A. Description of Course Content

Course presents an overview of current issues in the care, treatment, and delivery of social services to the aging. Students learn practice procedures designed to equip them with the skills needed for effective social work practice and review major theories on aging. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

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.]

1. 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 2.1.2—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.]

1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.
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.]

1. 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.]

1. 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.]

1. 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.

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.]

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

Educational Policy 2.1.9—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.]

1. Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts.

Educational Policy 2.1.10(a)—Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities. [Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice
effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.]

1. Advanced social workers in aging use interpersonal skills to engage older clients in a collaborative, therapeutic relationship.

**Student Learning Outcomes:**

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

1. Understand the basic demography of aging issues in America and their impact on practice and service delivery by reading textbook(s), videos, writing assignments and class discussions.
2. Enhanced understanding and student preparation to engage in a relationship with individuals and agencies that provide services to the older adult through writing assignments and direct contact.
3. Expanded understanding of the challenges facing our older adults in the areas of biological, psychological and social issues by textbooks reading, videos, speakers, direct contact and written assignments.
4. Increased knowledge of various aging theories and aging process by textbook reading, lecture and direct contact.
5. Enhance social work skills crucial to working with older adults and their families from videos, class discussion and textbook reading.
6. Increased knowledge of social policy and community resources in a rural area as it relates to the older adult population by reading, class discussions, videos and written assignments.
7. Enhance communication skills and use of professional self by direct contact with an older adult and with local community service agencies.
8. Evaluate current research on aging and begin to relate this to practice by written assignments and readings.
9. Employ the beginning steps of the social work model of relationship building, assessment, evaluation and termination skills by direct contact assignment.

**C. Required Textbooks and Other Course Materials**


**D. Additional Recommended Textbooks and Other Course Materials**

Other required readings are listed weekly on the syllabus. Copies of these readings are available on Blackboard and e-reserve.

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

**Reflective Journals** (5 points each, total 20 points) (Due dates: September 1, September 8, September 29, October 6)
Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.1(a); Educational Policy 2.1.2(a)

Self-reflections are intended to enhance the students’ ability to make use of his or her experience and develop greater empathy for the older clients. Each student is expected to journal about his or her experience. As part of the journal students are expected to explore and articulate their views and feelings about growing older, their feelings about observing older people in their everyday lives, identifying examples of ageism and discussing ways to combat ageism, and explore how many stereotypes of aging are part of their current view. Students will write short reflective papers answering questions related to the assigned readings or class topics. Journals should follow APA format, be typed, double-spaced and at least 3 pages. A total of (4) journals will be submitted by each student.

**Discussion Boards** (1 point each, total 15 points) (Due dates: Fridays at 11:59 pm; Second posts if
required due on Sundays at 11:59 pm.) Includes designated skills(s) or behavior(s) from: Educational Policy 2.1.1(a); Educational Policy 2.1.2(a)

There will be two discussion boards each week (please note that the Personal Thoughts discussion is optional but highly recommended). Students will post short reflective comments on the discussion forum based on the weekly coursework. To help promote authentic and thoughtful responses to the posted question, during designated weeks, you will not be able to view other student's original posts until you have posted your discussion response. Your original posts are due on Fridays at 11:59 pm on the week they are assigned. If the discussion requires a response/comment to another student's post, your second post will be due on Sundays by 11:59 pm.

Discussion boards are intended to enhance the student’s ability to make use of his or her experience, as well as to glean from the experiences and understanding of others. Students are expected to explore and articulate their views and feelings regarding course material, professional experience and life experience as they relate to older adults. Discussion boards should be supported with course content (i.e. readings, videos, recorded lecture, or other supplemental information related to course and discussion topics). In your discussion boards, it is expected that students will go beyond just agreeing or repeating others’ posts by adding meaningful content to the conversation. Please bring together or synthesize others’ comments from the discussion. Students should also utilize professional conventions of communication (i.e. etiquette, grammar, and word usage).

Gerontological social work interview and agency visit (15 points) (Due date: September 15) Includes designated skills(s) or behaviors(s) from: Educational Policy 2.1.3(a); 2.1.9(a)

This activity is intended to increase knowledge of the various community agencies available to provide services to older adults as well as to allow students the opportunity to interview a gerontological social worker.

