Semester/Year: Summer 11-week 2018  
Course Title: Aging in American Society  
Course Prefix/Number/Section: SOCW 4335/5335 (formerly SOCW 4333/SOCW 6333)-001  
Instructor Name: Karen Magruder, LMSW  
Faculty Position: Adjunct  
Faculty Profile: N/A  
Office Number:  
Phone Number: 817-221-8979  
Email Address: karen.magruder@uta.edu  
Office Hours: Email me to set up phone call  
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

This course presents the major theories of aging, in the United States and across cultures, and explores the diverse factors of aging from various perspectives including psychological, biological, sociological, and spiritual. Theories are integrated into practice thus providing students a sound foundation for social work practice with older adults. Students develop skills for completing multi-dimensional assessments, and effective social work interventions with and on behalf of older adults. Prerequisite: SOCW 5301 and SOCW 5317.

B. Student Learning Outcomes

Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.

[Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.]

Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.

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 synthesis and communication of relevant information.]
Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.

**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.]

Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.

**Educational Policy 2.1.5 - Advance human rights and social and economic justice.**

[Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.]

Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients’ right to dignity and self-determination in their assessment and intervention strategies. Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.

**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.]

Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults. Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.

**Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Advanced social workers in aging communicate to stakeholders the implication of policies and policy change in the lives of older adults. Advanced social workers in aging advocate for policies that advance the social and economic well-being of older adults.

**Student Learning Outcomes:**

By the end of the semester, students will be able to demonstrate the following knowledge areas in their class assignments, term papers, examinations, and group projects:

1. Demonstrate the basic social, psychological, and biological theories of aging.
2. Demonstrate the problems and issues aging in the area of attitudes, stereotypes, and “ageism.”
3. Demonstrate the diversity of aging in terms of gender, class, race, ethnic, and other differences.
4. Describe the problems and issues of aging in the area of health, mental health, family and social support, long-term care, and service utilization.
5. Apply skills in analyzing gerontological issues.
6. Demonstrate critical analysis of the impact of social programs that bear special importance for older women and older persons of color.
7. Apply skills in assessing indicators of normal aging and recognition of pathology as well as skills in assessing social and cultural differences in older adults.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

Additional readings and videos may be assigned throughout the course. Be sure to check each module folder within your Blackboard course shell.

E. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Item</th>
<th>Module</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Discussion Posts</td>
<td>Throughout</td>
<td>20</td>
</tr>
<tr>
<td>Assignment I - Scrapbook Paper</td>
<td>Due: Module 4 Due Sunday June 24th by 11:59pm</td>
<td>20</td>
</tr>
<tr>
<td>Assignment II - “Alive! Inside” Reflection Paper</td>
<td>Due: Module 6 Due Sunday July 1st by 11:59pm</td>
<td>15</td>
</tr>
<tr>
<td>Assignment III - “Living Arrangements” Presentation</td>
<td>Due: Module 11 Due Sunday July 15th by 11:59pm</td>
<td>15</td>
</tr>
<tr>
<td>Assignment IV - Final Paper</td>
<td>Due: Module 16 Sunday August 5th by 11:59PM</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

There is also an opportunity to earn 5 points of extra credit by completing additional discussion boards and by meeting (virtually or in-person) with Dr. Chris Kilgore at the School of Social Work’s Writing Resource Center to get help with your papers.

[https://www.uta.edu/ssw/student-resources/writing-resources/index.php](https://www.uta.edu/ssw/student-resources/writing-resources/index.php)

<table>
<thead>
<tr>
<th>Extra Credit</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
</table>
There are a total of 4 major assignments in this course, in addition to ongoing Discussion Board posts.

Discussion Board: (2 points/each; 20 points) EPAS 2.1.1, 2.1.3

The Blackboard discussion is a major component of this course. Most modules have a corresponding Discussion Board. See Course Schedule for due dates. You must respond to the prompt of at-minimum 100 words per each discussion. Additionally, you must respond to at least 1 of your classmates using their names so we know who you are responding to. Just completing the above requirements does not ensure full points. Full points will be determined by content, adding something new to the discussion versus rephrasing other’s comments. The comments you make and any material you may add to the forum need to be original (not copied from the internet or other forms of plagiarism).

