THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring Intersession 2016  
Course Title: Social Work Supervision  
Course Prefix/Number/Section: SOCW 6358-001  
Instructor Name: Kiva Harper, MSSW, LCSW  
Faculty Position: Assistant Professor in Practice  
Faculty Profile: http://www.uta.edu/profiles/kiva-harper  
Office Number: GACB Room 115  
Phone Number: (682) 238-0730  
Email Address: harperkiva@uta.edu  
Office Hours: By appointment  
Day and Time of Class (if applicable): Online  
Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: https://elearn.uta.edu/webapps/login/

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings)

Introduces the roles, functions, and contexts of social work supervision. Covers administrative and clinical perspectives on the social work supervisor as manager, educator, mentor, mediator, and leader in human service organizations. Prerequisite: Community and Administrative Practice (CAP) students: SOCW 6371 or concurrent enrollment. Direct Practice (DP) students: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

B. Measurable Student Learning Outcomes

EPAS POLICIES AND RELATED PRACTICE BEHAVIORS

Community and Administrative Practice (CAP)

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Advanced Skills and Behaviors

1. Advanced social workers in community and administrative practice assess personal strengths and areas for professional growth.
2. Advanced social workers in community and administrative practice develop an action plan for continued growth including use of continuing education, supervision, and consultation.

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

Advanced Skills and Behaviors
1. Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.

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

**Advanced skills and behaviors**

1. Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

**Advanced Skills and Behaviors**

1. Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.

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

**Advanced Skills and Behaviors**

1. Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to community and administrative practice.
2. Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.

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

**Advanced Skills and Behaviors**

1. Advanced social workers in community and administrative practice assess social, political & organizational theories as they apply to organizations & communities.
2. Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.

**Direct Practice with Families and Children**

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

1. Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.

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

1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

**Direct Practice with Mental Health**
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

1. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in mental health/substance abuse 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.

Direct Practice with Health

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

1. Advanced social workers in health develop an action plan for continued growth including use of continuing education, supervision, and consultation.

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

1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.

Direct Practice with Aging

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

1. Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultation.

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:
1. Assess and help supervisees’ assess adult learning styles; devise supervision and evaluation strategies for diverse adult learners;

2. Compare the evolution and role of supervision in social work with other models for professional credentialing and accountability, including the impact of different models on the empowerment of clients and professionals;

3. Articulate requirements for the licensure and regulation of social workers, as set forth in 22 Texas Administrative Code, Chapter 781.

4. Apply theory and skills of social work supervision to design supervisory plans and evaluation for supervisees with different needs, including consideration of differences between supervisor and supervisee, such as race, ethnicity, age, gender, and challenges;

5. Critique practice situations with respect to the ethical and legal obligations of supervisors, including issues of diagnosis and reimbursement, professional boundaries, impairment of colleagues, client’s rights, privileged communication and duty to warn, mandated reporting, and vicarious and direct legal liability.

6. Analyze supervision in a practice setting consistent with the student’s specialization, with emphasis on the balance among the administrative, educational, and supportive functions of social work supervision.

7. Cite and apply empirical studies of effectiveness in social work supervision.

C. Required Text(s) and Other Course Materials


Resource links for various classes should be explored/completed and printed/saved before the class. Some of these are self-assessment tools with different themes. Links should work from anywhere.

Readings not from the text are available on BlackBoard

D. Additional Recommended Text(s) and Other Course Materials

N/A

E. Major Course Assignments & Examinations

The three graded assignments for this course are a short paper based on an interview with a social work supervisor, a class presentation, and 5 discussion boards. Each is described below.

