.youtube.com/watch?v=naRK-OKOXV8</a> <i>SafeHaven Domestic Violence Video</i> <a href="https://www.youtube.com/watch?v=jkkMBW_Xczk">https://www.youtube.com/watch?v=jkkMBW_Xczk</a>	Chapter 5	Quiz 5 SafeHaven Video &  In Class Group Reflection #1, attendance required to receive credit
Module 6 10/3 10/5  No In person Class 10/5	Middle Childhood, continued <i>Safety and Kids:</i> <i>Netsmartz</i> <a href="http://www.nsteens.org/Videos/YouCantTakeItBack">http://www.nsteens.org/Videos/YouCantTakeItBack</a> <i>Culture and Friendships Video:</i> <a href="https://www.youtube.com/watch?v=IUeEhmpu000">https://www.youtube.com/watch?v=IUeEhmpu000</a>	No In Person Class. Students continue reading, watch videos, and provide a response in Discussion on BB. See BB for details.  Chapter 5	No Quiz This Week  Journal 2

Module 7 10/10 10/12	Adolescence <i>Adolescence Video KERA</i> 53 Min <a href="http://video.kera.org/video/2365181302/">http://video.kera.org/video/2365181302/</a>	Chapter 6	Quiz 6  In Class Group Reflection #2, attendance required to receive credit
Module 8 10/24 10/26	Adolescence 40 Developmental Assets Activity: Review the Search Institute's handout on 40 Developmental Assets for Middle Childhood <a href="http://www.greatkidsallencounty.org/resources/the-40-developmental-assets/">http://www.greatkidsallencounty.org/resources/the-40-developmental-assets/</a>	Begin Chapter 7 on Young Adulthood	No Quiz this week  Journal 3  In class time to work on group presentations.
Module 9 10/31 11/2	Young Adulthood  <i>Video Launching Children in to Adulthood:</i> <a href="https://www.youtube.com/watch?v=-p2qfgIz9-4">https://www.youtube.com/watch?v=-p2qfgIz9-4</a>  <i>Video Jeffrey Jensen: Emerging Adulthood</i> <a href="https://www.youtube.com/watch?v=Y_f8DmU-gQQ">https://www.youtube.com/watch?v=Y_f8DmU-gQQ</a>	Chapter 7	Quiz 7  Class Discussion Question: Have you launched?
Module 10 11/7 11/9	Middle Adulthood Healthy Relationships: PP <u><a href="#">Love Shouldn't Hurt</a></u>	Chapter 8	Quiz 8 Journal 4 Work on Group Presentations
Module 11 11/14 11/16	Late Adulthood <i>Video Mysteries of Alzheimers</i> <a href="https://www.youtube.com/watch?v=9sLTgIkfduw">https://www.youtube.com/watch?v=9sLTgIkfduw</a>  The Power of Music: <a href="https://www.youtube.com/watch?v=Fw7Y78aqf_I">https://www.youtube.com/watch?v=Fw7Y78aqf_I</a>  Group Presentations Thursday	Chapter 9	Quiz 9  Class Activity: What's your Late Stage Plan?  (NOTE: Group presentations should be posted on BB prior to the presentation day.)
Module 12 11/21 11/23	Very Late Adulthood  Group Presentations Tuesday  <b>THANKSGIVING HOLIDAY 11/23-11/24</b>	Chapter 10	Quiz 10  (NOTE: Group presentations should be posted on BB prior to the presentation day.)

Module 13 11/28 11/30	Group Presentations (TU & TH)		Journal 5:  In Class Group Reflection #3, attendance required to receive credit  (NOTE: Group presentations should be posted on BB prior to the presentation day.)
Module 14 12/5	Last day of Class 12/5		Peer feedback form is due. Students may print from BB and bring to class, or scan and upload to BB in designated area. Groups receive Feedback from the Human Service Organization  Attendance on the Last Day of Class is MANDATORY

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

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, 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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2<sup>nd</sup> 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](mailto: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](mailto: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://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). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

## **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](http://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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto: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.