



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

**Semester/Year:** Spring 2019

**Course Title:** Life Span Development

**Course Prefix/Number/Section:** SOCW 2302-004, 006, 010

**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):** Online

**Location:** Online

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:

1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. 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:

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. 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. (2018). *Dimensions of human behavior: The changing life course* (6th ed.). Thousand Oaks, CA: Sage Publications. ISBN: 9781544339344

### **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.

Purdue Owl writing Resource [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

HIGHLY RECOMMENDED: UTA School of Social Work Writing Resource  
<https://www.uta.edu/ssw/student-resources/writing-resources/index.php>

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

**NOTE: All assignments may have additional details online. Students should see online course information for assignment details. Information provided here is a course overview.**

**NOTE: Students MUST complete ALL of the assignments for the semester to receive a passing grade for the course.**

**1. Video Introduction--2 Points to final grade. Due end of Module 1.**

Introduce yourselves to the class using VIDEO. Students are provided with suggested tools for introduction. This activity is required and helpful to students becoming familiar in forming groups, building rapport in the online setting, and for professional networking.

**2. GROUP PRESENTATION -50 POINTS of Final Grade** (See ONLINE for specific assignment expectations.) Addresses Core Competencies and Practice Behaviors:EPAs 2.1.3 (a), 2.1.6 (a), 2.1.7 (a), 2.1.9 (a)

Students will complete 6 TEAM ACTIVITIES to assist in developing the Group Presentation. . Activities begin in Module 3.

The following Activities are required to receive full credit for the assignment.

Team Activity 1: Becoming A Team (5 points)

Team Activity 2: Communicating with Your Team (5 points)

Team Activity 3: Working Together (5 points)

Team Activity 4: Tools for the Project (5 points )

Team Activity 5: "The Presentation" What is required? See Online for video and details (25 Points)

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
- 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 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
- Students may be graded on their level of participation within their group and interaction with eachother. This means having more communication than just assigning pieces and putting them together.
- The Presentation must show a sense of cohesion, where all group members participate and provide input.
- It is not mandatory that students meet in person if they are able to establish a solid method of communication that can be accessed by all group members.

Team Activity 6: Peer Review (5 points:2.5 points review of Other Group Presentations & 2.5 for peer group evaluation)

**3. MAJOR PAPER CASE STUDY: 18 Points of Final Grade** (Students must complete all assignments in this course to receive a passing grade. This assignment is not optional. )

Addresses Core Competencies and Practice Behaviors:EPAs 2.1.3 (a), 2.1.6 (a), 2.1.7 (a), 2.1.9 (a) Students must work independently on this assignment and may not work in groups for this major paper assignment.

**STUDENTS MAY CHOOSE ONE OF TWO OPTIONS FOR COMPLETING THIS ASSIGNMENT.**

Students must **complete ONE** of the Major Paper options to receive a passing grade in the course. See online for specific formatting requirements, using APA. Students must include course materials and outside sources

to support this written assignment. See online for detail.

**Option 1** is to Conduct an Interview.

**Option 2** is to watch a specific movie. Students must rent the movie on their own. Please BB Course Menu for detailed instructions.

Each student will write a paper 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 Paper will comment on how person-in-environment, biopsychosocial, sociocultural, and life stages reflect understanding of the person with specific attention to issues of diversity. Students will assess whether the individual is following "typical" stages of life course, according to theorists and outside sources. Students will provide detailed information as to why or why not the case seems to corroborate information provided by the course text, course materials, and outside sources. In addition to reading the course text, students are expected to research areas of interest specific to the individual's basic information, by using outside professionally sourced information from journals, UTA library, etc. Additional detailed information on the content, style, and grading of this assignment will be provided in class and posted online. See online for detail.

**4. QUIZZES--** Each quiz is worth 2 points each for a total of 20 points toward the total average. Students must attempt the quizzes to receive a passing grade for the course. There are no optional assignments for the course.

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

There will be 10 short quizzes administered during the semester. The quizzes are open book; you may access your notes as well as other resources to complete the quizzes. Quizzes remain open throughout the semester, however it is highly recommended that students complete them weekly just after completing the readings. Students should download the quizzes or cut & paste into a word document for later use. Students have 2 opportunities to take each quiz.

**5. COURSE Exploration Assignments--** Each activity is worth 2 points each for a total of 10 Points toward final grade. Students must attempt all of the assignments to receive a passing grade for the course.

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)

Throughout the course students will be asked to complete 5 activities for a grade. 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. Activities may from time to time use a Discussion Board format. Discussion Boards must be approached thoroughly with insightful meaningful responses. Discussion Boards are graded based on the student's level of response that refer to the Course Text and Course Materials. Not referring to the text or materials may result in a deduction of grade points.

**EXAMS:** There is no mid term or final in this course.

## **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,

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 12 am and ends on a Monday at 11:59pm.** It is strongly recommended that students begin the course on the first available day of the semester and maintain a regular schedule for the assignments. Students who wait to get started typically are not as successful as those who keep a steady pace.

## **G. Grading**

VIDEO INTRODUCTION--2 Points

GROUP PRESENTATION--50 Points of Final Grade (includes 6 required team activities)

MAJOR PAPER Case Study--18 Points

QUIZZES: 20 Points

Course EXPLORATION ASSIGNMENTS: 10 Points

**Possible Total number of Points -100 Points**

**90 Above =A 80 - 89.9 = B 70 -79.9 = C 60 - 69.9 = D Below 60 =F**

Extra Credit is available at the Professor's discretion and is included in the average percentage. Ex. 1% out of 100 total points =1 point

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). Students believed to be plagiarising may be asked to conference with the professor. Please see your student handbook for information regarding UTA policy on plagiarism

All assignments will be due on the date listed on the Course Schedule. Late assignments receive an automatic 10 point deduction and are not accepted after 5 days from the due date.

