### Semester/Year: Summer 11-week 2019
### Course Title: Life Span Development
### Course Prefix/Number/Section: SOCW 2302-003
### Instructor Name: LaShaunn Bold, LMSW
### Faculty Position: Assistant Professor in Practice
### Faculty Profile: [mentis.uta.edu/public/#profile/profile/edit/id/4](http://mentis.uta.edu/public/#profile/profile/edit/id/4)
### Office Number: N/A
### Phone Number: UTA SSW (817) 272-3181
### Email Address: lashaunn@uta.edu
### Office Hours: by appointment
### Day and Time of Class (if applicable): Online
### Location: Online

#### Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.

#### Blackboard: [https://elearn.uta.edu](https://elearn.uta.edu); Canvas: [https://uta.instructure.com](https://uta.instructure.com/)

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### A. Description of Course Content

This course explores, within the context of a strengths and empowerment based perspective, the bio-psycho-social development of persons from birth to death. It is strongly recommended that this course be taken before SOCW 3301. This course is required for Social Work Field Instruction and Seminar I (SOCW 4951).

### B. Student Learning Outcomes

This course satisfies the University of Texas at Arlington core curriculum requirement in social and behavioral sciences. As such, it contains core objectives and learning outcomes in critical thinking, communication, empirical and quantitative reasoning, and social responsibility. These are listed here with relevant assignments to assess these outcomes: Critical Thinking Skills include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Assessments: Signature Assignment.

Communication Skills include effective development, interpretation and expression of ideas through written, oral, and visual communication. Assessments: Signature Assignment

Empirical and Quantitative Skills include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Assessments: Signature Assignment.

Social Responsibility includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Assessments: Signature Assignment.

**Outcomes for All students:**
Be able to explain the stages of life development from various theoretical perspectives. Assessment: Exams, Group Presentation, Case Study Paper (Signature Assessment)

Understand impacts of environmental, biopsychosocial, and sociocultural circumstances on a person’s development and behavior. Assessment: Group Presentation, Case Study Paper (Signature Assignment).

Be able to use evidence-based literature and statistics to explain how environmental, biopsychosocial, and sociocultural circumstances affect a person’s development and behavior. Assessment: Group Presentation, Case Study Paper (Signature Assignment).

**Student Learning Outcomes for Social Work Majors**

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

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

Specifically, while this course addresses competencies 1-9 the primary focus are competencies 2 & 7.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, my oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experience; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of
inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

Students are expected to attempt ALL assignments in the course to succeed in the course. There are no optional assignments.

1) Video Introduction: Students use ARC to introduce themselves to the course. See Modules for additional info.

2) Discussions : 3 (See chart below)

3.) Course Exploration Assignments-5 (2 points each) Each Assignment (Course Exploration or Discussion) is worth 1 point to overall 10 points course total. Students participate in regular discussions regarding course text materials, course content; either in class or on line as determined by the instructor. Students receive credit for discussions through regular course attendance. Discussions throughout the semester will include the practical application of assigned readings. In class students must attend class to receive full credit for the Discussion. Online students must respond to a minimum of 2 others. Online students must complete the Discussion during the week it is assigned. There are no make up Discussions. Addresses competencies 2 & 7.

3) Quizzes-(10 Points) Students are expected to read weekly and complete a weekly quiz as indicated on the Course Schedule. Quizzes relate to the Course Chapters. Each Quiz is worth 1 point for a Total of 10 points on the final 100 Course Points. Quizzes are not optional. Quizzes are completed in Canvas. Addresses competencies 2 & 7.

4) Group Presentation –(40 Points) See Online Modules for Details & Rubric

Working in small groups, students will prepare and present knowledge of a specific age group’s development within the social environment with special attention to diversity and risk and protective factors. Presentations will demonstrate knowledge of the life course perspective, as well as applicable human development theories covered in class, such as Erikson’s, Piaget’s, and Bowlby’s. Additional information on the content, style, and grading of this assignment will be provided in class and posted on line. Addresses Core Competencies 2 & 7.

5.) Team Activities-(18 Points) See Online in TEAM Activities areas.

Students will complete 6 TEAM Activities to assist in developing the Group Presentation. Due dates can be
found in the Course Schedule. TEAM Activities are designed specifically to assist guide in team collaboration resulting in a highly successful finished product.

The following Activities are required to receive full credit for the assignment.

