A. Description of Course Content

Studies programs and policies in the field of mental health. An analytical model is employed in the process of examining critical issues in the mental health arena. Prerequisite: SOCW 5303.

B. Student Learning Outcomes

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1. Advanced social workers in DPMHSA implement an effective decision-making strategy for deciphering ethical dilemmas in mental health treatment.

Recovery-oriented social workers apply thoughtful strategies of ethical reasoning to resolve dilemmas between individual self-determination and the ethical mandate to protect the client and others under the law.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

1. Advanced social workers in DPMHSA evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.

Recovery-oriented social workers: use a recovery-oriented framework, engage in professional curiosity, and offer their expertise to support the client’s choices and preferences; analyze the medical/deficits model of assessment of the Diagnostic and Statistical Manual of Mental Disorders (DSM) with clients.
Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in MHSA understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.

Recovery-oriented social workers attend to the potential for institutional bias in diagnosis by critically examining evidence of differences in diagnoses between and within groups (including race/ethnicity, gender, etc.)

Educational Policy 2.1.5—Advance human rights and social and economic justice.

1. Advanced social workers in MHSA understand the range of physical and mental health disease course and recovery issues associated with social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.

2. Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.

Recovery-oriented social workers:

Advocate within the profession and across the behavioral health system for recovery-oriented philosophy, progress, and practices;

“Help individuals understand and act on their legal, civil, and human rights” (AHP, 2011, p. 29), specifically those rights involving advance directives, informed consent and refusal for any particular mental health treatment, involuntary treatment, restraint and seclusion, and equal access to resources;

Advocate for an improvement in individuals’ daily living conditions and address the inequitable distribution of power, money, and resources that results in disadvantage and injustice for their clients;

Promote reduction and/or elimination of the use of physical and chemical restraints;

Confront oppression and injustices and engage in efforts to minimize and overcome stigma and discrimination toward individuals with psychiatric conditions;

Help professionals and others involved with individuals with lived experience of psychiatric diagnoses to replace demeaning, dehumanizing, and shame provoking language with recovery-oriented, strength-based, hope-building language and actions.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

1. Advanced social workers in MHSA use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.

2. Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.

Recovery-oriented social workers:

Critically examine the evidence for newly identified “evidence-based” practices and services for clients, particularly with regard to the inclusion of clients’ voices in intervention development and evaluation;
Stay informed about emerging and promising approaches to recovery-oriented practice, especially in regard to how it can be applied and/or customized to the individual, family, groups, organization, and communities;

Use quantitative, qualitative, participatory action research, and first person accounts to show that people can and do recover from psychiatric conditions;

Promote the inclusion of service users and their viewpoints at multiple levels of the research process including evaluating the relevance of outcomes when compared to their lived experience of psychiatric diagnoses.

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

1. Advanced social workers in MHSA distinguish mental health/substance abuse, mental illness, and mental well-being across the life span. Advanced social workers in MHSA compare the various etiology and treatments for substance abuse and addiction.

Recovery-oriented social workers critically analyze the various ways of understanding the multiple factors influencing an individual’s behavior.

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

1. Advanced social workers in MHSA communicate to stakeholders the implication of policies and policy change in the lives of those with mental health concerns and mental illness.
2. Advanced social workers in MHSA advocate for policies that advance the social and economic well-being of those with mental health/substance abuse concerns and mental illness.

Recovery-oriented social workers:

- Analyze, formulate, and promote structures and policies that contribute to the economic and social inclusion and well-being of individuals with psychiatric conditions and increase access to the services they need;
- Work to eliminate barriers to full community participation, including barriers to employment, civic engagement, education, and housing;
- Create multiple mechanisms for incorporating the voices and choices of persons with lived experience of psychiatric conditions (e.g. advisory boards, state planning boards, civic organizations, self-help groups, policy development and reform, policy forums) in community systems;
- Critically examine public policy and service structures and influence recovery-informed policies at the local, state, and national levels (such as facilitating diversion from the criminal justice system, promoting wellness in inpatient settings, etc.);
- Advocate for the integration of services to clients (e.g. co-occurring psychiatric conditions and substance abuse, co-occurring physical and behavioral health conditions) and ensure disparate services are working in accord with one another, with all efforts aiming toward the same set of client-determined goals.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

1. Advanced social workers in MHSA assess the quality of client’s interactions within their social contexts.
2. Advanced social workers in MHSA develop intervention plans to accomplish systemic change that is sustainable.

Recovery-oriented social workers:

- Practice with consideration for evolving contextual changes on macro and micro levels, innovations in science and technology, and nonlinear pathways to provide up-to-date services for persons with lived experience of psychiatric diagnoses.
Upon completion of this course, the participant will be able to:

1. Critically evaluate the substantive area of mental health policy [APB 2.1.3, 2.1.8(2)].
2. Identify and analyze selected policy issues in the field of mental health, including the dynamics and trends in U.S. social policy, applying the policy analysis model provided [APB 2.1.9(2)].
3. Examine the major arrangements for the delivery of mental health services. [APB 2.1.7(4)]
4. Evaluate recent, evidence-based mental health research findings [APB 2.1.6].
5. Synthesize the issues and dynamics involved in underserved populations and in international mental health, using a social justice approach [APB 2.1.5, 2.1.7(3)].
6. Analyze the critical issues affecting mental health care in Texas [APB 2.1.7(4), 2.1.9]

Objectives will be measured by academic performance on course assignments.

