A. Description of Course Content

Explores the central contribution of social work to comprehensive health care and health in environment theory and evidence; advanced knowledge and skills in human behavior theory relevant to health care, as well as social work interventions to assess and ameliorate the psychological effects of illness and disability, are included along with emerging roles for social work in prevention and health maintenance. Prerequisite: SOCW 6325.

B. Student Learning Outcomes

By the end of the semester, students should be able to demonstrate the following practice behaviors, comprised of knowledge, values, and skills

1. Apply strategies of ethical reasoning to arrive at principled decisions in relationships with individuals and agencies that provide and consume health services through writing assignments and direct contact. EPAS 2.1.2

2. Recognize the structural mechanisms and underpinnings of the health challenges encountered by diverse individuals in the areas of biological, psychological and social issues and critique and utilize theories and conceptual frameworks to guide practice, including engaging in practices that advance social and economic justice in access to health care, as demonstrated by textbooks reading, videos’, speakers, direct contact and written assignments. EPAS 2.1.4, 2.1.5, 2.1.7

3. Analyze practice models, distinguish/appraise/integrate multiple sources of knowledge, and demonstrate effective communication crucial to working with client health issues from critical thinking about videos, class discussion and textbook reading. EPAS 2.1.3

4. Analyze health initiatives and health processes, health policy, and community health resources (exemplar:
5. Demonstrate professional communication skills and use of professional self by direct contact with local community health service agencies. EPAS 2.1.1
6. Use research evidence, including basic demography of health issues in America and their impact on policy, planning and service, to inform practice of social work in health care settings as demonstrated by written assignments and readings. EPAS 2.1.6
7. Engage, assess, intervene, and evaluate social work practice with individuals, families, and groups in health care settings as demonstrated by direct contact assignment. EPAS 2.1.10

<table>
<thead>
<tr>
<th>Practice Competency and Behaviors (in parentheses)</th>
<th>Taught/Practiced</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP 2.1.1 - Identify as a professional social worker and conduct oneself accordingly (1)</td>
<td>Readings, class discussions, and engagement with community partner on health agency paper</td>
<td>Health Agency Paper and Presentation</td>
</tr>
<tr>
<td>EP 2.1.2 - Apply social work ethical principles to guide professional practice (1)</td>
<td>Readings, class discussions, and preparation for health agency paper and social or community health assessment paper</td>
<td>Health Agency Paper and Presentation, Social or Community Health Assessment Paper</td>
</tr>
<tr>
<td>EP 2.1.3 - Apply critical thinking to inform and communicate professional judgments (1)</td>
<td>Readings, class discussions, and preparation for health agency paper and social or community health assessment paper</td>
<td>Exam, Health Agency Paper and Presentation, Social or Community Health Assessment Paper</td>
</tr>
<tr>
<td>EP 2.1.4 - Engage diversity and difference in practice (1)</td>
<td>Readings, class discussions, and preparation for health agency paper and social or community health assessment paper</td>
<td>Health Agency Paper and Presentation, Social or Community Health Assessment Paper</td>
</tr>
<tr>
<td>EP 2.1.5 - Advance human rights and social and economic justice (1 and 1)</td>
<td>Readings, class discussions, and preparation for health agency paper and social or community health assessment paper</td>
<td>Health Agency Paper and Presentation, Social or Community Health Assessment Paper</td>
</tr>
<tr>
<td>EP 2.1.6 - Engage in research-informed practice and practice-informed research (1 and 2)</td>
<td>Readings, class discussions, and preparation for health agency paper and social or community health assessment paper</td>
<td>Health Agency Paper and Presentation, Social or Community Health Assessment Paper</td>
</tr>
<tr>
<td>EP 2.1.7 Apply knowledge of human behavior and the social environment (1)</td>
<td>Readings, class discussions, and preparation for health agency paper and social or community health assessment paper</td>
<td>Exam, Health Agency Paper and Presentation, Social or Community Health Assessment Paper</td>
</tr>
<tr>
<td>EP 2.1.9 - Respond to contexts that shape practice (2)</td>
<td>Readings, class discussions, and preparation for health agency paper and social or community health assessment paper</td>
<td>Health Agency Paper and Presentation, Social or Community Health Assessment Paper</td>
</tr>
</tbody>
</table>
### C. Required Textbooks and Other Course Materials


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

If you have not done so already, it is recommended that you purchase the *Publication Manual* of the American Psychological Association.

Additional readings or materials will be posted in Blackboard

### E. Descriptions of Major Assignments and Examinations

Continuing the course after distribution and review of the syllabus constitutes informed consent to participate in the course, per syllabus criteria. In addition to assignments listed below, each student is expected to read 100% of the assigned reading material and to come to each class prepared to discuss (e.g., ask and answer relevant questions) the reading material.

