### Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior. Prerequisite: SOCW 2311, SOCW 2313. Offered as AAST 3317 and SOCW 3317; credit will be granted in only one department.
B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:

SOCW 3317 addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies and Practice Behaviors:

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. [Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:] (a) Recognize and manage personal values in a way that allows professional values to guide practice. (b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Social Workers (c) Tolerate ambiguity in resolving ethical conflicts; and (d) Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. [Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:] (a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Educational Policy 2.1.4—Engage diversity and difference in practice. [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology,
race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:
(a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
(c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
(d) View themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
[Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers]
(a) Understand the forms and mechanisms of oppression and discrimination.
(b) Advocate for human rights and social and economic justice; and
(c) Engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:]
(a) Use research evidence to inform practice.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. [Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in promoting and maintaining health and well being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:]

(a) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

(b) critique and apply knowledge to understand person and environment.

By the end of the semester, students should be able to demonstrate the following knowledge areas through their course assignments, papers, examinations, and group projects:

This course aims at enabling students to:

- Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.7 (a & b); Achieved through: DB, Quizzes, Midterm and Final Exam, Out of Comfort Zone Paper)

- Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.6, & 2.1.7 (a & b); Achieved through: DB, Quizzes, Midterm and Final Exam, Out of Comfort Zone Paper)

- Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well being for persons of oppressed groups. (EP 2.1.3(a), 2.1.4 (a-d), 2.1.5 (a-c), & 2.1.7 (a & b); DB)

- Examine self-identity and values as regards to social work values, ethics, and
professional practice. (EP 2.1.2 (a-d), 2.1.4 (a-d) & 2.1.5 (a-c); Out of Comfort Zone Paper, DB)

- Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions. (EP 2.1.4 (a-d) & 2.1.5 (a-c); Out of Comfort Zone Paper, DB)

Develop specific strategies that promote economic and social justice for populations at risk. (EP 2.1.3 (a), EP 2.1.4 (a-d) & 2.1.5 (a-c); DB)

C. Required Text(s) and Other Course Materials:


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

E. Major Course Assignments & Examinations:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Team Activities</td>
<td>Weekly</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>10 Quizzes</td>
<td>Most Weeks</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>1 Midterm Exam</td>
<td>October 25, 2015</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>1 Social Justice Experience Paper</td>
<td>November 15, 2015</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>December 16, 2015</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>

I. Team Activities 20%

Each week in class, students will work with a group to apply the materials from that week. Activities may take on many forms such as structured discussions or interactive games. Following each activity, students will share the outcomes of their activity with the class. Each person within a group must make an active contribution to the team activity. A group will rotate to ensure that a different group member serves as the facilitator each week. There will be 15 Team Activities, corresponding with the 15 course sessions of the
semester. However, in order to accommodate the unexpected challenges that may occur in any given week, I will only grade 10 of each team’s activities.

Students may earn up to 10 points each session by participating in the activity. I will not determine a student’s grade; rather, students will be responsible for grading each other (within their group) on a weekly basis. *This includes grading yourself as well.* Each group will be asked to come up with its own grading criteria, and students will submit grading criteria to me for final approval. Students may modify their grading criteria as the semester progresses IF all members of the group agree and they provide the instructor with the modified criteria.

II. Quizzes 20%

It is important to keep up with the reading assignments and review materials in order to facilitate discussion around these readings and current events. To facilitate this taking place on a consistent basis, various quizzes will be given during the semester. Each quiz may cover material from the readings for that class session, as well as information from Team Activities, PowerPoints, and videos. Questions will be multiple choice, true or false, matching, fill-in-the blank, and/or short answer items. There will be 10 online quizzes administered during the semester. Each quiz will be worth a total of 10 points.