Assignment I: Scrapbook/Essay (20 points) EPAS 2.1.1, 2.1.4, 2.1.5

Due Sunday June 24th by 11:59pm

This is an individual assignment. You will write a 4-6 page paper in APA format.

During the first few modules of this course, collect 3 items (“artifacts”) from online media/materials, photos, or artwork which serve as examples of cultural treatment of aging and old age. These examples can come from popular magazines, advertisements, etc. You may also include items which you glean from broadcast or visual media (e.g. audio interviews, recordings, song lyrics, YouTube, etc.). Include photos of or links to the items in an Appendix section at the end of the paper.

For each item, explain why you think the item appears, what it says about aging or old age, how you react to the message personally, and what you can do about the message. Summarize what you have learned about aging, old age, or ageism AND youth. Does American culture need to change in order to eliminate ageism? If so, how did the experiment of examining media images of older people affect your personal view on aging? Discuss this assignment’s impact on you. Compare your findings with literature on ageism.

Assignment II: “Alive! Inside” Reflection Paper (15 points), EPAS 2.1.1, 2.1.7

Due Sunday July 1st by 11:59pm

This is an individual assignment. For this assignment, write a 3 to 5 page paper reflecting on your thoughts upon watching the film "Alive! Inside" which is found online through the UTA library. What emotions and feelings did this documentary evoke in you? How might it feel to be one of the nursing home residents? How might it feel to be a close family member of a nursing home resident with Alzheimer's-type dementia? Do you think that music therapy should become standard across all long-term care facilities? Are there any steps you can take to advocate for elder nursing home residents who are affected by Alzheimer's disease and assist in program implementation, such as "Music & Memory"?
Assignment III: “Living Arrangements Presentation” (15 points), EPAS 2.1.3

Due Sunday July 15th by 11:59pm

This assignment may be completed individually, in pairs or groups of three. Please be sure it is clear who the authors are and make a note in the Blackboard submission that there are multiple authors. Select a real older adult- preferably an actual client. Using either Power Point or Prezi, develop a short presentation where you choose a living arrangement for your older adult. First, you will select an older adult you are serving in the community. Where do they currently live? Please, provide a detailed description of their living arrangement. Describe their support system in this environment. Does your client have family or are they estranged from their family? What services is your older adult utilizing in their living arrangement? As a social worker, what referrals will you make for your client? Discuss the home and community-based services that the older adult might access (refer to Anderson, Dabelko-Schoeny, & Fields, 2018, book). Your presentation should be created with brief information listed on each slide (just as you would if you were presenting to a group), and you should use the “Notes” section in PowerPoint, for EACH SLIDE, to elaborate on the points made on your slides.

Assignment IV: “Aging in American Society” Final Paper (30 pts) EPAS 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.8 Due Sunday August 5th by 11:59pm

This assignment may be completed individually, in pairs or groups of three. Please be sure it is clear who the authors are and make a note in the Blackboard submission that there are multiple authors. Students will choose an aging topic for their final assignment. This assignment involves writing a 10 to 12 page paper (excluding cover sheet, references; APA 6th edition). Students will choose their topic for the final paper using one of the 16 content areas discussed throughout this course. For example, you may choose to expand on the topic “Love, Intimacy, & Sexuality in Older Adulthood”, “Gero-technology”, or “Chronic Diseases among Older Adults”, for instance. Submit your abstract to the associated Discussion Board and your final paper to the Assignment IV Folder in Blackboard.

Examples of information or questions to address in your paper:

- a description of the aging topic and the population(s) of concern
- impact on individuals, family, community, and society
- what contextual factors do you recognize as contributing to your aging topic/issue?
- what controversies surround your topic?
- how is this aging topic being addressed at micro and macro levels of practice and policy?
- where does social justice come into play?
- where do you find elements of ageism? Strengths? Empowerment?
- how does this topic connect with social work practice?
- what methods from your discipline and other disciplines could be used to address this topic?

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, online participation through the Blackboard discussion board is expected of all students.