Students will be required to actively utilize the online program to access course assignments, required reading assignments, and to communicate with peers and the professor throughout the semester. Some class sessions, as determined by the instructor, will be done online.

#### A. Exams (2)

**Exam I due 3/24-15 points**

**Exam II due 5/1-20 points**

There will be two exams which may include multiple choice, true/false and short answer questions. The exams will be based upon the text, class lectures and guest speaker information. Integration of the concepts and theories of health behaviors and utilization across the life span will be central to the exams.

*Exams will be given via Blackboard.*

**Social Health Assessment Paper**

15 points
Due: 3/10 at 11:59pm

Complete a comprehensive psychosocial assessment of a person (If you are doing a child, you may speak with their parent) with a chronic health condition. The interview may be completed face to face, via telephone or via teleconference.

The purpose of this assignment is to provide an opportunity for students to practice their interpersonal skills and to allow the person to serve as a resource for better understanding of the needs of the health impaired.

The assessment should be 10-12 double-spaced pages in the length. The paper should include at least eight (8) references and should reflect the assessment concepts and strategies covered in the course readings and lectures. Please note that the textbook is an edited text; refer to your APA manual for proper citation. Also, using a previous case study or paper from another class will not be accepted and will result in a zero (0) for the assignment.

This assignment may be completed in dyads (pairs of two). Students must notify the instructor by 2/24.

The psychosocial health assessment should be multidimensional focusing on these areas, which should be used as section headings:

1. Demographics of the person
2. Physical status
3. Psychological status
4. Social functioning
5. Formal service usage
6. Historical events
7. Economics
8. Personal philosophy of health
9. Treatment Plan and conclusion

The Social Health Assessment Paper will be submitted via Blackboard.

See additional requirements, complete paper outline and rubric for the Social Assessment Paper in Blackboard.

Interprofessional Simulation

Dates: March 2nd and 3rd

15 Points

This assignment will allow you to participate in a unique learning activity which will involve students from multiple health professions who are currently attending UTA, TWU, and UT Southwestern (UTSW) in a team-based interprofessional simulation. The activity focuses on teamwork, so as many students as possible from as many professions and schools as possible are needed to make the experience robust for everyone.

Students will need to sign up for ONE (1) Interprofessional Education (IPE) simulation session at UT Southwestern Medical Center Simulation Center, Dallas, TX 75235, Room L3.228. You will be one of the members of an interprofessional team who meet together to participate in a simulation. There are 2 dates that you may choose from March 2nd or 3rd. Additional information including the link to sign up and steps that students will need to follow to prepare for the simulation will be posted online.

Health Agency Presentation and Resource Sheet

Presentation=15 points
Resource Sheet=8 points

Confirmation of Site Visit=2 points

Due Date: 4/9 at 11:59pm

Pairs of students will complete this assignment of visiting a community agency that provides health (medical) services.

The pair of students will need to bring at least three (3) agencies to the second class that they would like to visit. Agencies will be assigned during the 2nd class. No duplicate agency visits will be allowed. This activity is intended to increase your knowledge of the various community agencies available to provide health (medical) services.

The pair will be responsible to complete the following:

Visit the agency, in person, together.

Complete the assigned questions (see online materials) and any additional questions the student(s) feel relevant to the visit.

Pairs of students will be assigned to present this community agency to the class. Students will sign up for their agency presentations, which will start on 4/10.

Information to be submitted via Blackboard to the instructor will be written verification from the agency visit; the presentation and resource sheet, which is due 4/9 at 11:59pm.

Students will also need to post the presentation and resource sheet to the "Agency Discussion Board" for their peers to access for class. The presentation and resource sheet must also be posted to the discussion board by 4/9 at 11:59pm. Agency presentations will take place in class on 4/10; 4/17; 4/24; and 5/1, if needed.

Grades for the PowerPoint Presentation will not be completed until after the pair of students have presented to the class.

See additional requirements on the rubric for the PowerPoint and Resource Sheet in Blackboard.

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,

While attendance is not required, students should note that class participation counts towards 10 points of their final grade. Class participation will be assessed by attendance and active participation in classroom discussions, small group discussions, and interaction with our guest speakers (i.e. asking questions)

G. Grading
All assignments due by 11:59p on the day of the due date. All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Expect the instructor to grade assignments within two weeks of the due date. Please do not ask when grades will be assigned before the two-week period. If a student has a question regarding his/her grade check the gradebook on Blackboard. Federal law and FERPA ensure a student’s right to privacy and limits the instructor’s ability to discuss grades over the internet or via phone. Do not email about your grades from an email account other than Mav Mail. If you would like to discuss your grade, an appointment will need to be made with the professor.