Students will individually visit a community agency that provides services to the older adult population in their local community. You are expected to interview a social worker with that community agency regarding the psychosocial issues presented by the older adults whom the agency serves. You must choose an agency other than the one in which you are currently conducting your field placement or have work with prior to this course.

The purpose of this interview and agency visit is to gain an understanding of the role and contribution of gerontological social work practitioners as well as the ethical and practice challenges they face and how they are addressed.

In your interview, gather information on the following:

1. Background information on the community agency/care setting (type of setting, services provided, location, cost/eligibility for services, number of persons served by this agency)
2. The social worker perspectives on and experiences with:

Ø The social worker’s current role in relation to clients and family members
Ø Whether the social worker feels s/he should play a different role and, if so, what that role would be
Ø The social worker’s role in assessing and evaluating the client and family member’s issues and needs
Ø The role of culture and social justice in assessing, evaluating and meeting client and family member’s issues and needs
Ø The social worker’s current role in relation to fellow team members

Ø Practice and ethical challenges faced by the social worker in relation to working with clients and fellow team members

Papers should be 5-6 pages, double spaced, APA style. Type the results of your interview including your own response to what you learned as a result of completing this assignment. In addition to the paper, students must also submit a written verification from the agency of your visit signed by the social worker.

**Psychosocial assessment (25 points) (Due date: September 22)** Includes designated skills(s) or behaviors(s) from: Educational Policy 2.1.3(a);2.1.4(a); 2.1.5(a); 2.1.7(a-b);2.1.9(a);2.1.10(a)

Students are expected to complete an interview of an older adult (must be over the age 70, and not a relative). The goal of the interview is to allow the student the opportunity to enhance communication and assessment skills. In addition to the interview with the older adult, students are expected to interview (with the permission of the older adult) - a collateral contact, such as a service provider, friend or family member. After the interviews, the student will write an assessment, his or her impressions, and recommendations based on the information gathered. The assessment will address the following:

1. Demographics of the person: Age, gender, ethnic background, relationship status, children (living, deceased), employment status, educational level, living arrangements.
2. Physical status: Disabilities, (brief) medical history, mobility, general satisfaction/dissatisfaction with current health status, ability to complete activities of daily living and instrumental activities of daily living.
3. Psychological status: Mental status, general outlook on life, coping abilities, affect, memory, and spiritual or religious activities. Please use one of the assessment tools discussed in class to screen memory or mood - include a copy with your paper.
4. Social functioning: Identify social and support systems and person’s ability to participate within these systems. Describe a typical day for this person.
5. Formal service usage: Identify any formal community services received.
6. Economics: Obtain a general idea of the person’s financial resources. Does the person feel they have adequate resources; what kinds of financial concerns, if any, do they have?
7. Potential problems: Discuss areas of concern identified by the older person or identified by the student.
8. Impressions and Recommendations regarding Interventions: Include your impressions about the information gathered - how do you think the older adult is doing, what concerns you have that maybe the older adult did not mention, and include possible interventions or services to address concerns/problems, including enhancing current services to meet the need.

The assessment should be 10 – 12 double spaced pages. The paper should paint a realistic picture of the older adult’s current functioning.

**A Vision for 2024 Paper (15 points) (DUE: October 6)** Includes designated skills(s) or behaviors(s) from: Educational Policy 2.1.1; 2.1.3;2.1.7

Welcome to **Assisted Living - 2024 in Texas**

This is your opportunity to have a voice in what you would like to see happen in long-term residential care, specifically Assisted Living, for older adults by 2024. Assisted Living is a fact of life; as a product, business entity, and service for older adults that will continue to have an impact on our aging population. In fact, Assisted Living is one of the fastest growing segments of residential long-term care in the United States.
As a gerontological social worker, your job in the future will be to be a part of what will make older adults safer, vibrant, and life a quality of life as long as possible. To complete this assignment, “A Vision for 2024,” you have several tasks:

View the frontline video. The link is as follows

1. Pick 5 issues that you feel will be relevant in 7 years. To do this, watch the video more than once and look for themes, information that you are certain we as an aging population will need to live with.

