

**Topics in Crime and Criminology:
Biosocial and Life-Course Theoretical Developments**

The University of Texas at Arlington

CRCJ 5393-001

Spring 2018

Wednesday 7:00pm-9:50pm

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Office Hours: Wednesday 6:00-7:00pm and by appointment.

It is easiest to reach me via email. I do not always check my office voicemail, but I do check email daily.

Course Description

Until recently, criminology and criminal justice has been dominated by sociologically oriented theories of crime causation. This focus has underscored the importance of environmental factors while overlooking the importance of biological and genetic factors. This conclusion, however, stands in contrast to a large body of research that identifies biological and genetic factors to be important in the etiology of criminal behavior.

This course has two key goals: (1) introduce the student to biosocial criminology—an emerging paradigm in the criminological discipline and (2) introduce students to the developmental/life-course aspects of criminological theories. Biosocial criminology encompasses several subfields that seek to unpack the association between genes, biology, the brain, the environment, and different types of antisocial behaviors. Developmental/life-course criminology focuses on explaining individual differences in criminal behavior by exploring the developmental processes—along with environmental inputs—that affect behavior.

The course will unfold in three interrelated sections. The first part of the course will present an overview of some of the more popular criminological theories. During this portion of the class, we will discuss some of the reasons mainstream theorists have overlooked biosocial criminology and human development. We will cover early childhood development and why criminologists focus almost entirely on the adolescent developmental period. The second portion of the course will introduce students to concepts and research with a biosocial and developmental/life-course focus. The third section of the course will consider the myriad ways biosocial and developmental/life-course research can, and does, inform policies and programs with a specific focus on correctional theory.

Required Books

- 1) Beaver, K. M. (2014). *Biosocial criminology: A primer* (3rd edition). Kendall Hunt.
- 2) DeLisi, M., & Beaver, K. M. (2014). *Criminological theory: A life-course approach* (2nd ed.). Burlington, MA: Jones & Bartlett Learning.
- 3) Strunk, W., & White, E. B. (1999). *The elements of style*. Pearson.
- 4) Additional readings listed below and/or on Blackboard

Recommended Readings

- 1) Beaver, K. M., Barnes, J. C., & Boutwell, B. (2015). *The nurture versus biosocial debate in criminology: On the origins of criminal behavior and criminality*. Thousand Oaks, CA: Sage Publications.
- 2) Benson, M. L. (2013). *Crime and the Life Course: An Introduction*. New York: Routledge.
- 3) Hirschi, T. (2002). *Causes of delinquency* (originally published in 1969 by University of California Press). New Brunswick, NJ: Transaction Publishers.
- 4) Laub, J. H., & Sampson, R. J. (2003). *Shared beginnings, divergent lives: Delinquent boys to age 70*. Cambridge, MA: Harvard University Press

Course Requirements

Your grade will be determined based on your performance on weekly participation (i.e., you must be present), a midterm, and a final exam. Grades will not be curved and there are no opportunities for extra credit.

Grading

Your final grade will be determined using the following rubric and grading scale:

| <u>Percent of Total</u> | <u>Item</u> |
|-------------------------|------------------------|
| 20 | In-class Participation |
| 35 | Midterm |
| 45 | Final Exam |

Grading Scale

| | |
|---|---------------|
| A | 90% and above |
| B | 80% - 89% |
| C | 70% - 79% |
| D | 60% - 69% |
| F | 59% and below |

Class Attendance/Participation

Class attendance is *required*. All students are expected to participate with appropriate comments in the discussion of the readings. If you miss a class, you must provide advance notice or, if that is not possible, then with notice after the missed session. I take attendance very seriously and if you do not attend you will not be able to complete either assignment. Please note that computers can be used to take notes unless they are disruptive to course discussions. In-class surfing of the net or texting are not acceptable and will be referred for disciplinary action by the Graduate Director.

Midterm

Your midterm exam will consist of a written paper that will be submitted through Blackboard (see sample questions below). We will discuss this in detail in class, however, the format will be the same be similar for both the midterm and the final—in that both will be focused around developmental/life-course (DLC) and biosocial theoretical (and/or methodological) issues and advances.