Team Activity 1: Becoming A Team (3 points)

Team Activity 2: Communicating with Your Team (2 points)

Team Activity 3: Working Together (3 points)

Team Activity 4: Tools for the Project (5 points)

Team Activity 5: Review the Team Presentation (2 Points)

"The Presentation" What is required? See Online for video and details (40 Points) Working in small groups, students will prepare a presentation to compare one identified age group with members of the same age group who may be experiencing the results of being in a high risk population.

Team Activity 6: Peer Review (3 points) Each Team Member completes the Peer Review and turns in as an individual. Students review one another. See Online Format in Module 12. Students receive average from all Team members on the following scale: 0-Poor Performance, 3-Average Performance, 3.5-Above & Beyond

5) Case Study- (20 Points) Addresses Core Competencies 2 & 7.

Each student will write a paper (i.e., creating a case study) describing a person while focusing on the life course perspective to reflect the understanding of the person. Students will also apply developmental theories in the description. The case study will comment on how person-in-environment, biopsychosocial, sociocultural, and life stages reflect understanding of the person with specific attention to issues of diversity. Additional information on the content, style, and grading of this assignment will be provided in class and posted on line.

This paper should be a maximum of 7 - 10 double-spaced pages in length and follow APA format. Include pertinent material from your textbook and include a minimum of three articles from social work journals that present research findings specifically relevant to understanding the causes of your client’s problems or relevant to how to provide effective social services. The cover and reference page are not included in the page number requirement. Points will be deducted for failure to adhere to the appropriate number of pages. Your grade will be determined based on the following rubric.

<table>
<thead>
<tr>
<th>Grading Element</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity - Content is expressed with clarity and coherence</td>
<td>5</td>
<td>This includes grammar, spelling, and coherence. APA: title page, running head, page numbers, and reference list.</td>
</tr>
<tr>
<td>Description of Client’s life span attributes</td>
<td>10</td>
<td>Describe and Discuss as they relate to theories presented in the course text. Comment on person-in-environment, biopsychosocial, sociocultural, and life stages</td>
</tr>
<tr>
<td>Description of diversity Issues/Influences</td>
<td>10</td>
<td>Discuss and explain diversity issues of the social unit that you have selected (religion, sexual orientation, race, disability, etc.).</td>
</tr>
<tr>
<td>Promotion of Health and Well-Being</td>
<td>5</td>
<td>Discuss in terms of social systems and how they promote or block the achievement of health and well-being.</td>
</tr>
<tr>
<td>Depth and Substance</td>
<td>10</td>
<td>Applications of theories, concepts, and diversity influences are intricate, comprehensive, and reflect depth versus superficiality. Citations from the book and minimum of 3 social work journal articles are required.</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,

Attendance is open as this is an on line course.

G. Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Video Introduction Discussion (1 pt.)</td>
<td></td>
</tr>
<tr>
<td>Discussion 2 (.5 pt) &amp; Discussion 3 (.5 pt)</td>
<td>2</td>
</tr>
<tr>
<td>5 Course Exploration Assignments (2 points each)</td>
<td>10</td>
</tr>
<tr>
<td>Team Activities</td>
<td></td>
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<tr>
<td>Team Activity 1-3pts</td>
<td></td>
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<tr>
<td>Team Activity 2-2pts</td>
<td></td>
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<tr>
<td>Team Activity 3-3pts</td>
<td></td>
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<tr>
<td>Team Activity 4-5pts</td>
<td></td>
</tr>
<tr>
<td>Team Activity 5-2 pts</td>
<td></td>
</tr>
<tr>
<td>Team Activity 6-3pts</td>
<td>18</td>
</tr>
<tr>
<td>Group Presentation-(Team Activity 5)</td>
<td>40</td>
</tr>
<tr>
<td>Case Study</td>
<td>30</td>
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<tr>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td>Extra Credit: TEAM Survey</td>
<td>1</td>
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</tbody>
</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

H. Make-Up Exams

Make-up Exams: Students are expected to complete all assignments in a timely manner.

There are no make up exams unless the student has received prior approval from the instructor.

Late assignment Policy: Late assignments are not accepted after 5 days from the first day it was due. All late assignments will be given a 10 point grade deduction. Writing assignments will not be accepted after 5 days.
A grade of “incomplete” for the course will not be awarded without prior consultation with the instructor. The student is responsible for initiating this conversation with the instructor. Incomplete will be given only for such reasons as medical emergencies, serious emotional distress, etc. The instructor reserves the right to make the final decision regarding incomplete.