III. Social Justice Experience Paper 20%

One of the goals of this course is to equip students with an enhanced ability to step outside of their own comfort zones and expand their understanding on issues related to social justice and human diversity. Students will select one of the three following types of writing assignments:

a. Out of Comfort Zone Paper

Students will take on a disadvantaged or discriminated role that has been studied in class and experience a day in the life of an oppressed population (to the best of their ability). This must be a new role that the student has not experienced before. Some examples include using a wheelchair for a day or spending all day without speaking (to experience a disability firsthand), going through the intake process at homeless shelter (to experience social class discrimination), or wearing a prominent rainbow flag (to experience LGBT discrimination). The first part of the paper will be a reflection on the student’s social identities in privileged and oppressed groups. The second part of the paper will describe the out-of-comfort-zone experience. The third part of the paper will be an analysis of different forms of privilege and oppression using concepts learned in class. Students will submit a proposal to the instructor before submitting their paper that includes the following:

1.) When and where will this experience take place?
2.) How will you carry it out (logistics and planning)?
3.) Is this a new experience? How?
4.) How will you interact with others during this experience?
5.) How does this experience take you out of your comfort zone?
b. **Implicit Association Test Reflection**

Students will develop their paper following an in-class activity focused on implicit associations. This paper will consist of three parts. The first will be a reflection on the results of the implicit association test (IAT) and the concept of hidden biases. The second part will be the results of an interview. Students will interview an individual that belongs to a group which the IAT suggests may be subject to hidden biases. The third part of the paper will be a reflection on the interview and an action plan to reduce hidden bias that incorporates concepts learned in class. Students will submit a proposal to the instructor before submitting their paper that includes the following:

1. Which IAT’s did you take?
2. What were the results of each IAT?
3. Briefly describe your initial reaction to each of the results.
4. Describe who you intend to interview. How did you select this person?
5. When/where will the interview take place? How will you take notes?

---

c. **Ethnic Roots Assessment**

Students will explore their families’ ethnic roots and processes of acculturation as well as the implications of their families’ experiences of their own sense of ethnic or racial identity. This paper will consist of three parts. The first part of the assignment asks students to reflect on their personal ethnic or racial identity. The second part of the assignment requires students to interview at least two family members to gather family histories with a particular emphasis on their ancestors’ processes of immigration (or conquest). The third part of the assignment requires students to apply concepts learned in class to understand how their family members and they themselves have integrated into mainstream U.S. society. Students will submit a proposal to the instructor before submitting their paper that includes the following:

1. Define your personal ethnic or racial identity. Are these two different social identities, or are they one and the same?
2. Which family members do you plan to interview, and why?
3. How much do you currently know about your family’s process of immigration (or conquest)?

Detailed guidelines for this assignment will be made available on Blackboard.

---

**IV. Midterm and Final Exams 20%**

There will be both a Midterm and a Final Exam in this course. The exams will include material from the readings, presentations and class discussions. The exams will include multiple-choice, true/false, and short answer questions. Both will be administered online and will be worth 100 points.

---

**F. Grading Policy:**
All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Course Grading Scale

The following scale will be used for calculating an overall course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
<td>450-500</td>
</tr>
<tr>
<td>B</td>
<td>89% -80%</td>
<td>400-449</td>
</tr>
<tr>
<td>C</td>
<td>79% -70%</td>
<td>350-399</td>
</tr>
<tr>
<td>D</td>
<td>69% - 60%</td>
<td>300-349</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>Below 300</td>
</tr>
</tbody>
</table>

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.

G. Make-Up Exam or Assignment Policy:

No make-up quizzes or team activities will be given unless warranted by a documented serious illness or emergency that results in a student missing more than one quiz or more than one team activity.

Late assignments such as papers and exams will be approved on a case-by-case basis depending on individual circumstances, and may receive a penalty of up to 10% of the final grade per day late.

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:

I will not take attendance. However, attendance is helpful for class discussions and group activities. Important information regarding quizzes and class assignments will be provided during class time. Attendance may be taken into account when considering requests to make up or submit late assignments.
I. Course Schedule:

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. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