Final Exam

Your final exam will be due on May 10th at 11:59pm and will be submitted through Blackboard. We will discuss this assignment in detail in-class throughout the semester, however, it will be an essay format. These will be strictly graded on content, grammar, and punctuation. I take formatting and grammar very seriously and—at a *minimum*—I expect your exam to be of graduate collegiate level and that you fully answer the question posed. Some example questions may include:

1) Imagine the US Attorney General has recently convened a panel of experts on the development of serious criminal behavior. As luck would have it, you have been placed on that panel. As a member of this group, your job is to review critical issues related to the development of serious criminal behavior.

- a. What do we know about the relationship between childhood conduct disorders and various outcomes in adolescence and adulthood?
- b. Relatedly, what do we know about the interactional styles and traits of children with serious conduct disorders? How do these styles and traits create and/or maintain time-stable behavioral differences?
- c. Finally, what are the major predictors of childhood behavioral problems? Make sure to draw on the empirical studies in this area and to include a variety of known risk factors.

2) Nature and nurture are often pitted against each other as paradigms that offer opposing views on the development of antisocial behavior. Recently, however, numerous studies have shown that nature and nurture are highly intertwined in the development of serious aggression.

- a. First, describe briefly the debate between nature and nurture as it applies to the study

of criminal behavior. In particular, demonstrate how this debate informs theorizing into the effects parents have, or do not have, on their children (Think of Harris, Pinker, Gottfredson and Hirschi).

- b. Second, examine the literatures that highlight the close connections between environmental factors and genetic/biological factors. Feel free to take a broad-based approach that demonstrates these linkages.
- c. Finally, how can a biosocial perspective advance the study of criminal offending?

Course Schedule and Assigned Readings

Module 1: Introduction to Developmental, Life-Course, and Biosocial Theory and Research

Dates: 1/17 – 1/24

Readings:

1/17

1. Beaver, K. M. (2014). *Biosocial criminology: A primer* (3rd edition). Kendall Hunt Publishing. Introduction, Preface, and Chapter 1.
2. DeLisi, M., & Beaver, K. M. (2014). *Criminological theory: A life-course approach* (2nd ed.). Burlington, MA: Jones & Bartlett Learning. Preface and Chapter 1.
3. Boutwell, B., & Barnes, J.C. (2016). *Is crime genetic? Scientists don't know because they're afraid to ask*. The Boston Globe, 03/06/2016.

1/24

4. Burt, C. H., & Simons, R. L. (2014). Pulling back the curtain on heritability studies: Biosocial criminology in the postgenomic era. *Criminology*, 52, 223-262.
5. Barnes, J. C., Wright, J. P., Boutwell, B. B., Schwartz, J. A., Connolly, E. J., Nedelec, J. L., & Beaver, K. M. (2014). Demonstrating the validity of twin research in criminology. *Criminology*, 52, 588-626.
6. Burt, C. H., & Simons, R. L. (2015). Heritability studies in the postgenomic era: The fatal flaw is conceptual. *Criminology*, 53, 103-112.
7. Wright, J. P., Barnes, J. C., Boutwell, B. B., Schwartz, J. A., Connolly, E. J., Nedelec, J. L., & Beaver, K. M. (2015). Mathematical proof is not minutiae and irreducible complexity is not a theory: a final response to Burt and Simons and a call to criminologists. *Criminology*, 53, 113-120.
8. Moffitt, T. E., & Beckley, A. (2015). Abandon twin research? Embrace epigenetic research? Premature advice for criminologists. *Criminology*, 53, 121-126.

Module 2: Behavioral and Molecular Genetics

Dates: 1/31

Readings:

1. Beaver, K. M. (2009). *Biosocial Criminology: A Primer* (3rd edition). Chapter 2.
2. DeLisi, M., & Beaver, K. M. (2014). *Criminological theory: A life-course approach* (2nd ed.). Burlington, MA: Jones & Bartlett Learning. Chapter 5.
3. Miles, D. R., & Carey, G. (1997). Genetic and environmental architecture of human aggression. *Journal of Personality and Social Psychology*, 72, 207-217.
4. Beaver, K. M., DeLisi, M., Vaughn, M. G., & Barnes, J. C. (2010). Monoamine oxidase A genotype is associated with gang membership and weapon use. *Comprehensive Psychiatry* 51:130-134.
5. Shih, J. C., Chen, K., & Ridd, M. J. (1999). Monoamine oxidase: From genes to behavior. *Annual Review of Neuroscience* 22:197-217.