**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 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

I. Course Schedule

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Each Week begins on Tues. &amp; ends on Mon. Assignments are due on the Monday at the end of each week. See online for exact due dates. *</td>
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<td></td>
<td></td>
<td></td>
<td>* This course is designed to require students to complete one module prior to moving to the next. *</td>
</tr>
<tr>
<td><strong>First Day of Class 6/3/19</strong></td>
<td>Introductions, Syllabus Review, Assignments</td>
<td></td>
<td>· BEGIN the course in the &quot;Getting Started&quot; area online.</td>
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<td>· Students MUST post their picture on the Canvas profile area.</td>
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<td></td>
<td>· Begin reviewing the Syllabus (See Home Page).</td>
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<td></td>
<td>· Watch syllabus video, begin reading text and completing course materials.</td>
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<td></td>
<td></td>
<td></td>
<td>· Video Introduction due 6/10/19</td>
</tr>
<tr>
<td><strong>Module 1 6/3/19-6/10/19</strong></td>
<td>Life Course Perspective</td>
<td>Ch. 1</td>
<td>Quiz 1 Course Exploration Assignment 1: <em>Life Course</em></td>
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<td></td>
<td></td>
<td></td>
<td>See page 13 of Chapter 1</td>
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<td></td>
<td>Exhibit 1.5 My Lifeline.</td>
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<td></td>
<td><em>Reminder: If you have not completed the Video Introduction, please do so by end of this week. Students build groups based on video introductions.</em></td>
</tr>
<tr>
<td><strong>Module 2 6/11-6/17</strong></td>
<td>Conception, Pregnancy, Childbirth Erikson’s Theory</td>
<td>Ch. 2 and Handout</td>
<td>Quiz 2 Course Exploration Assignment 2</td>
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<td></td>
<td></td>
<td></td>
<td>Team Activity 1: Becoming A Team (See online)</td>
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<td></td>
<td></td>
<td></td>
<td>Team Activity 2: Communicating with your Team (See online)</td>
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<td></td>
<td><em>NOTE: Individual Students may want to go ahead and begin reviewing the Major Paper assignment and choose Option 1 or Option 2 as it may take some advanced planning.</em></td>
</tr>
<tr>
<td>Module 3</td>
<td>Infancy and Toddlerhood</td>
<td>Attachment Theory</td>
<td>Ch. 3</td>
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<tr>
<td>Module 4</td>
<td>Early Childhood</td>
<td>Piaget’s Cognitive Development</td>
<td>Ch. 4 and Handout</td>
</tr>
<tr>
<td>Module 5</td>
<td>Middle Childhood</td>
<td>Ch 5</td>
<td>Quiz 5 Course Exploration Assignment 3: 40 Developmental Assets.</td>
</tr>
<tr>
<td>Module 6</td>
<td>Adolescence</td>
<td>Ch. 6</td>
<td>Quiz 6 Course Exploration Assignment 4: The teenage brain</td>
</tr>
<tr>
<td>Module 7</td>
<td>Young Adulthood</td>
<td>Ch. 7</td>
<td>Quiz 7 Course Exploration Assignment 5: Explore the Major Paper Case Study</td>
</tr>
<tr>
<td>Module 8</td>
<td>Middle Adulthood</td>
<td>Ch. 8</td>
<td>Quiz 8 Complete the UTA course survey found in your MyMav email sent from UTA. Team Presentation Due 7/29/19 11:59pm One student Post the presentation On line. Respond to the other student’s presentations on Blog. Reminder Team Activity 6: (3 points) Each Team Member completes the Peer Review and turns in as an individual. Students review one another. See Online Format Module 9. Due 8/5/19</td>
</tr>
<tr>
<td>Module 9</td>
<td>Late Adulthood</td>
<td>Ch 9</td>
<td>Quiz 9 MAJOR PAPER; CASE STUDY DUE 8/6/19 11:59. Discussion 3: Blog Response to Other Teams 8/5/19</td>
</tr>
<tr>
<td>Module 10</td>
<td>Very Late Adulthood</td>
<td>Ch. 10</td>
<td>Quiz 10 Team Activity 6 MUST be turned in 8/8/19</td>
</tr>
</tbody>
</table>

**Module 11**
**Finals Week**
Course Wrap Up
There is No Final in this Course.
- Extra Credit: Complete the Anonymous Survey re: Team Experience
Students who have not attempted all of the assignments are not eligible for extra credit.

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

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

K. Grade Grievances


L. Student Support Services

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

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

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

M. Librarian to Contact

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

http://www.uta.edu/library/services/distance.php

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

Library Home Page.......................... http://www.uta.edu/library
Subject Guides............................... http://libguides.uta.edu
Subject Librarians........................... http://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://www.uta.edu/aaofao/).

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. 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.