The following schedule is based on a week that begins on Monday at 7:00am and ends on Sunday at 11:59pm. With the exception of the Final Exam, assignments are due by 11:59pm on Sunday of the given week unless otherwise specified.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Overview, Introductions and Team Formation</td>
<td></td>
<td>TA 1</td>
</tr>
<tr>
<td>Aug. 31 &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep. 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2</td>
<td>Paradigms</td>
<td>K&amp;G, Chap. 1</td>
<td>TA 2; Quiz 1</td>
</tr>
<tr>
<td>Sep. 7-Holiday</td>
<td></td>
<td>Adams et al. Chs. 2, 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td>Sep 9 &amp; 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3</td>
<td>Prejudice, Stereotyping &amp; Discrimination</td>
<td>K&amp;G Chap. 2</td>
<td>TA 3; Quiz TA 4</td>
</tr>
<tr>
<td>Sep. 16 &amp; 21</td>
<td></td>
<td>Racial profiling media links</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schulman et al. (1999)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effect of race and sex</td>
<td></td>
</tr>
<tr>
<td>Module 4</td>
<td>Cross Cultural Communication</td>
<td>K&amp;G Chap. 3</td>
<td>TA 5; Quiz 3</td>
</tr>
<tr>
<td>Sep. 23 &amp; 28</td>
<td></td>
<td>Chang, Simon, Dong (2012) Integrating Cultural Humility</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adams et al. Ch. 135</td>
<td></td>
</tr>
<tr>
<td>Module 5</td>
<td>Privilege</td>
<td>Unpacking the Invisible Knapsack</td>
<td>TA 6</td>
</tr>
<tr>
<td>Sep. 30 &amp;</td>
<td></td>
<td>Zinn, Ch. 1-3</td>
<td>Submit paper proposal.</td>
</tr>
<tr>
<td>Oct. 5</td>
<td></td>
<td>Adams et al. Ch. 3</td>
<td></td>
</tr>
<tr>
<td>Module 6</td>
<td>Racism</td>
<td>K&amp;G Chap. 5</td>
<td>TA 7; Quiz 4</td>
</tr>
<tr>
<td>Oct. 7 &amp; 12</td>
<td></td>
<td>Adams et al. Chs. 11, 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jones et al. (2000)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Socially Assigned Race</td>
<td></td>
</tr>
<tr>
<td>Module 7</td>
<td>Immigration</td>
<td>K&amp;G Chap. 4</td>
<td>TA 8; Quiz 5</td>
</tr>
<tr>
<td>Oct. 14 &amp; 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Date</td>
<td>Topic</td>
<td>Material</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Module 8</strong></td>
<td>Oct. 21</td>
<td>Mid-Term Exam (online)</td>
<td>Adams et al. Ch. 15 Kilty &amp; Haymes (2000) Racism, Nativism, and Exclusion</td>
</tr>
<tr>
<td><strong>Module 9</strong></td>
<td>Oct. 26 &amp; 28</td>
<td>Sexism and Gender Diversity</td>
<td>K&amp;G Chap. 10 Adams et al. Chaps. 62, 63, 65, 67, 73</td>
</tr>
<tr>
<td><strong>Module 10</strong></td>
<td>Nov. 2 &amp; 4</td>
<td>Heterosexism &amp; Transgender Oppression</td>
<td>K&amp;G Chap. 11 Adams et al. Chaps. 77, 79, 80, 83, 93</td>
</tr>
<tr>
<td><strong>Module 11</strong></td>
<td>Nov. 9 &amp; 11</td>
<td>Ableism</td>
<td>K&amp;G Chap. 12 Adams et al. Chaps. 98, 106, 110, 113</td>
</tr>
<tr>
<td><strong>Module 13</strong></td>
<td>Nov. 23 &amp; 25</td>
<td>Classism</td>
<td>K&amp;G Chap. 9 Adams et al. Chaps. 26, 27, 28, 35</td>
</tr>
<tr>
<td><strong>Module 14</strong></td>
<td>Nov. 30 &amp; Dec. 2</td>
<td>Religious Intolerance</td>
<td>K&amp;G Chap. 6 Adams et al. Chaps. 44, 45, 47, 49</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>Final Exam</td>
<td>Online</td>
<td></td>
</tr>
</tbody>
</table>
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

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 1-800-273-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-test.uta.edu/library/help/subject-librarians.php
Database List ............................ http://www-test.uta.edu/library/databases/index.php
Course Reserves ......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog.......................... http://discover.uta.edu/
E-Journals ............................... http://utalink.uta.edu:9003/UTAlink/az
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 handicapped individuals.

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://www.uta.edu/aao/fao/).

P. Americans with Disabilities Act:
The University of Texas at 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). 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 that disability. Any student requiring an accommodation for this course must
provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. 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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:
The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit 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.

T. Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

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.