Module 3: Biosocial Methodology (continued on next page)

Dates: 2/7

Readings:

1. Beaver, K. M. (2009). *Biosocial Criminology: A Primer* (3rd edition). Chapter 7.
2. Review your Module 1 readings and the debate on twin methodology.

3. Mednick, S. A., Gabrielli, W. F., & Hutchings, B. (1984). Genetic influences in criminal convictions: Evidence from an adoption cohort. *Science* 224:891-894.
4. Moffitt, T. E., Caspi, A., & Rutter, M. (2006). Measured gene-environment interactions in psychopathology: Concepts, research strategies, and implications for research, intervention, and public understanding of genetics. *Perspectives on Psychological Science* 1:5-27.

Module 4: Life-Course Developmental Methodology

Dates: 2/14

Readings:

1. DeLisi, M., & Beaver, K. M. (2014). *Criminological theory: A life-course approach (2nd ed.)*. Burlington, MA: Jones & Bartlett Learning. Chapters 12 and 14.
1. Gottfredson, M., & Hirschi, T. (1987). The methodological adequacy of longitudinal research on crime. *Criminology* 25: 581-614.
2. Rutter, M. (1988). Longitudinal data in the study of causal processes: Some uses and some pitfalls. In M. Rutter (ed.), *Studies of psychosocial risk: The power of longitudinal data*. New York: Cambridge University Press.
3. Elder G, & Caspi A. (1990). Studying lives in a changing society: sociological and personological explorations. In R. Rabin, S. Zucker, & R. Emmons (eds.), *Studying Persons and Lives*. New York: Springer.
4. Laub, J.H., & Sampson, R.J. (1998) Integrating qualitative and quantitative data. In J.Z. Giele & G.H. Elder (Eds.), *Methods of Life Course Research*. Thousand Oaks, CA: Sage Publications.
5. Barnes et al. (2017). Estimating relative stability in developmental research: A critique of modern approaches and a novel solution. *Journal of Quantitative Criminology*, 33, 319-346.

Module 5: Pre/Peri/Post-Natal Development (continued on next page)

Dates: 2/21 – 2/28

Readings:

2/21

1. Beaver, K. M. (2014). *Biosocial criminology: A primer (3rd edition)*. Kendall Hunt Publishing. Chapter 5.
2. DeLisi, M., & Beaver, K. M. (2014). *Criminological theory: A life-course approach (2nd ed.)*. Burlington, MA: Jones & Bartlett Learning. Chapters: 2, 3, and 4.
3. Barnes, J.C., & TenEyck, M. (2018). Prenatal and perinatal risk factors for delinquency. In Christopher J. Schreck (Ed.), *Encyclopedia of Juvenile Delinquency and Justice*. Hoboken, NJ: Wiley-Blackwell.

2/28

4. Meldrum, Ryan C., & J.C. Barnes. (2017). Prenatal exposure to secondhand smoke and the development of self-control. *Journal of Developmental and Life-Course Criminology*, 3, 243-265.
5. Barnes, J.C., Brian B. Boutwell, J. Mitchell Miller, Rashaan A. DeShay, Kevin M. Beaver, & Norman White. (2016). Exposure to pre- and perinatal risk factors partially explains mean differences in self- regulation between races. *PLoS ONE* 11(2): e0141954.

6. Wright, John Paul, Kim Dietrich, M. Douglas Tis, Richard W. Hornung, Stephanie D. Wessel, Bruce P. Lanphear, Mona Ho, & Mary N. Rae. (2008). Association of prenatal and childhood lead concentrations with criminal arrests in early adulthood. *PLoS Medicine*, 5, 732-740.

