A. Description of Course Content

Exploration of behavioral and social science knowledge of human behavior and development through the life course. It examines major systems in society: individual, group, family, and community; and the diversity of ethnicity, race, class, sexual orientation, and culture.

B. Student Learning Outcomes

This course meets the follow education policy, practice behaviors and accreditation policies of the Council on Social Work Accreditation:

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. Social workers:]

1. Engage in career-long learning.

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:]

1. Recognize and manage personal values in a way that allows professional values to guide practice.
2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of

3. Tolerate ambiguity in resolving ethical conflicts; and
4. Apply strategies of ethical reasoning to arrive at principled decisions.

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:]

1. Use research evidence to inform practice. [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:]

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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:]

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Student Learning Outcomes:

- Students will demonstrate comprehension of the major organizational scheme of social work: reciprocal relationships between human behavior and the social environment.
- Students will examine theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.
- Students will examine theoretical frameworks for understanding the interactions between and among the various systems such as individuals, groups, societies, and economic systems.
- Students will examine, apply, and illustrate theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.
- Students will examine, apply, and illustrate the development of persons through the life span based on
theories and empirical knowledge of biological sociological, cultural, psychological, and spiritual aspects of development.

- Students will examine, apply, and illustrate ways in which social systems promote or block the achievement and maintenance of health and well being.
- Students will distinguish among individuals in terms of race, ethnicity, national origin, social class, religion, physical and mental ability, sexual orientation, and how a particular person is related or not to each area.
- Students will describe in their own words what their views are of persons of different races, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation.
- Students will distinguish among the codes and values in the NASW Code of Ethics which ones relate directly to human diversity and regard for worth and dignity of all persons. They will assess and discuss what they think about these requirements for all social workers and how they plan to apply them in their social work practice to persons who are different from them.
- Students will describe their plan for further knowledge development about human behavior and the social environment and the life span.

C. Required Textbooks and Other Course Materials


Selected Articles.

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>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>30</td>
<td>Every week-Sundays before 11:59pm</td>
</tr>
<tr>
<td>(15 at 2 points each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with Diverse Individuals Paper</td>
<td>15</td>
<td>Week 3\nSunday September 16\textsuperscript{th} by 11:59pm</td>
</tr>
<tr>
<td>Case Study 1 – PowerPoint</td>
<td>25</td>
<td>Week 9\nSunday October 28\textsuperscript{th} by 11:59pm</td>
</tr>
<tr>
<td>Case Study 2 – Life Stage Paper</td>
<td>30</td>
<td>Week 15\nTUESDAY December 4\textsuperscript{th} by 11:59pm</td>
</tr>
</tbody>
</table>

(1) Discussion Boards (15 at 2 points each = 30 total points)

Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.1(a); Educational Policy 2.1.9(a). Assesses outcome #10.

All discussion boards and responses are due Sunday evenings by 11:59pm.

Students will answer questions based on the readings each week. These questions will require you to have read the material and to think critically about it. It is expected that you will read the questions and responses of your classmates and respond to at least one of them with thoughtful comments and questions that reflect your knowledge of the readings. It is the quality of the response that will be evaluated.
Be clear about the distinction between your opinions and materials taken from the text. In order to ensure that you are completing the required reading and understand the information, please cite the textbook or other readings (articles, lecture PowerPoints, etc.), both in-text and in a reference citation at the end, to support specific information you provide. It is expected that all responses to questions will be clearly written using correct spelling and grammar.

Please turn all assignments other than Discussion Boards in on Blackboard under Course Materials > Submit Assignments Here

(2) Working with Diverse Groups and SW Values and Ethics. (15 points). This assignment assesses course outcomes # 8 and 9.

Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.2(a-d); Educational Policy 2.1.4(a-c); Educational Policy 2.1.6(a)

For this assignment students will write a 3-5 page paper on their experience working with diverse individuals.