2. Take each issue and go to the professional literature summarizing the current state of affairs. For example, if you choose medical needs as a theme, what is the literature saying are the current issues. Pick at least 2-3 solid professional articles to make a clear case on each theme you pickup from viewing the video. Then address what you would expect to happen or would recommend should be the case in 2024. So, how would you expect to address medical needs in assisted living in 2024 based on what you are reading now? You will need to be creative here and think outside the box because there may be little available information. Thus, your expectations for assisted living and “medical needs” for 2024 will need to be a well thought out argument that demonstrates your thinking, analysis, and vision.

3. The 5 issues will be need to compiled in one Word document that separates each issue and references clearly. In some ways this represents a Visionary document that you are creating for the future of Assisted Care Living in Texas.

4. It is recommended that you view the work of Dr. Catherine Hawes who is in the video. This almost certainly should aid you.

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, this class does not meet in person, but students are expected to view lecture materials, including videos and PowerPoints posted online.

G. Grading

Grading will be based on posted assignment rubrics and includes criteria such as: answering the prompt in a thorough way that demonstrates critical thinking and mastery of content, following assignment directions, and writing at a graduate level.

Late Work Policy: Taking masters level courses requires good time management and the ability to prioritize assignments based on multiple deadlines. Students are expected to communicate with the instructor if they
feel special circumstances merit a deadline extension, and in rare extenuating circumstances an extension may be granted. Otherwise, late submission of discussion boards and reflective journals will result in a zero. Late submission of major assignments (the three major papers) will result in one letter grade deduction on the assignment per day it was late.

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

There are no exams in this course.

I. Course Schedule

1. Course Schedule

<table>
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<tr>
<th>Module 1 - Week 1</th>
<th>Topic: Introduction to Social Work with Aging Populations</th>
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<td>• McInnis-Dittrich, Chapter 1</td>
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<td>Assignments due: Discussion Board Module 1</td>
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<td>Readings:</td>
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<td>• McInnis-Dittrich, Chapter 2</td>
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Assignments due: Discussion Board Modules 2-3, Reflective Journal 1, Schedule Agency Visit
| Module 4-Week 3 | **Topic:** Conducting a Biopsychosocial Assessment, Spirituality and Social Work with Older Adults  
Readings:  
- McInnis-Dittrich, Chapter 4  
- McInnis-Dittrich, Chapter 10  
| Module 5-Week 3 | **Topic:** Social Work Practice in Identifying and Preventing Abuse, Neglect and Exploitation of Older Adults  
Readings:  
- McInnis-Dittrich, Chapter 9  
Assignments due: Discussion Board Modules 4-5, Reflective Journal 2, Schedule Biopsychosocial |
| Module 6-Week 4 | **Topic:** Differential Assessment and Diagnosis of Cognitive and Emotional Problems of Older Adults  
Readings:  
- McInnis-Dittrich, Chapter 5  
| Module 7-Week 4 | **Topic:** Interventions for Depression, Anxiety and Dementia in Older Adults  
Readings:  
- McInnis-Dittrich, Chapter 6  
Assignments due: Discussion Board Modules 6-7, Agency Visit Paper |
| Module 8-Week 5 | **Topic:** Alternative Interventions in the Socioemotional Problems of Older Adults  
- Readings: McInnis-Dittrich, Chapter 7  
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<th>Module</th>
<th>Topic</th>
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| 9-Week 5 | **Topic: Substance Abuse and Suicide Prevention in Older Adults** | • McInnis-Dittrich, Chapter 8  
| 10-Week 6 | **Topic: Working with Older Adults’ Support Systems: Spouses, Partners, Families and Caregivers** | • McInnis-Dittrich, Chapter 12  
| 12-Week 7 | **Topic: End of Life-Care for Older Adults** | • McInnis-Dittrich, Chapter 11  

Assignments due: Discussion Boards, Reflective Journal 4, A Vision for 2024 Paper
### Module 14-Week 8

**Topic:** Sexuality and sexual health in later life


### Module 15-Week 8

**Topic:** Aging in Place and Age-friendly Communities

Readings:
- McInnis-Dittrich, Chapter 13

Assignments due: Discussion Board Modules 14-15

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.

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### 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:

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http://www.uta.edu/library/services/distance.php
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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://libguides.uta.edu/offcampus
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](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

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

**P. Non-Discrimination Policy**

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

**Q. Title IX Policy**

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