Module 6: Early Childhood Development

Dates: 3/7

Readings:

1. Beaver, K. M. (2014). *Biosocial criminology: A primer* (3rd edition). Kendall Hunt Publishing. Chapter 4.
2. DeLisi, M., & Beaver, K. M. (2014). *Criminological theory: A life-course approach* (2nd ed.). Burlington, MA: Jones & Bartlett Learning. Chapter 7.
3. Cullen, F.T. (2011). Beyond adolescent-limited criminology: Choosing our future—The American Society of Criminology 2010 Sutherland Address. *Criminology*, 49, 287-330.
4. Tremblay et al. (1999). The search for the age of ‘onset’ of physical aggression: Rousseau and Bandura revisited. *Criminal Behavior and Mental Health*, 9, 8-23.
5. Nagin, D., & Tremblay, R. E. (1999). Trajectories of boys’ physical aggression, opposition, and hyperactivity on the path to physically violent and nonviolent juvenile delinquency. *Child Development*, 70, 1181-1196.
6. Tremblay et al. (2004). Physical aggression during early childhood: Trajectories and Predictors. *Pediatrics*, 144, e43-e50.
7. Jaffee, S. R., Moffitt, T. E., Caspi, A., Fombonne, E., Poulton, R., & Martin, J. (2002). Differences in early childhood risk factors for juvenile-onset and adult-onset depression. *Archives of General Psychiatry*, 99, 215-222.

*****MIDTERM DUE: 3/21*****

Module 7: Major Themes of Biosocial Research—Correlations

Dates: 3/21

Readings:

1. Beaver, K. M. (2014). *Biosocial criminology: A primer* (3rd edition). Kendall Hunt Publishing. Chapter 3.
2. Scarr, S., & McCartney, K. (1983). How people make their own environments: A theory of genotype → Environment effects. *Child Development*, 54, 424-435.
3. Harris, J. R. (1995). Where is the child’s environment? A group socialization theory of development. *Psychological Review*, 102, 458-89.
4. Beaver, K. M., Barnes, J. C., May, J. S., & Schwartz, J. A. (2011). Psychopathic personality traits, genetic risk, and gene-environment correlations. *Criminal Justice and Behavior* 38:896-913.
5. TenEyck, M., & Barnes, J. C. (2015). Examining the impact of peer group selection on self-reported delinquency: A consideration of active gene environment correlation. *Criminal Justice and Behavior*, 42, 741-762.
6. Wright, B. R. E., Caspi, A., Moffitt, T. E., & Silva, P. A. (1999). Low self-control, social bonds, and crime: Social causation, social selection, or both? *Criminology*, 37, 479-514.

Module 8: Major Themes of Biosocial Research—Interactions

Dates: 3/28

Readings:

1. Beaver, K. M. (2014). *Biosocial criminology: A primer* (3rd edition). Kendall Hunt Publishing. Chapter 3.
2. Jaffee, S. R., Caspi, A., Moffitt, T. E., Dodge, K. A., Rutter, M., Taylor, A., & Tully, L. A. (2005). Nature X nurture: Genetic vulnerabilities interact with physical maltreatment to promote conduct problems. *Development and Psychopathology* 17:67-84.
3. Tibbetts, S. G., & Piquero, A. R. (1999). The influence of gender, low birth weight, and disadvantaged environment in predicting early onset of offending: A test of Moffitt's interactional hypothesis. *Criminology* 37:843-77.
4. Raine, A., Brennan, P., & Mednick, S. A. (1994). Birth complications combined with early maternal rejection at age 1 year predispose to violent crime at age 18 years. *Archives of General Psychiatry* 51:984-88.
5. Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W., Taylor, A., & Poulton, R. (2002). Role of Genotype in the Cycle of Violence in Maltreated Children. *Science* 297:851-854.

Module 9: Stability and Change—Population Heterogeneity and State Dependence

Dates: 4/4 – 4/11

Readings:

1. DeLisi, M., & Beaver, K. M. (2014). *Criminological theory: A life-course approach* (2nd ed.). Burlington, MA: Jones & Bartlett Learning. Chapter 17.
2. Nagin, D. S., & Paternoster, R. (2000). Population heterogeneity and state dependence: State of the evidence and directions for future research. *Journal of Quantitative Criminology*, 16, 117-144.
3. Arneklev, B. J., Cochran, J. K., & Gainey, R. R. (1998). Testing Gottfredson and Hirschi's "low self-control" stability hypothesis: An exploratory study. *American Journal of Criminal Justice*, 23, 107-127.
4. Loeber, R. (1982). The stability of antisocial and delinquent behavior: A review. *Child Development*, 53, 1431-1446.
5. Nagin, D. S., & Farrington, D. P. (1992). The stability of criminal potential from childhood to adulthood. *Criminology*, 30, 235-260.

