Semester/Year: Fall 2018  
Course Title: Introduction to Social Work  
Course Prefix/Number/Section: SOCW 2311-007  
Instructor Name: Darlene Hunter, LMSW, Ph.D.  
Faculty Position: Assistant Professor in Practice  
Faculty Profile: N/A  
Office Number: 111 Building C  
Phone Number: N/A  
Email Address: darlene.hunter@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

A. Description of Course Content

An overview of the social work profession, its fields of practice, methods of social intervention, its historical context, and its relationship to the social welfare system.

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.

B. Student Learning Outcomes

Upon completion of this course, students will:
• Be familiar with the social work profession. Assessment: Community Assignment.
• Understand the basic principles of the profession, as grounded in the profession’s code of ethics. Assessment: Quiz for week 6.
• Be able to explain its various fields of practice and the role social workers play in various institutions addressing social problems. Assessments: Community Assignment, Quiz for weeks 8 and 9, and Signature Assignment.
• Be aware of select methods of social intervention. Assessments: Quiz for week 7 and 10-12.
• Have knowledge of social work’s historical context, and its relationship to the social welfare system. Assessment: Quiz for weeks 1-3.
• Be familiar with social work’s approach to serving diverse populations. Assessments: Quiz for weeks 4 and 5.
• Be able to articulate social work’s goal of advancing human rights and social and economic justice. Assessments: Quizzes, Midterm and Final Exams.
• Understand social workers’ role in advocating for social policies that advance social and economic well-being and creating and delivering effective social work services. Assessments: Quizzes, Midterm and Final Exams, Signature Assignments.

In addition, as this course satisfies the University of Texas at Arlington core curriculum requirement in social and behavioral sciences, it contains core objectives and learning outcomes in the following:

• 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.

C. Required Textbooks and Other Course Materials


This text has an accompanying online supplement. www.routledgesw.com/cases.

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

For 20% of the grade, students may choose one of the following options:

1. Complete 10 community service hours in a nonprofit social service agency. Students must complete the "Intent to Complete Community Service Hours" form (due week 3) & provide proof of hours in the form of agency letter head and signature of the volunteer coordinator. Community Service Forms must be approved prior to beginning the service hours.

OR


Students must complete the questions in Exhibit 12.7 & 12.8

The Social Worker must have a bachelor’s or master’s degree from an accredited university. Interviews may be conducted in person, skype, or by telephone.
Quizzes

There will be 10 short quizzes administered during the semester. Quizzes are formulated from the text. Quizzes account for 10% of the student’s total grade.

Weekly Discussions

For 10% of the student’s total grade, each week students will participate in group and classroom discussions regarding the chapter readings & current events as they relate to Social Work. Students should be prepared to discuss the topic presented as it relates to that week’s text reading and the concepts as they relate to Social Work of “Engage”, “Assess”, “Intervene”, and “Evaluate.” Students are expected to read the text each week in preparation for class discussions.

Fields of Practice Paper (Signature Assignment to Assess Core Outcomes)

A Score of 100 is possible for 20% of the total course grade.

Students select a field of practice (child welfare, schools, workplace, criminal/juvenile justice, elderly, mental health, health, substance abuse, military, social advocacy, community) and submit a paper 8-10 pages, APA style.

The Fields of Practice paper is a paper that involves thorough research of the topic. Students will research a field of social work and obtain factual data to support ideas throughout the paper. Students may use professional journal articles, books, websites, & the course text for information. Students should not use internet material that does not support empirically based knowledge.

Paper should follow this format:

APA Style *(page numbers & headers)*

Cover Sheet

Abstract

Introduction

Definition of the Field of Practice

Definition of Social Problem

Social Work Roles

Important Trends

National Organizations

Conclusion

References

The following rubric will be used to assess students’ performance on the paper.

<table>
<thead>
<tr>
<th>Fields of Practice paper Item</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
</table>
Follows APA Rules (Websites are provided for each bullet for assistance):
- Appropriate margins, page numbers, and font: http://owl.english.purdue.edu/owl/resource/560/01/
- Properly formatted cover page, running head: http://owl.english.purdue.edu/owl/resource/560/01/
- Formatting of headings within paper: http://owl.english.purdue.edu/owl/resource/560/16/n
- Citations as needed (in-text)
  - When to cite: http://library.uta.edu/ebarker/flashPlag/
  - In-text: http://owl.english.purdue.edu/owl/resource/560/03/
- Properly formatted reference page including electronic resources
  - Reference page: http://owl.english.purdue.edu/owl/resource/560/01/
  - Electronic resources: http://owl.english.purdue.edu/owl/resource/560/10/
- Properly formatted quotations where applicable: http://owl.english.purdue.edu/owl/resource/560/02/