**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. Students are expected to complete all course assignments to receive a passing grade for the course.

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.

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## H. Make-Up Exams

1. Exams - no make up exams
2. All papers are due on the dates specified on the assignment and course schedule.
3. Papers are not accepted after 5 days past the due date. Assignments turned in past the due date receive an automatic 10 point deduction.
4. Papers must be submitted by SAFE Assign.
5. Please note that no incomplete grades will be given for the course.
6. Students must complete ALL assignments for this course to receive a passing grade for the course.

## I. Course Schedule

For this Online Course, each **week begins on a Tuesday 12am and ends Monday 11:59pm.**

Each week, students are expected to **read, watch videos, and complete assignments.**

Module	DATE	TOPIC	READINGS	<b>ASSIGNMENT DUE</b> Assignments are due on the Monday at the end of each week. See online for exact due dates.
<b>First Day of Class</b>	1/15/19	Introductions, Syllabus Review, Assignments		BEGIN the course in the "START HERE" area online. Students <b>MUST</b> post their picture on the BB profile area. See video in Start Here for instructions. Begin reviewing the Syllabus, watch syllabus video, begin reading text and completing course materials. Video Introduction: Due by 1/28/19

<b>Module 1</b>	1/15-1/21	Life Course Perspective	Ch. 1	Quiz 1 (Due Mon 1/21) Course Exploration Assignment 1 : Life Course See page 13 of Chapter 1; Exhibit 1.5 My Lifeline. (Due Mon. 1/21)
<b>Module 2</b>	1/22-1/28	Conception, Pregnancy, Childbirth Erikson's Theory	Ch. 2 and Handout	Quiz 2 due 1/28 Course Exploration Assignment 2 due 1/28 If you have not completed the Video Introduction, please do so due 1/28
<b>Module 3</b>	1/29-2/4	Infancy and Toddlerhood Attachment Theory	Ch. 3	Quiz 3 due 2/4 Team Activity 1: Becoming A Team (See online) due 2/4
<b>Module 4</b>	2/5-2/11	Early Childhood Piaget's Cognitive Development	Ch. 4 and Handout	Quiz 4 due 2/11 Team Activity 2: Communicating with your Team due 2/11 NOTE: Please be sure you have completed all quizzes to this point as MyMav requires the instructor to report mid term grades. NOTE: Students may want to go ahead and begin reviewing the Major Paper assignment and choose Option 1 or Option 2 as it may take some advanced planning.
<b>Module 5</b>	2/12-2/18	Begin Reading Middle Childhood Ch. 5	Ch 5	Team Activity 3: Working Together (See Online) due 2/18

<b>Module 6</b>	2/19-2/25	Middle Childhood (Finish reading Ch. 5 & begin Ch. 6)	Ch. 5	Quiz 5 due 2/25 Team Activity 4: Tools for the Project (See Online) due 2/25
<b>Module 7</b>	2/26-3/4	Adolescence	Ch. 6	No quiz this week. Team Activity 5: The Presentation. This activity is not due until Module 13 4/15/19 Students are expected to begin & continue working on the Group Presentation. Course Exploration Assignment 3 (See Online) due 3/4
<b>Module 8</b>	3/5-3/11	Adolescence Con't	Ch 6	Quiz 6 due 3/11 Course Exploration Assignment 4 due 3/11
<b>Module 9</b>	3/11-3/17	SPRING BREAK Students are encouraged to take a break, but may continue moving to the next module if desired.		
<b>Module 10</b>	3/19-3/25	Young Adulthood Major Paper Case Study	Ch. 7	Quiz 7 due 3/25 <b>Major Paper Case Study</b> Due 4/1 (next Module) at 11:59 pm Course Exploration assignment 5 due 3/25 Work on Group Presentation
<b>Module 11</b>	3/26-4/1	Middle Adulthood	Ch. 8	<b>Major Paper Case Study</b> Due 4/1 at 11:59 pm Quiz 8 due 4/1 Work on Group Presentation
<b>Module 12</b>	4/2-4/8	Late Adulthood	Ch. 9	Quiz 9 due 4/8 Work on Group Presentation



<b>Module 13</b>	4/9-4/15			<b>Group Presentations 4 items due:</b> 1. Post the Presentation for a grade, 4/15 2. Post Presentation to online Blog 4/15 3. Respond to other team's presentations on Blog by 4/22, 4. Complete the Peer Review Team Activity 6 is the completion of the above items. See BB to post. Students post presentation online for comments by others in the course on Blog. due 4/15. Peer Review due 4/22. Students complete a review form. Students will receive a grade on this activity based on the average scores from team members. Extra Credit: Please complete the Anonymous Survey re: Team Experience Due 4/22
<b>Module 14</b>	4/16-4/22	Very Late Adulthood	Ch. 10	Quiz 10 due 4/22 Peer Review due 4/22. Students complete a review form. Students will receive a grade on this activity based on the average scores from team members.

<b>Module 15</b>	4/23-4/29	There is no final exam in this course.	Reminder: Students are expected to turn in ALL assignments to receive a passing grade for the course.
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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: <http://www.uta.edu/ssw/academics/bsw/student-manual.php>  
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://library.uta.edu/subject-librarians>  
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>  
Library Tutorials ..... <http://library.uta.edu/how-to>  
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://www.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](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.

## 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](http://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](http://www.uta.edu/titleIX) or contact Ms. Michelle*

## **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/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

## **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.