Module 10: Developmental Theory and Stability—LCP Offenders

Dates: 4/18

Readings:

1. DeLisi, M., & Beaver, K. M. (2014). *Criminological theory: A life-course approach* (2nd ed.). Burlington, MA: Jones & Bartlett Learning. Chapter 21.
2. Blumstein, A., & Cohen, J. (1987). Characterizing criminal careers. *Science*, 237, 985-991.
3. Moffitt, T. E. (1993). Adolescent-limited and life-course persistent antisocial behavior: A developmental taxonomy. *Psychology Review*, 100, 674-701.
4. Pratt, T. C. (2016). A self-control/life-course theory of criminal behavior. *European Journal of Criminology*, 13, 129-146.

Module 11: Life-Course Theory and Change—Adulthood and Desistance

Dates: 4/25

Readings:

1. DeLisi, M., & Beaver, K. M. (2014). *Criminological theory: A life-course approach* (2nd ed.). Burlington, MA: Jones & Bartlett Learning. Chapter 11.
2. Sampson, R. J., & Laub, J. H. (1990). Crime and deviance over the life course: The salience of adult social bonds. *American Sociological Review* 55:609-27.
3. Laub, J. H., & Sampson, R. J. (1993). Turning points in the life-course: Why change matters to the study of crime. *Criminology*, 31, 301-325.
4. Sampson, R. J., & Laub, J. H. (1997). A life-course theory of cumulative disadvantage and the stability of delinquency. In T. P. Thornberry (Ed.), *Developmental theories of crime and delinquency: Advances in criminological theory* (Vol. 7, pp. 133–161). New Brunswick, NJ: Transaction.

Module 12: Biosocial and DLC Policies and Programs

Dates: 5/2

Readings:

1. Beaver, K. M. (2014). *Biosocial criminology: A primer* (3rd edition). Kendall Hunt Publishing. Chapter 6 and 8.
2. DeLisi, M., & Beaver, K. M. (2014). *Criminological theory: A life-course approach* (2nd ed.). Burlington, MA: Jones & Bartlett Learning. Chapters 6, 9, and 16.
3. Olds, D. L., Henderson, C. R., Eckenrode, J., Kitzman, H., Luckey, D., Pettitt, L., Sidora, L., Morris, P., & Powers, J. (1998). Long-term effects of nurse home visitation on children's criminal and antisocial behavior. *JAMA*, 280, 1238-1244.
4. Raine, A. (2008). From genes to brain to antisocial behavior. *Current Directions in Psychological Science*, 17, 323-28.
5. Vaske, J., Galyean, K., & Cullen, F. T. (2011). Toward a biosocial theory of offender rehabilitation: Why does cognitive-behavioral therapy work? *Journal of Criminal Justice* 39:90- 102.

*****FINAL DUE: 5/10*****

Note: Every effort will be made to abide closely to the syllabus schedule, but changes may occur in order to better suit the course objectives. Notifications of any changes to the course will be provided via email and/or Blackboard.

Course Policies

Late Policy. Students are expected to complete all graded elements by the deadlines provided. Those deadlines will be enforced. Students may **NOT** submit a late exam, quiz, or assignment unless they contact me with proper documentation prior to the deadline, or within 24 hours in the event of a serious emergency. Examples include documented personal or immediate-family emergencies in regards to health and well-being, documented military deployment, documented emergency services work, and documented university activities. Keep in mind that simply missing class, emails, or BlackBoard announcements does not delay deadlines.

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/>).

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.

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.

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.*

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/>.

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>.

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/>

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>.

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.

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 exit to your assigned classroom. 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.

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. Located on the 2nd Floor of Central Library, the IDEAS Center 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.

Librarian to Contact. John Dilliard is the Criminology and Criminal Justice Librarian. He can be reached at (817) 272-7517 or dilliard@uta.edu.