A. Description of Course Content
Surveys major treatment alternatives, showing addictive behavior patterns such as alcohol/drug abuse or eating disorders. Student conducts field research of programs, practice interventions, and studies inpatient and outpatient treatment methods with an emphasis on relapse prevention. Corequisite: SOCW 5325.

B. Student Learning Outcomes
The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The emphasis in this course is on competencies 1, 6, 7, 8 and 9.

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

- Competency 1: Demonstrate Ethical and Professional Behavior
- Advanced practitioners working with mental health clients practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse
issues.

Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Advanced practitioners in mental health/substance abuse implement an effective decision-making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Advanced social workers in mental health/substance abuse use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.

C. Required Textbooks and Other Course Materials

Clinical Evidence and Best Practice e-databases: The developing evidentiary base on mental health interventions contained in the Central Library e-databases Clinical Evidence and Best Practice will serve as another set of required "texts" in this course.

To access the Clinical Evidence and Best Practice e-database:
1. Login to the UTA library.
2. On the navigation pane (left side of screen) select Databases A-Z.
3. In the "Search for Databases" box, enter: Clinical Evidence and Best Practice.
4. Your search should result in one database found: "1 Databases found for Clinical Evidence and Best Practice."
5. The name of the database is: "BMJ Best Practice."
6. This should give you access to the "Clinical Evidence and Best Practice Database."

D. Additional Recommended Textbooks and Other Course Materials


E. **Major Assignments and Examinations**

**Research Project:** This project gives you an opportunity to investigate a topic related to addiction studies that is of interest to you. Writing is an important skill in any profession, and this is an opportunity for you to demonstrate your effective written communication skills.

In academic writing, you interpret and draw conclusions based on research literature from scientific articles. The advantage of this literature is that it is objective, unbiased, and in many cases, provides direction for practical applications.

Select an issue that interests you and is related to addiction. Apply this issue to a vulnerable population of your choice, e.g., prisoners, students, pregnant women, adolescents. The more specific your population, the better, e.g., opioid use among pregnant women in Appalachia; substance use prevention programs for justice-involved youth. (You may choose an issue related to prevention, etiology, treatment, relapse and/or relapse prevention, federal, state, or local laws/policies, etc.

When you have given it enough thought and have chosen a topic, email your topic to me (be specific—I want to hear specifics about your population and research interest. If your topic is appropriate and no one else has chosen it, I will let you know via return email whether your topic is approved.

Once I have approved your topic, you may begin working on your project.

Develop and hone an empirical question/issue/problem statement, search the literature, read and analyze literature found in your search and form conclusions regarding your research question/issue/problem statement based on your scientific research.

The paper length will be 8-10 pages, typed and double spaced (the page length does not include the title page, abstract page (optional), or reference page).

Your paper should include a minimum of 7-10 references. References should be current (published within the last 7-10 years—references older than seven years may be used but they must be seminal work). Appropriate sources include: (a) research articles from scientific journals (not popular articles such as Psychology Today or Omni) (b) books (but not encyclopedias or textbooks). Use sources that have strong scientific support.

Here are some suggestions for you to search for a population and issue. This list is not exhaustive. Feel free to look for other resources:

- National Center for Health Statistics, Centers for Disease Control and Prevention (NCHS/CDC)
- National Institute on Drug Abuse (NIDA)
- Substance Abuse and Mental Health Services Administration (SAMHSA)
- Drug Abuse Warning Network (DAWN)
- National Center on Addiction and Substance Abuse (CASA)

Cite your sources in-text and reference them on the Reference page.
One of the most important things you can do (and one of the things most students fail to do) is to proofread your final paper prior to submission. Use headings in your paper.

Use current APA formatting conventions. APA provides for up to five heading levels. Refer to the APA publication manual. In addition, there are several credible websites. One such website is the APA Guide portion of the Purdue University Online Writing Lab (OWL) at https://owl.english.purdue.edu/owl/.

I will provide additional guidance and a rubric on Canvas.

Addresses competencies 1 and 9

**Quizzes**: Throughout the course you will have an opportunity to complete 10 online quizzes. These quizzes will help you demonstrate your understanding of important elements of the course material. Before taking a quiz, be sure to read and digest all assignments and material provided in the learning module. Each quiz is worth 10 points. Combined over the semester, the quizzes are worth a possible 100 points. I will provide detailed instructions on Canvas.

Each chapter on a quiz will consist of ten questions. If a quiz covers one chapter, there will be ten questions. Each of the ten questions will be worth one point for a possible ten points. If a quiz covers two chapters, there will be 20 questions. Each of the 20 questions will be worth 0.5 point for a possible ten points. Questions will be multiple choice, true/false, perhaps an essay question and will be posted online. You will have a specified amount of time to conduct the quiz (usually two minutes for each question). Quizzes will usually be available for the length of a module. You may take the quiz anytime during the module’s start and end dates and times.