C. Required Textbooks and Other Course Materials


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

D. Additional Recommended Textbooks and Other Course Materials


Mental Health Recovery Bibliography:


Clark, C., & Krupa, T. (2002). Reflections on empowerment in community mental health: Giving shape to an


*Note: The Instructor may assign additional readings throughout the semester.*

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

1) **Letter to Legislator (Objectives 1-6) 5 points**

Students will write and send a letter to a Texas Senator or Representative in their district. This will entail: a) a one-page letter regarding his/her position regarding an important piece of mental health legislation, b) a one-page fact sheet, and c) a page of references. Students will provide a copy of the documents, as well as a copy of the response letter sent by the politician. Students will turn in letter to the BlackBoard assignment portal for Week 2. [APB 2.1.8(10, (2)]

2) **Three Critical Issues Assignment (Objective #1): 5 points**

Interview one person involved in the formal delivery of mental health services (phone or on-site). Elicit from
them and list in rank order the three most critical issues in mental health today. Have them describe these
issues in some detail. Write a 1-2 page reflection on these issues (including the issues and the description you
received from this professional) from your perspective. You will submit your reflection to the appropriate
BlackBoard Assignment Portal for Week 3. [APB 2.1.3, 2.1.8]

3) Mental Health Policy in the News (Objectives 1, 2, and 6)- 5 points

Students are to look for a specific mental health policy issue in the news: TV, radio (NPR), newspaper,
and/or the internet. Students will present their policy issue in a 1 page summary, to the appropriate
BlackBoard assignment portal for Week 4 In addition, students are encouraged to subscribe to Today's Clips
(UT Austin) by sending an email to: Hogg-Communications@austin.utexas.edu.

Two other good resources for keeping informed about mental health policy are:

1. MHA/Mental Health America (fka National Mental Health Association):
   http://www1.nmha.org/newsroom/system/mhHeadline.main.cfm
2. NIMH/National Institute of Mental Health: http://www.nimh.nih.gov/tools/listserv.cfm

[APB 2.1.3, 2.1.7(4), 2.1.8(2), 2.1.9(2)]

4) Presentation on Selected Mental Health Research Report (Objective #4) 15 points

Prepare a PowerPoint presentation on a major mental health study.-- This review should include the following
points:

1. Identification of the researcher's/author's credentials (e.g., position, education, experience).
2. Problem studied- why important?
3. Hypotheses of the study
4. Methodology
5. Findings
6. Conclusions and implications for policy and practice in the mental health field
7. Critique of the study

The slides of your PowerPoint should be brief, with key points, and you should include in the notes section for
each slide, the additional information you would discuss in class, that would elaborate on your key points.Â
You will turn this in to the appropriate BlackBoard Assignment Portal during Week 6. [APB 2.1.6]

5) Field Visit to Psychiatric Program or Facility (Objectives #1, 3, 6)- 15 points

Decide on a program or facility in consultation with the instructor, and make arrangements to conduct a field
visit. You may need to sign a release form in order to visit these sites Write up a 2 - 3 page report on the
experience and your observations. Your report will be due via the appropriate BlackBoard assignment portal
for Week 7. [APB 2.1.3, 2.1.7(4), 2.1.8(2), 2.1.9]
6) Final Paper on Mental Health Policy Analysis (Objectives #2,5) 30 points

With the concurrence of the instructor (please ensure you have instructor approval by week 3), select a state or federal mental health policy. Thoroughly study the policy and the issues involved with the policy, identifying its relevancy and significance. Using APA guidelines, the Karger/Stoesz policy analysis model, and additional parameters provided by the professor, present and analyze the policy. Include your recommendations related to the policy issue. Length: 8-10 pages, double-spaced. Minimum of 8 references, 4 of which must be from professional journal articles. You may submit via the BlackBoard assignment portal, a 1 page overview of your planned paper no later than week 5, to receive feedback from the instructor. This paper will be due via the appropriate BlackBoard assignment portal for Week 10. [APB 2.1.5, 2.1.7(3), 2.1.9(2)]

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 complete assigned reading and view all 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 with appropriate spelling, grammar, and critical thinking. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. Please thoroughly review the grading rubric to ensure you understand expectations and are following all assignment guidelines. All papers must be grammatically correct using APA style.