Perspective on Supervision Paper Based on an Interview (addresses learning outcomes 1, 4, 5, 6, 7 and Practice Behaviors for CAP [2.1.1 (1)(2); 2.1.2 (1)], DPFC [2.1.1 (2) & 2.1.2 (1)], DPMH [2.1.1 (2) & 2.1.2 (1)], DPH [2.1.1 (2) & 2.1.2 (1)], DPA [2.1.1 (2) & 2.1.2 (1)]). Each student will submit a paper (3-4 pages, double spaced, 12-pt. font, excluding required reference list) based on an in-depth interview (or series) with an MSW-level social work supervisor in your area of specialization/concentration. A selected supervisor may be the student’s current or former field instructor, on-the-job supervisor, co-worker, fellow student, or acquaintance. Family members are not acceptable. Ask your interviewee to reflect on an ethical issue or dilemma in supervision. Discuss your own career path and interest in supervision, with a plan for development. See the cited course objectives for additional material to be covered in the interview and paper. This assignment will be discussed further in class. Assignment will be worth 40% of your grade. Due May 25th at 1159pm.

Objective Exam (addresses learning outcomes 1-8 and Practice Behaviors for CAP [2.1.2 (1)], 2.1.4 (1), 2.1.6 (1)(2), 2.1.7 (1)(2)]; DPFC [2.1.2 (1), 2.1.4 (1)]; DPMH [2.1.2 (1), 2.4.1 (1)]; DPH [2.1.2 (1), 2.4.1 (1)]; DPA [2.1.2 (1), 2.4.1 (1)]. Students take a written examination made up of objective questions drawn from the required course readings and lectures. Approximately 20% of the exam is drawn from the law regulating social work practice in Texas. Assignment will be worth 40% of your grade. Due June
2nd at 1159pm.

Discussion Boards (addresses learning outcomes 1-8 and Practice Behaviors for CAP [2.1.2 (1), 2.1.4 (1), 2.1.6 (1)(2), 2.1.7 (1)(2)]; DPFC [2.1.2 (1), 2.1.4 (1)]; DPMH [2.1.2 (1), 2.4.1 (1)]; DPH [2.1.2 (1), 2.4.1 (1)]; DPA [2.1.2 (1), 2.4.1 (1)]).

Each student will participate in 5 of 8 posted Blackboard discussion boards. Please only respond to 5 posts. There will be no extra credit for additional posts. DB’s will be worth 20% of your grade. **DB will be due each day at 1159pm.**

The main objective of these forums is to analyze and discuss course content, share ideas and learn from your peers. These threaded discussions will help you reflect and think critically upon current knowledge for a more in-depth learning experience. Besides your post you must respond to at least two peers (total of 3 posts per forum). Note that you will only be able to read and respond to peers’ postings after you submit your post.

In order to earn the full points in each forum, you must meet the following criteria:

- Respond to main prompt
- Refer to unit’s content and concepts
- Post reactions to peers’ postings
- Answer any questions on your DB thread
- Write at least a total of 150 words for each entry
- Demonstrate thoughtfulness and effort in your posts, presenting your perspective and critical thinking on readings and peers’ posts

**Note: If you post past the due date you will not receive points for that particular entry.**

Grades will be determined according to the following points earned against possible total points.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90 - points</td>
<td>A</td>
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<td>89-80 - points</td>
<td>B</td>
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<td>79-70 - points</td>
<td>C</td>
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<tr>
<td>69-60 - points</td>
<td>D</td>
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<tr>
<td>59 points or under</td>
<td>F</td>
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</tbody>
</table>

**F. Grading Policy**

General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives. In most cases, expect the professor to grade assignments within 1 week of the due date. If you have questions about your grade, check the grade book on Blackboard. Please, do not ask when grades will be assigned before the 1 week period. FERPA, a federal law that provides privacy to university students, severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email about your grades from an email account other than MavMail.
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 assigned material.
- Second, ask your question regarding the course materials through an email to the professor or the Ask the Instructor Link on Blackboard.
- Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc.”

The course materials, assigned readings, powerpoints and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due. Additionally, you will find the grading rubrics that will be use to assess your major assignments. This will help you guide your work and understand your professor’s expectations. It is recommended that you check the rubrics before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA’s English Writing Center.