Once you begin a quiz, you will have either 20 minutes or 40 minutes to complete it, depending on the number of questions (10 or 20). You cannot exit the quiz and return. If you exit, you have completed your quiz. You will not be able to go back to a quiz question. You must be sure you have selected the answer you want before you submit it. Once you move to the next question you will not be able to return to previous questions. If you do not complete the quiz within allotted time, you will receive whatever score you earn for the questions you completed. Quiz questions are scored on the ‘Best’ answer. The answer you choose may be a ‘Good’ answer, but not the ‘Best’ answer. You may always challenge a question and/or answer.

Addresses competencies 1,6,7,8, and 9

**Discussions / Reaction Posts**: There will be seven discussion and seven reaction posts offered during the course. You may select the modules for which you want to submit a discussion or reaction post, but you must have completed five of each (total of 10) by the end of Week 15.

**A few words about reaction posts**: Reaction posts come directly to me. No one else sees them. It might be helpful for you to view the reaction post as a vehicle for us to communicate.

In your post, you can reinforce what resonates with you; you can vent; you can use it as a journal; you can let me know how you are doing with the class format, curriculum, etc. I am always open to your ideas and suggestions. If something is bothering you and/or interfering with your learning experience, you can talk about that also.

The reaction post is not an assignment where you tell me everything you learned from the module’s activities. It is an assignment where you relate your "reaction" to what you are learning and/or how things are going for you. It is an opportunity to help me get to know more about you and for you to get to know more about me (and the course content). Your reaction post should be at least one double-spaced Word document.
Each discussion post is worth 10 points. If you complete five of them, you can earn a possible 50 points. Each reaction post is worth 10 points. If you complete five of them, you can earn a possible 50 points. The discussion and reaction posts combine to give you a possible 100 points. Study the detailed instructions for each assignment on the Canvas platform.

Should you decide to complete more than five discussion and/or reaction posts:
1. Your first 5 submitted reaction and/or discussion posts will be the scores that will count for your grade in those areas.
2. If you choose to submit reaction and/or discussion posts beyond 5, I will score them as usual and apply those scores toward your course participation score.

Addresses competencies 1, 6, 8 and 9.

<table>
<thead>
<tr>
<th>Graded Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Discussions (50 pts) / Reaction Posts (50 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Course Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

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 an 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 Canvas. This date is reported to the Department of Education for federal financial aid recipients.

G. Grading
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.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>360 – 400</td>
<td>A</td>
</tr>
<tr>
<td>320 – 359</td>
<td>B</td>
</tr>
<tr>
<td>280 – 319</td>
<td>C</td>
</tr>
<tr>
<td>240 – 279</td>
<td>D</td>
</tr>
<tr>
<td>278 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

H. Make-Up Research Projects / Quizzes / Discussions / Reaction Posts / Course Participation
Course participation and discussions are difficult, if not impossible, to re-create. This is an online course. Each module is open for a week (7 days). You either participate during that time span or you don't. Students may receive make-up participation and/or discussion credit only under extreme or unusual circumstances. Plan accordingly. Do not wait until the deadline to submit your assignments.

Make-Up Research Projects, Quizzes, and Reaction Posts will only be considered for those students who meet the criteria for an excused absence as outlined in the Student Handbook. Students who miss exams or other graded projects with an unexcused absence will not be able to make up the graded assignment. It is your responsibility to inform me of an absence (preferably in advance).

NOTE: Having stated my policy on makeup work (I consider makeup work to be work that
students may submit after a deadline that is treated as if it were submitted on time), let me state that:

I will always accept late assignments for partial credit. The credit received will depend on the amount of time the assignment is submitted past the deadline. So, missing a deadline does not mean you will automatically receive a zero. If you miss a deadline, submit the assignment as soon you are able. There will be a point at which an assignment will receive a zero (even if submitted late) because of the amount of time past the assignment deadline. In most cases, however, you will be able to recoup some credit for the late assignment.