The grading system is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Needed</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89.99</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79.99</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69.99</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59.99</td>
<td>F</td>
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</tbody>
</table>
The instructor reserves the right to give a grade of â€œFâ€ for the course as a whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

### Breakdown of Total Semester Assignments/Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Letter to Legislator</td>
<td>5</td>
</tr>
<tr>
<td>Three Critical Issues Assignment/Paper</td>
<td>5</td>
</tr>
<tr>
<td>Mental Health Policy In the News Paper</td>
<td>5</td>
</tr>
<tr>
<td>Presentation on Selected Mental Health Research Report</td>
<td>15</td>
</tr>
<tr>
<td>Field Visit to Psychiatric Program/Facility Paper</td>
<td>15</td>
</tr>
<tr>
<td>Final Paper on Mental Health Policy Analysis</td>
<td>30</td>
</tr>
<tr>
<td>Weekly Discussion Board Posting &amp; Response (8 weeks @ 2.5 each)</td>
<td>20</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
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</table>

### Extra Credit Opportunities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Introduction Discussion Board Posting</td>
<td>2</td>
</tr>
<tr>
<td>Work with Dr. Kilgore on your Letter to Legislator</td>
<td>1</td>
</tr>
<tr>
<td>Work with Dr. Kilgore on your Three Critical Issues Paper</td>
<td>1</td>
</tr>
<tr>
<td>Work with Dr. Kilgore on your MH Policy In the News Paper</td>
<td>1</td>
</tr>
<tr>
<td>Work with Dr. Kilgore on your MH Research Report Presentation</td>
<td>1</td>
</tr>
<tr>
<td>Work with Dr. Kilgore on your Field Visit Paper</td>
<td>1</td>
</tr>
<tr>
<td>Work with Dr. Kilgore on your Mental Health Policy Analysis Paper</td>
<td>1</td>
</tr>
<tr>
<td>Extra Credit Discussion Board- Week 7</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Extra Credit available</strong></td>
<td><strong>10</strong></td>
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</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.

### H. Make-Up Exams

**Late Work Policy:** Taking masters level courses requires good time management and the ability to prioritize multiple assignments with 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 smaller assignments (less than 15 points) will result in a zero. Late submission of major assignments (15+ points) will result in one letter grade deduction on the assignment per day it was late.**

There are no exams in this course.

### I. Course Schedule
<table>
<thead>
<tr>
<th>Class Week</th>
<th>Class Content</th>
<th>Required Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16-21</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Mental Health Consumer Movement Meeting the Needs of Veterans Psychiatric Epidemiology</td>
<td>R&amp;R Chapters 3, 4 Mechanic Chapters 3, 4</td>
<td>Letter to Legislator Online Discussion Posting #2</td>
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<tr>
<td>Jan 22 - 28</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Approaches to Policymaking and Analysis Community Mental Health Across the Life Cycle-Children, Families and Older Adults Illness Behavior and Entrance into Treatment</td>
<td>Karger &amp; Stoesz, pp. 31-37 chapter 2: Policy Analysis Model R&amp;R Chapters 6, 7, 8 Mechanic Chapter 6</td>
<td>Three Critical Issues Paper Due Online Discussion Posting #3</td>
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<tr>
<td>Jan 29 - 4</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Mental Health &amp; Mental Health Professions Controlling Mental Illness Mental Health Interventions</td>
<td>Mechanic, Chapters 5, 9, 10</td>
<td>MH Policy In the News Paper Due Online Discussion Posting #4</td>
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<tr>
<td>Feb 5 -11</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>The Financing &amp; Delivery of Mental Health Services Development of Mental Health Policy Managed Mental Health Care</td>
<td>Mechanic Chapter 7, 8 The Provision of Mental Health Services in Managed Care Orgs. (DHHS Report)</td>
<td>Online Discussion Posting #5 Presentations on MH Policy Research Report Due</td>
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<tr>
<td>Feb 12 - 18</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Court Diversion Programs &amp; Prosecution of People with Mental Illness Community Mental Health with Underserved Populations Diversity and Community Mental Health</td>
<td>R&amp;R Chapter 5 R&amp;R Chapters 9 - 12</td>
<td>Field Visit to Psych Program/Facility Paper Due Online Discussion Posting #6</td>
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<tr>
<td>Feb 19 - Feb 25</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Best Practices: Assertive Community Treatment Co-occurring MH and SUDs Neuropsychiatric perspectives Mental Illness and Homelessness</td>
<td>R&amp;R Chapters 13 - 16</td>
<td>Online Discussion Posting #7 Online Discussion Posting #7- EXTRA CREDIT</td>
</tr>
<tr>
<td>Feb 26- March 4</td>
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<tr>
<td><strong>Week 8</strong></td>
<td>Wrap up- DSM 5 &amp; The Future of Mental Health</td>
<td>No required readings. Additional lectures and resources available under Course Materials &gt; Resources</td>
<td>Final Paper Due MARCH 7th Online Discussion Board Week 8- Posting DUE MARCH 7th</td>
</tr>
<tr>
<td>March 5-9</td>
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</table>

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

**J. Expectations for 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](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](http://www.uta.edu/library)
Subject Guides...................... [http://libguides.uta.edu](http://libguides.uta.edu)
Course Reserves...................... [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
Connecting from Off- Campus....... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
Ask a Librarian........................ [http://ask.uta.edu](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://wwweb.uta.edu/ao/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.