1. Discuss at least two experiences of interacting with persons of a different race, ethnicity, sexual orientation or ability than yourself. Try to use professional experiences (client, coworker, etc.) rather than personal relationships if possible. What was the experience like for you? Example: Discuss your experience with working or interacting with a gay man if you are a straight woman and discuss your experiences working/interacting with a person who has a physical challenge if you have no physical challenges.
2. How did these experiences impact your view of persons different from yourself? What did you learn?
3. Include specific entries in the NASW Code of Ethics that relate to human diversity with regard to the worth and dignity of all persons.
4. Cite at least two academic journal articles that relate to your experiences in working with persons different than yourself.
5. You are expected to use APA style of referencing and use correct grammar throughout the paper. Paper should be 3-5 pages, usually 12 point Times New Roman font with 1 inch margins. Use APA formatting, paragraph headings, including title page, page numbers and references. Using first person is fine for this assignment.

(3) Case Study I (25 points). This assignment assesses outcomes #1-4, 6.

Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.1(a); Educational Policy 2.1.7(a-b); Educational Policy 2.1.4(a-c)

Create a PowerPoint presentation with a REAL (not hypothetical) case study on a small group, community, or organization. You will describe the dynamics of this group and apply theory and concepts from class readings. Additional information can be found on this assignment rubric.

(4) Case Study II (30 points). This assignment assesses outcomes # 1-7.

Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.1(a); Educational Policy 2.1.7(a-b); Educational Policy 2.1.4(a-c)

Write a case study on a REAL child, young adult, midlife adult, or older adult. (8-10 pages). More specific detail is provided on the rubric. You will describe the biopsychosocialspiritual elements of this person and apply theory and concepts from class readings. Additional information can be found on this assignment rubric.

<table>
<thead>
<tr>
<th>Extra Credit</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Discussion Board</td>
<td>1</td>
<td>Sunday October 7th by 11:59pm</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 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 Blackboard is expected of all students.

G. Grading

<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>

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.

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:
Tutorial on Plagiarism (UT Arlington) 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
Avoiding Plagiarism (UC Davis) http://sja.ucdavis.edu/files/plagiarism.pdf
Unacceptable Paraphrases (Indiana University Writing Tutorial Services 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

PART I. Human Behavior and the Macro Environment

Week 0. Syllabus Overview/Course Introduction
August 22-26

• Read the syllabus (you can check this off your to-do list because you’re obviously doing it right now- nailed it!)
• Watch introductory lecture videos
• Get a head start on future readings and assignments
• No assignments due

Week 1. Human Behavior and Theoretical Perspectives
August 27- September 2

• Human Behavior and social environment overview
• What is human behavior and the social environment?
• Why is this course important?
• How does the content relate to other social work content?

Human Behavior Theories-Micro and Macro theories-overview

• Ecological Perspective
• Systems Theory
• Conflict Theory
Social Exchange Theory
Social Behavioral
Humanistic Perspective

**A Multidimensional Framework for Assessing Social Functioning**

- Critical thinking
- What is theory?
- How do we critique theory?

Assignments:

2. Watch Lecture Video
3. Post Original Discussion Board and Response

**Week 2. Culture and Human Behavior**
September 3-9

What is Culture?

- Understanding Culture and Variation in Human Behavior

Assignments:

1. Reading: Hutchinson, Dimensions of Human Behavior: Person and Environment, Chapter 8: Culture
2. Watch Lecture Video
3. Post Original Discussion Board and Response

**Week 3. The Family**
September 10-16

- Families as a System
- Theoretical Perspectives in Understanding Families
- Diversity in Families
- Reading: Dimensions of Human Behavior: Person and Environment; Chapter 10: Families

Assignments:

1. Watch Lecture Video
2. Post Original Discussion Board and Response
3. Working with Diverse Individuals Paper due Sunday September 16th by 11:59pm

**Week 4. Small Groups**
September 17-23

- Group Norms and Processes and Structure
- Stages of Group Development
- Types of Groups
- Composition
- Group Theory
  - Field
  - Exchange
  - Self-Categorization
Assignments:

1. Reading: Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 11: Small Groups
2. Watch Lecture Video
3. Post Original Discussion Board and Response

**Week 5. Formal Organizations**
September 24-30

- Perspectives on Formal Organizations
- Developmental Stages of Formal Organizations
- Issues of Diversity in Formal Organizations

Assignment:

1. Reading: Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 12: Formal Organizations
2. Watch Lecture Video
3. Post Original Discussion Board and Response

**Week 6. Communities**
October 1-7

- Theoretical Approaches to Community
- Types of Communities
- Social Workers and Communities