I. Course Schedule

<table>
<thead>
<tr>
<th>MOD</th>
<th>DATE</th>
<th>TOPIC / READINGS / ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aug 21 - Aug 25</td>
<td>Getting Started Course Introduction and Syllabus Complete all items in Canvas learning module</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>08/21: FIRST DAY OF CLASSES</strong></td>
</tr>
<tr>
<td>2.</td>
<td>Aug 26 - Sep 01</td>
<td>McNeece, Ch. 1: Definitions and Epidemiology of Substance Use, Abuse, and Disorders Discussion (1)</td>
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<tr>
<td></td>
<td></td>
<td>Reaction Post (1) Complete all items in Canvas learning module</td>
</tr>
<tr>
<td>3.</td>
<td>Sep 02 - Sep 08</td>
<td>McNeece, Ch. 2: The Etiology of Addiction Reaction Post (2)</td>
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<tr>
<td></td>
<td></td>
<td>Reminder: Research Project Topic must be approved by end of Module 4 Complete all items in Canvas learning module</td>
</tr>
<tr>
<td>4.</td>
<td>Sep 09 - Sep 15</td>
<td>McNeece, Ch. 3: The Brain Biology of Drug Abuse and Addiction Discussion (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Project Topic must be approved by end of this Module Complete all items in Canvas learning module</td>
</tr>
<tr>
<td>5.</td>
<td>Sep 16 - Sep 22</td>
<td>McNeece, Ch. 4: The Physiological and Behavioral Consequences of Alcohol and Drug Abuse Reaction Post (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz (Chapters 1 and 2) Complete all items in Canvas learning module</td>
</tr>
<tr>
<td>6.</td>
<td>Sep 23 - Sep 29</td>
<td>McNeece, Ch. 5: Screening, Diagnosis, Assessment, and Referral Discussion (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz (Chapters 3 and 4) Complete all items in Canvas learning module</td>
</tr>
<tr>
<td>7.</td>
<td>Sep 30 - Oct 06</td>
<td>McNeece, Ch. 6: Treatment: The System of Care McNeece, Ch. 7: Preventing Alcohol and Drug Problems Reaction Post (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz (Chapters 5 and 6) Complete all items in Canvas learning module</td>
</tr>
<tr>
<td>8.</td>
<td>Oct 07 - Oct 13</td>
<td>McNeece, Ch. 8: Regulating Drugs &amp; their Consequences Discussion (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz (Chapters 7 and 8) Complete all items in Canvas learning module</td>
</tr>
<tr>
<td>9.</td>
<td>Oct 14 - Oct 20</td>
<td>McNeece, Ch. 9: Treating Substance-Abusing Youth Reaction Post (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz (Chapter 9) Complete all items in Canvas learning module MID-SEMESTER</td>
</tr>
<tr>
<td>11.</td>
<td>Oct 28 - Nov 03</td>
<td>McNeece, Ch. 10: Family Systems &amp; Chemical Dependency McNeece, Ch. 11: Ethnicity, Culture, and Substance-Use Disorders</td>
</tr>
</tbody>
</table>
### Discussion (5)
Quiz (Chapters 10 and 11)
**REMEMBER: RESEARCH PROJECT IS DUE MODULE 15 Complete all items in Canvas learning module**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Nov 04 - Nov 10</td>
<td>McNeece, Ch. 12: Substance Abuse Treatment with Sexual Minorities Reaction Post (6) Quiz (Chapter 12) <strong>Complete all items in Canvas learning module</strong></td>
</tr>
<tr>
<td>13.</td>
<td>Nov 11 - Nov 17</td>
<td>McNeece, Ch. 13: Substance Use Disorders and Co-Occurring McNeece, Ch. 14: Alcohol and Drug Misuse and Abuse in Late Life Disabilities Discussion (6) Quiz (Chapters 13 and 14) <strong>Complete all items in Canvas learning module</strong></td>
</tr>
<tr>
<td>14.</td>
<td>Nov 18 - Nov 24</td>
<td>McNeece, Ch. 15: Gender, Substance Use, and Substance Use Disorders Discussion (7) Quiz (Chapter 15) <strong>Complete all items in Canvas learning module</strong></td>
</tr>
<tr>
<td>15.</td>
<td>Nov 25 - Dec 01</td>
<td>McNeece, Ch. 16: Chemical Dependency Current Issues and Future Prospects Reaction Post (7) Quiz (Chapter 16) <strong>RESEARCH PROJECT IS DUE BY THE END OF THIS MODULE Complete all items in Canvas learning module</strong></td>
</tr>
<tr>
<td>16.</td>
<td>Dec 02 - Dec 08</td>
<td><strong>Complete all items in Canvas learning module</strong> 12/04: LAST DAY OF CLASSES</td>
</tr>
<tr>
<td>17.</td>
<td>Dec 09 - Dec 13</td>
<td>12/05—12/11: FINAL EXAMS</td>
</tr>
</tbody>
</table>

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

### J. Expectations for this Learning Format
This course is conducted in a distance learning format. Online class meetings will include a combination of synchronous and asynchronous formats utilizing an audio-visual platform. Class content will be delivered online and assignments will be submitted online. Students will be expected to engage in discussions using discussion boards, video conferencing, and other means of meetings as specified by the Instructor.

### K. Grade Grievances
Or:
L. Student Support Services

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

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

- Library Home Page: http://www.uta.edu/library
- Subject Guides: http://libguides.uta.edu
- Subject Librarians: http://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 your responsibility to officially withdraw if you do not plan to attend after registering. You will not be automatically
**dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

**O. Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate based on disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

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

**P. Non-Discrimination Policy**

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

**Q. Title IX Policy**

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.

**R. Academic Integrity**

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

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

_I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other_
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.