Grammar, Usage, and Writing Style
- Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs
- Is concise & clear; uses terms correctly; good word choice
- Does not overuse quotations (for a guide: https://owl.english.purdue.edu/owl/resource/563/01/)
- Uses proper sentence structure and length with correct punctuation, especially commas & apostrophes
- Uses correct grammar/ spelling; writing is free of typos
- Introduces acronyms correctly (e.g., spells out the acronym the first time it is mentioned in the paper)

Descriptive Abstract (for a guide: https://owl.english.purdue.edu/owl/resource/656/1/)
Does the abstract
- indicate the type of information found in the work?;
- describe the paper’s content (i.e., does it outline the paper’s major topics)?
- Is the abstract 100 words or less?

Introduction
Does the introduction
- introduce your selected field of practice?;
- create interest in reading more?;
- provide necessary, but brief, background information?;
- identify your main idea?; and
- preview the rest of your paper?

Definition of the Field of Practice

Definition of Social Problem addressed by the selected Field of Practice

Social Work Roles in selected Field of Practice

Important Trends
- In selected Field of Practice and/or;
- Related to the Social Problem addressed by selected Field of practice.

National Organizations Related to
- The selected Field of Practice and/or;
- The Social Problem addressed by selected Field of practice.

Conclusion
Does your concluding paragraph
- Restate your topic and why it is important?;
- Restate your main idea?
How the Fields of Practice Paper addresses Core Curriculum Outcomes:

Critical Thinking Skills: The student must think about what field of practice s/he will choose as a focus for the paper. He or she must also consider appropriate sources of information to thoroughly research the field of practice. Then, s/he must take the information and synthesize and organize it toward defining the field of practice, defining the social problem the selected field of practice addresses, identifying social work roles within this field of practice, and describing important trends in this field of practice. (This fulfills the definition of critical thinking skills-to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.)

Communication Skills: The student must communicate the required information in written form, synthesizing and organizing the paper to meet the assignment requirements. Also required are use of correct grammar and adherence to the American Psychological Association’s (APA) writing guidelines. (This fulfills the definition of communication skills-to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.)

Empirical and Quantitative Skills: The student is required to discuss the social problem being addressed by the field of practice; this would involve discussing prevalence of the problem, citing statistics from key entities such as the Centers for Disease Control. Also, students must articulate important trends which might include information such as job outlook and job growth for the selected field of practice. (This fulfills the definition of empirical and quantitative skills-to include the manipulation and analysis of numerical data or observable fact)

Social Responsibility: Since the student will be identifying a field of practice and the social problem it addresses, intercultural competence (e.g., important trends for the field of practice and the problem it addresses such as overrepresentation of the problem within a particular racial or ethnic group), knowledge of civic responsibility (e.g., this assignment encourages them to consider something they feel responsible to address and communicate how that might be addressed in a particular field of social work practice), and the ability to engage effectively in regional, national and global communities (e.g., students are required to identify national organizations that address the issue) will be achieved represented in the signature assignment.

Examinations There will be both a Midterm (20% of the grade) and a Final Exam (20% of the grade). Both will be administered online using Blackboard (or in class if needed) and will be multiple choice questions. Each exam will be worth 100 points. There will be no makeup exams unless the student can provide a written request and receives approval from the professor. Exams are developed from the text, classroom discussions, and the weekly quizzes.

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, you must be present in the Blackboard Shell. You need to login multiple times a week to be successful in this course.

G. Grading

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59% and below = F

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Community Service Project</td>
<td>20%</td>
</tr>
<tr>
<td>Field of Practice Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</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

There will be no makeup exams unless the student can provide a written request and receives approval from the professor.

I. Course Schedule

All assignments are due by Sunday 11:59PM CST.