Assignment:

- Reading: Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 13: Communities

1. Watch Lecture Video
2. Post Original Discussion Board and Response
3. Optional: Resource Discussion Board (Extra Credit)

**Part II. Human Behavior and Human Development**

**Week 7. The Biological Person**
October 8-14

- Biological Theories
- The Brain and Behavior
- Biophysical Growth and Development

Assignments:

1. Watch Lecture Video
2. Reading: Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 3: The Biological Person
4. Post Original Discussion Board and Response

**Week 8. The Psychological Person**
October 15-21

- Psychological Theories
• Theories of Cognition
• Theories of Emotion

Assignments:

1. Watch Lecture Video
2. Reading: Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 4; The Psychological Person: Cognition, Emotion, and Self; Chapter 5: the Psychosocial Person: Relationship, Stress and Coping
3. Post Original Discussion Board and Response

**Week 9. The Psychosocial Person**
October 22-28

• Psychological Theories
• object relations
• psychodynamic
• social learning
• social identity
• Theories of Stress and Coping

Assignments:

1. Watch Lecture Video
2. Reading: Hutchison, Dimensions of Human Behavior: Person and Environment, Chapter 5: The Psychosocial Person: Relationships, Stress and Coping
3. Post Original Discussion Board and Response
4. Case Study 1 – PowerPoint due Sunday October 28th by 11:59pm

**Week 10. The Spiritual Person**
October 29- November 4

• Transpersonal Theories
• Role of Spirituality in Social Work

1. Watch Lecture Video
2. Reading: Hutchinson, Dimensions of Human Behavior: Person and Environment, Chapter 6: The Spiritual Person
3. Post Original Discussion Board and Response

**Week 11. Pregnancy, Birth, Newborn, Infancy**
November 5-11

• Attachment Theory
• Cognitive Developmental Theories
• Psychosocial Development

Assignments:

1. Watch Lecture Video
2. Reading: Dimensions of Human Behavior: The Changing Life Course; Chapter 2: Conception, Pregnancy, and Childbirth; Chapter 3: Infancy and Toddlerhood

1. Post Original Discussion Board and Response

**Week 12. Early and Middle Childhood**
November 12-18

- Cognitive and Language Development
- Personality, Emotional, & Social Development
- Risk & Protective Factors in Healthy Development
- The Role of Play and Schooling

1. Watch Lecture Video
3. Reading: Hutchinson, Dimensions of Human Behavior: The Changing Life Course; Chapter 4: Early Childhood; Chapter 5: Middle Childhood
4. Post Original Discussion Board and Response

Week 13. Adolescence
November 19-25

- Biological Aspects of Adolescence
- Social and Psychological Aspects of Adolescence
- Spiritual Aspects of Adolescence

1. Watch Lecture Video
4. Reading: Hutchinson, Dimensions of Human Behavior: The Changing Life Course; Chapter 6: Adolescence
5. Post Original Discussion Board and Response

Week 14. Young and Middle Adulthood
November 26- December 2

- Theoretical Approaches to Young and Middle Adulthood
- Physical Functioning in Young and Middle Adulthood
- Social Relationships in Young and Middle Adulthood
- Psychological and Personality Changes in Young and Middle Adulthood

1. Watch Lecture Video
4. Reading: Hutchinson, Dimensions of Human Behavior: The Changing Life Course; Chapter 7: Young Adulthood; Chapter 8: Middle Adulthood
5. Post Original Discussion Board and Response

Week 15. Late Adulthood & Very Late Adulthood
December 3-7

- Biological Changes During Late Adulthood
- Psychological Changes During Late Adulthood
- Relationships in Late and Very Late Adulthood
- The Dying Process

1. Watch Lecture Video
2. Reading: Hutchinson, Dimensions of Human Behavior: The Changing Life Course; Chapter 9: Late Adulthood; Chapter 10: Very Late Adulthood


5. Post Original Discussion Board and Response

6. Optional: Wrap Up Discussion Board (Extra Credit)

7. Optional: Work with Dr. Kilgore on final paper

8. Case Study 2 – Life Stage Paper due **TUESDAY** December 4th by 11:59PM

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](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](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](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 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. 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 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.