**G. Grading**

All papers must be grammatically correct using APA style, 6th edition. Any assignments completed in dyads or triads will result in each student receiving the same grade. Rubrics will be used to grade each assignment. Students are highly encouraged to review rubrics (located under Course Material > Assignment Information) before submitting assignments.

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70</td>
<td>C</td>
</tr>
<tr>
<td>69.9-60</td>
<td>D</td>
</tr>
<tr>
<td>59.9 or lower</td>
<td>F</td>
</tr>
</tbody>
</table>

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.

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

Please keep in mind that asking a question regarding the course materials before you turn in your assignments is much better than asking your question about your grade.

Other ways to earn a good grade:

1) Do the weekly readings
2) Turn in all assignments on time
3) Talk to the professor about any issues you are facing
4) Ask questions about assignments prior to the assignments due dates
5) Follow the syllabus and rubric guidelines for assignments.

**Academic Integrity:**

Students caught plagiarizing may face consequences including failing the assignment, failing the class, and/or getting a referral to the Office of Student Conduct.

Tutorial on Plagiarism (UT Arlington) [http://library.uta.edu/plagiarism/index.php](http://library.uta.edu/plagiarism/index.php)
Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) [http://www.chem.uky.edu/courses/common/plagiarism.html#Examples](http://www.chem.uky.edu/courses/common/plagiarism.html#Examples)
Avoiding Plagiarism (UC Davis) [http://sja.ucdavis.edu/files/plagiarism.pdf](http://sja.ucdavis.edu/files/plagiarism.pdf)
Unacceptable Paraphrases (Indiana University Writing Tutorial Services) [http://www.indiana.edu/~wts/pamphlets.shtml](http://www.indiana.edu/~wts/pamphlets.shtml)
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

Late Assignments: Assignments are not accepted past due date unless under extreme circumstances where arrangements are made with the instructor PRIOR to the due date. Late assignments without prior arrangements may be accepted and at the discretion of the instructor and will be docked 10% of the grade for each day it is turned in late. Discussion Boards will not be accepted late and cannot be made up.

I. Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>MODULE</th>
<th>TOPICS, ASSIGNED READINGS, ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1    | June 4-10 | Module 1 | **Topic:** Syllabus, Course Overview, The Growth of Gerontology, Social Policy and Programming  
**Readings:** Hooyman, N.R., Kawamoto, K.Y. & Kiyak, H.A., Preface, Ch. 1  
Anderson, Dabelko-Schoeny, & Fields, Ch 1., Ch. 2, Ch. 3  
DUE: Extra Credit Introduction Discussion- Sunday June 10 by 11:59 PM  
(No Module 1 Discussion Board) |
| 2a   | June 11-17 | Module 2 | **Topic:** Cross-cultural Aging and Aging in other Countries  
**Readings:** Hooyman, N.R., Kawamoto, K.Y. & Kiyak, H.A., Ch. 2  
Anderson, Dabelko-Schoeny, & Fields, Ch. 12  
DUE June 17: Module 2 Discussion Board |
| 2b   | June 11-17 | Module 3 | **Topic:** Biological Theories of Aging  
**Readings:** Hooyman, N.R., Kawamoto, K.Y. & Kiyak, H.A., Ch. 3  
Anderson, Dabelko-Schoeny, & Fields, Ch. 4  
Due June 17: Extra Credit Discussion Board - Resources  
DUE June 17: Module 3 Discussion Board |
| 3a   | June 18-24 | Module 4 | **Topic:** Physical Health and Managing Chronic Disease  
**Readings:** Hooyman, N.R., Kawamoto, K.Y. & Kiyak, H.A., Ch. 4  
Assignment I - Scrapbook/Paper Due Sunday June 24th by 11:59pm  
Module 4 Discussion Due Sunday June 24th by 11:59pm |
| 3b   | June 18-24 | Module 5 | **Topic:** Learning and Memory  
**Readings:** Hooyman, N.R., Kawamoto, K.Y. & Kiyak, H.A., Ch. 5  
Module 5 Discussion Due Sunday June 24th by 11:59pm |
<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>June 25-</td>
<td>Topics: Brain Health and Wellness; Personality and Mental Health</td>
<td>Hooyman, N.R., Kawamoto, K.Y. &amp; Kiyak, H.A., Ch. 6</td>
</tr>
<tr>
<td></td>
<td>July 1</td>
<td>Assignments: Assignment II - “Alive! Inside” Reflection Paper DUE</td>
<td>Sunday July 1st by 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extra Credit - Work with Dr. Kilgore on Alive Inside paper DUE</td>
<td>Sunday July 1st by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>July 1</td>
<td>Readings:</td>
<td>Module 7 Discussion Due Sunday July 1 by 11:59pm</td>
</tr>
<tr>
<td>5a</td>
<td>July 2-</td>
<td>Topic: Social Theories on Aging</td>
<td>Hooyman, N.R., Kawamoto, K.Y. &amp; Kiyak, H.A., Ch. 8</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Readings:</td>
<td>(No Module 8 Discussion Board)</td>
</tr>
<tr>
<td>5b</td>
<td>July 2-</td>
<td>Topic: Social Supports for Older Adults</td>
<td>Hooyman, N.R., Kawamoto, K.Y. &amp; Kiyak, H.A., Ch. 9</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Readings:</td>
<td>Anderson, Dabelko-Schoeny, &amp; Fields, Ch. 7</td>
</tr>
<tr>
<td>6a</td>
<td>July 9-</td>
<td>Topics: Informal Caregiving</td>
<td>Hooyman, N.R., Kawamoto, K.Y. &amp; Kiyak, H.A., Ch. 10</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Readings:</td>
<td>Anderson, Dabelko-Schoeny, &amp; Fields, Ch. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 10 Discussion Due Sunday July 15</td>
<td></td>
</tr>
<tr>
<td>6b</td>
<td>July 9-</td>
<td>Topics: Living Arrangements and Social Interactions</td>
<td>Hooyman, N.R., Kawamoto, K.Y. &amp; Kiyak, H.A., Ch. 11</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Readings:</td>
<td>Anderson, Dabelko-Schoeny, &amp; Fields, Ch. 9, Ch. 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments: Assignment III - Living Arrangements Presentation DUE Sunday July 15th by 11:59pm</td>
<td>(No Module 11 Discussion Board)</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Readings:</td>
<td>Anderson, Dabelko-Schoeny, &amp; Fields, Ch. 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 12 Discussion Due Sunday July 22</td>
<td></td>
</tr>
<tr>
<td>7b</td>
<td>July 16-</td>
<td>Topic: End-of-Life Care and Practice</td>
<td>Hooyman, N.R., Kawamoto, K.Y. &amp; Kiyak, H.A., Ch. 14</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Readings:</td>
<td>Anderson, Dabelko-Schoeny, &amp; Fields, Ch. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 13 Discussion Due Sunday July 22</td>
<td></td>
</tr>
<tr>
<td>8a</td>
<td>July 23-</td>
<td>Topic: Resiliency</td>
<td>Hooyman, N.R., Kawamoto, K.Y. &amp; Kiyak, H.A., Ch. 15 &amp; Ch. 16</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Readings:</td>
<td>Module 14 Discussion Due Sunday July 29</td>
</tr>
<tr>
<td>8b</td>
<td>July 23-</td>
<td>Topic: Health and Long-term Care Policies and Programs</td>
<td>Hooyman, N.R., Kawamoto, K.Y. &amp; Kiyak, H.A., Ch. 18</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Readings:</td>
<td>Anderson, Dabelko-Schoeny, &amp; Fields, Ch. 6, Ch. 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 15 Discussion Due Sunday July 29</td>
<td></td>
</tr>
</tbody>
</table>
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

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

J. Expectations for Out-of-Class Study

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

K. Grade Grievances


L. Student Support Services

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

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

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

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is 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://www.uta.edu/library/help/subject-librarians.php
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Connecting from Off- Campus........... http://libguides.uta.edu/offcampus
Ask a Librarian.......................... http://ask.uta.edu

N. Drop Policy

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

O. Disability Accommodations

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

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

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

P. Non-Discrimination Policy

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

Q. Title IX Policy

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

R. Academic Integrity

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

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

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

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

S. Electronic Communication

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

T. Campus Carry

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

U. Student Feedback Survey

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

V. Final Review Week

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