<table>
<thead>
<tr>
<th>DATE(s) OF CLASS</th>
<th>LECTURE TOPIC</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS/ACTIVITIES</th>
</tr>
</thead>
</table>
| 1                | Aug. 20 | A Glimpse into the World of Social Work | Students Read Syllabus in Detail Read Chapter 1 | • Course Welcome/Introduction
<pre><code>                            |                                  |                                            | • Syllabus Questions          |
</code></pre>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| 2    | Aug. 27 | History of Social Work & Social Welfare | Read Chapter 2 | • No Quiz This Week  
• Discussion Board 1  
• Jane Adams Video  
• Discussion Topic: Personal Reflection, Your History & Social Work |
| 3    | Sept. 3 | U.S. Poverty and the Implications for Social Work | Read Chapter 3 | • Students turn in the Intent to Complete Volunteer Hours Form  
• Quiz 2 over Chapter 3, completed on Blackboard  
• Poor Kids in America KERA Video  
• Food Stamps KERA Video (2.1.4, 2.1.5, 2.1.8) |
| 4    | Sept. 10 | The Social Work Environment | Read Article from the United Nations Economic and Social Affairs [http://undesadspd.org/Poverty/PovertyandInequality.aspx](http://undesadspd.org/Poverty/PovertyandInequality.aspx) | • Quiz 3 over Chapter 4, completed on Blackboard  
• Discussion Board 2  
• Wealth Inequality in America Video  
• Wage Gap Changes for Women Video (2.1.3, 2.1.4, 2.1.5, 2.1.8) |
• Discussion Board 3 |
| 6    | Sept 24 | Values and Ethics in Social Work Practice | Read Chapter 6 | • Quiz 5 Over Chapter 6 on Blackboard  
• Discussion Board 4  
• Students Complete the Values Inventory on the website [http://www.routledgesw.com//sanchez/assess/myValues](http://www.routledgesw.com//sanchez/assess/myValues) Be prepared to discuss in class |
| 7    | Oct. 1 | Social Work Perspectives and Methods | Read Chapter 7 | • Quiz 6 over Chapter 7  
• Discussion Board 5 |
| 8    | Oct 8 | Fields of Social Work Practice | Read Chapter 8 | MID TERM EXAM DUE ON BLACKBOARD  
• No quiz this week  
• Complete the Online Plagiarism Tutorial (2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.5) |
| 9    | Oct. 15 | Fields Of Social Work Practice Cont’d | Continue reading Chapter 8 | • Quiz 7 over Chapter 8  
• Discussion Board 6  
• This is Social Work & Aging Video  
• Oncology Social Worker Video  
• On Any Given Day, Social Workers Video  
• Social Work & Military Video (2.1.3, 2.1.4) |
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading or Activity</th>
</tr>
</thead>
</table>
| 10  | Oct. 22 | Social Work Practice with Individuals and Families | Read Chapter 9 • FIELDS OF PRACTICE PAPER DUE (see instructions on syllabus & policies regarding late papers)  
No papers accepted by email  
Paper must be posted on Blackboard in Safe Assign  
Quiz 8 Over Chapter 9 (2.1.2, 2.1.3, 2.1.8) |
| 11  | Oct. 29 | Social Work Practice With Groups | Read Chapter 10 • Quiz 9 Over Chapter 10  
Discussion Board 7  
Review the Sanchez Family Case online. [http://www.routledgesw.com/sanchez/home](http://www.routledgesw.com/sanchez/home)  
Complete an Ecomap, Be prepared to discuss with the group [http://www.routledgesw.com/sanchez/engage/mappingTheCase](http://www.routledgesw.com/sanchez/engage/mappingTheCase) |
| 12  | Nov. 5  | Social Work Practice With Organizations, Communities, & Policy Practice | Read Chapter 11 • Quiz 10 Over Chapter 11  
Discussion Board 8 |
| 13  | Nov. 12 | The Social Work Profession | Read Chapter 12 • No Quiz This Week  
Discussion Board 9  
Review the Sanchez Family and be prepared to discuss “Intervene, Evaluate, & Terminate” [http://www.routledgesw.com/sanchez/home](http://www.routledgesw.com/sanchez/home)  
| 14  | Nov. 19 | You & The Profession What Have We Learned about Social Work | No Text Reading This Week • No Quiz This Week  
Self-Reflection on Community Assignment  
Students turn in Community Service Letter from Volunteer Coordinator (OR) Students turn in their questions from page 366 of the text and be prepared to discuss the experiences in class |
| 15  | Nov 26 | What Have We Learned? | No Text Reading • Discussion Board 10  
Student review is independent. No study guide is provided. Students use quizzes to take the final online |

*FINALS*  
The final is completed 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.

**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 feel 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. 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.utexas.edu/ao/faq/).

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.utexas.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.utexas.edu/disability.

Counseling and Psychological Services, (CAPS) www.utexas.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 utexas.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.utexas.edu/titleix or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@utexas.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.