An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades. 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 provide examples of the different types of plagiarism:
Tutorial on Plagiarism (UT-Arlington) http://library.uta.edu/plagiarism/index.php
Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) http://www.chem.uky.edu/courses/common/plagiarism.html#Examples
Avoiding Plagiarism (UC-Davis) http://sja.ucdavis.edu/files/plagiarism.pdf
Unacceptable Paraphrases (Indiana University Writing Tutorial Services) http://www.indiana.edu/~wts/pamphlets.shtml

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

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.

G. Make-Up Exam or Assignment Policy

There will be no make-up exams or assignments without prior arrangements with the instructor. Please know this is rare and at the discretion of the professor, i.e. death in the family, major illness etc. Proof of death or hospitalization may be requested.
H. Attendance Policy

At The University of Texas at Arlington, taking attendance is not required. Rather, 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. As the instructor of this section,

Although there is no “attendance” grade, regular access to the course on Blackboard is expected. In borderline grade situations, Blackboard access will count at the professor’s discretion. Actions that undermine your participation and compromise the online learning community, such as disrespectful communication in discussion boards, will negatively affect your grade.

I. Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Number</th>
<th>Assigned Readings</th>
</tr>
</thead>
</table>
| May 18 | 1            | **Unit 1: Introductory Concepts**  
Assigned:
- Kadushin & Harkness, ch 1  
- Explore WEB site of TSBSWE: [http://www.dshs.state.tx.us/socialwork/default.shtm](http://www.dshs.state.tx.us/socialwork/default.shtm)  
- Kadushin & Harkness, ch 2, 3  
- Scott Bayliff on Clinical Supervision at: [http://www.youtube.com/watch?v=0WUHSJtdZhc&feature=related](http://www.youtube.com/watch?v=0WUHSJtdZhc&feature=related) |
| May 19 | 2            | **Unit 1: Introductory Concepts**  
Assigned:
- Kadushin & Harkness, ch 1  
- Explore WEB site of TSBSWE: [http://www.dshs.state.tx.us/socialwork/default.shtm](http://www.dshs.state.tx.us/socialwork/default.shtm)  
- Kadushin & Harkness, ch 2, 3  
- Scott Bayliff on Clinical Supervision at: [http://www.youtube.com/watch?v=0WUHSJtdZhc&feature=related](http://www.youtube.com/watch?v=0WUHSJtdZhc&feature=related) |
| May 23 | 3            | **Unit 2: Supervisory tasks and roles**  
Assigned:
- Kadushin & Harkness, ch 4-6  
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Assigned</th>
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<tbody>
<tr>
<td>May 24</td>
<td>4</td>
<td>Unit 3: Supervisory Ethics and Values</td>
</tr>
<tr>
<td>May 25</td>
<td>5</td>
<td>Unit 3: Supervisory Ethics and Values</td>
</tr>
<tr>
<td>May 26</td>
<td>6</td>
<td>Unit 4: Challenges in Social Work Supervision</td>
</tr>
<tr>
<td>May 31</td>
<td>7</td>
<td>Unit 4: Challenges in Social Work Supervision</td>
</tr>
<tr>
<td>June 1</td>
<td>8</td>
<td>Unit 5: Special Models of Supervision</td>
</tr>
<tr>
<td>June 2</td>
<td>9</td>
<td>Course Wrap Up</td>
</tr>
</tbody>
</table>

**Unit 3: Supervisory Ethics and Values**
- Kadushin & Harkness, ch 8
- NASW Code of Ethics, (Please access on NASW website; review for points applicable to supervision: http://www.socialworkers.org/)

**Unit 4: Challenges in Social Work Supervision**
- Kadushin & Harkness, ch 7, 8

**Unit 5: Special Models of Supervision**
- Kadushin & Harkness, ch 9, 10

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 Grievance Policy**

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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources

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 self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-2-3-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. 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 John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, 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://www.uta.edu/library/help/subject-librarians.php
Course Reserves....................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Connecting from Off-Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian....................... http://ask.uta.edu

N. 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
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). 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.

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. 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) or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX

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). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

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 as they see fit in their courses, including (but not limited to) 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.

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).
T. Student Feedback Survey

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. Final Review Week

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. 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.