Suggestions for earning a good grade:

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

First—Read and view the assignments

Second—Ask your question regarding the course materials through an e-mail to the professor or the “Ask the Instructor” Discussion Board

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

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

Note: The following Web Sites not only define plagiarism, but also provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington) [http://library.uta.edu/plagiarism/index.php](http://library.uta.edu/plagiarism/index.php)
- UTA School of Social Work-Writing Resources [https://www.uta.edu/ssw/student-resources/writing-resources/index.php](https://www.uta.edu/ssw/student-resources/writing-resources/index.php)
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services) [http://www.indiana.edu/~wts/pamphlets.shtml](http://www.indiana.edu/~wts/pamphlets.shtml)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>15</td>
<td>3/24 at 11:59pm</td>
</tr>
<tr>
<td>Interprofessional Simulation</td>
<td>15</td>
<td>3/2 or 3/3</td>
</tr>
<tr>
<td>Health Agency Presentation</td>
<td>15</td>
<td>4/9 at 11:59pm</td>
</tr>
<tr>
<td>Health Agency Resource Sheet</td>
<td>8</td>
<td>4/9 at 11:59pm</td>
</tr>
<tr>
<td>Confirmation of site visit</td>
<td>2</td>
<td>4/9 at 11:59pm</td>
</tr>
<tr>
<td>Social Health Assessment Paper</td>
<td>15</td>
<td>3/10 at 11:59pm</td>
</tr>
<tr>
<td>Exam II</td>
<td>20</td>
<td>5/1 at 11:59pm</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
</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

Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor, and may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Class Date</th>
<th>Topic</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>Introduction to the course; Syllabus overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/23</td>
<td>Foundations of Social Work in Health Care Social Work roles in Health Care Settings</td>
<td>Gehlert &amp; Browne-Ch. 1 &amp; 2 Blackboard Readings</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/30</td>
<td>Understanding health disparities Health Care Access Issues</td>
<td>Gehlert &amp; Browne-Ch. 7 &amp; 9 Blackboard Readings</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/6</td>
<td>Health Literacy and Health Communication</td>
<td>Gehlert &amp; Browne-Ch. 10 Blackboard Readings</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/13</td>
<td>Theories of Health Behavior Assessments</td>
<td>Gehlert &amp; Browne-Ch.6 Blackboard Readings</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/20</td>
<td>Cultural Diversity Alternative/Complementary Health Practices</td>
<td>Gehlert &amp; Browne-Ch. 11 &amp; 12 Blackboard Readings</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/27</td>
<td>Class via Blackboard</td>
<td>Blackboard Readings</td>
<td>Interprofessional Simulation at UTSW</td>
</tr>
<tr>
<td>8</td>
<td>3/6</td>
<td>Health Policy and Social Work Insurance</td>
<td>Gehlert &amp; Browne-Ch. 5 Blackboard Readings</td>
<td>Paper Due 3/10 at 11:59pm</td>
</tr>
</tbody>
</table>

Spring Break
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>3/20</td>
<td>Exam I</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/27</td>
<td>Social Work with Families and Caregivers in Health Care Settings</td>
<td>Gehlert &amp; Browne-Ch. 13 Blackboard Readings</td>
</tr>
<tr>
<td>11</td>
<td>4/3</td>
<td>Health Care Social Work Across the Life Span</td>
<td>Gehlert &amp; Browne-Ch. 15 &amp; 16 Blackboard Readings</td>
</tr>
<tr>
<td>12</td>
<td>4/10</td>
<td>Ethics and Social Work in Health Care Settings</td>
<td>Gehlert &amp; Browne-Ch. 3 Blackboard Readings</td>
</tr>
<tr>
<td>13</td>
<td>4/17</td>
<td>Palliative Care; End of Life; Advance Directives</td>
<td>Gehlert &amp; Browne-Ch. 22 &amp; 23 Blackboard Readings</td>
</tr>
<tr>
<td>14</td>
<td>4/24</td>
<td>Course Wrap up; Presentations</td>
<td>Agency Presentations in class</td>
</tr>
<tr>
<td>15</td>
<td>5/1</td>
<td>Exam II Presentations, <em>if needed</em></td>
<td>Exam II due 5/1 at 11:59pm Agency Presentations in class; <em>if needed</em></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td><em>Finals Week-no class</em></td>
<td></td>
</tr>
</tbody>
</table>

Other readings may be posted on Blackboard. The instructor will notify the class if any reading assignments change or are added on Blackboard.

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](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)
- **Subject Librarians**......................... [http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
- **Course Reserves**............................ [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- **Library Tutorials**........................... [http://library.uta.edu/how-to](http://library.uta.edu/how-to)
- **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. Emergency Exit Procedures**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**O. 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/](http://wweb.uta.edu/aao/fao/)).
P. 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.

Q. 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.*

R. 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/title IX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu*.

S. 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/](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/

T. 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.

U. 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/.

V. 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.

W. 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.