A. Description of Course Content

The first of two required human behavior courses that explore, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons from birth through young adulthood. Offered as AAST 3301 and SOCW 3301; credit will be granted in only one department.

B. Student Learning Outcomes

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:

1. Recognize and manage personal values in a way that allows professional values to guide

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

1. 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:

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**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:

1. 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 maintaining or achieving 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:

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.9—Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

**C. Required Textbooks and Other Course Materials**


Assigned articles will be provided in the appropriate content folder

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


**E. Descriptions of Major Assignments and Examinations**

1) **Introduction discussion board response** - due 1/20, 11:59 PM, 5 Points

Please respond to the discussion prompt online by the end of the first module.

2) **Diversity and Ethics Paper** - Due at the end of the 5th module (2/17, 11:59 PM) 25 Points

Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.2(a); Educational Policy 2.1.4(a-c);
Write a paper on explicit aspects of the NASW Code of Ethics and values that relate to human diversity with regard for the worth and dignity of all persons, as applied to a specific case where you are delivering social services. This case can be based on your own practice experiences or a hypothetical one based on your understanding of social work practice. Discuss how you will apply these ethics and values to your practice with persons different from you in terms of race, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation. Address at least two of these areas. What dilemmas do you anticipate? How will you resolve them? Cite and specify the pertinent ethics and values that will guide your practice decisions in working with diverse persons. Write out the values and codes (with code numbers). Cite at least two peer reviewed academic journal articles that present research findings specifically relevant to your case and related to working with persons different than yourself. The paper must be written in APA style. Paper should be 3-5 pages in length. The cover and reference pages are not included in the page number requirement.

*For this assignment, students can self-select to work in groups of up to three students (they may also complete the paper with a partner, or alone). They will not be assigned to groups. In this case, all names should appear on the cover sheet of one paper, and all students in the group will receive the same grade.

Grades will be determined based on the following rubric:

<table>
<thead>
<tr>
<th>Grading Element</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity – Content is expressed with clarity and coherence. Correct APA style</td>
<td>9</td>
<td>Includes grammar, spelling, &amp; coherence. Extensively Evident: 9 points Moderately Evident: 7 - 8 points Inconsistently Evident: 5 - 6 points Rarely Evident: 3 - 4 points Not Evident: 0 - 2 points</td>
</tr>
<tr>
<td>Introduction</td>
<td>2</td>
<td>Introduces the paper and provides a roadmap of what the paper will accomplish</td>
</tr>
<tr>
<td>Applications: Substantive, Comprehensive, detailed, more than 1 or 2 sentences.</td>
<td>14</td>
<td>A detailed discussion of how you will apply ethics when working with diverse persons. A minimum of 2 ethical dilemmas should be described in detail. Resolution of the dilemma are detailed and guided by the Code of Ethics. Citations from the Code of Ethics and minimum of 2 journal articles are required. Extensively Evident: 12 - 14 pts Moderately Evident: 8 - 11 Inconsistently Evident: 4 - 7 Not or Rarely Evident: 0 - 3</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

3) News Article - Due 3/10 at 11:59 PM, 10 Points

Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.3(a); Educational Policy 2.1.9(a)

The purpose of this assignment is to connect the material in the class to the “real world.” Students will be assigned by the instructor to work in a group of 3-4 (group assignments will be posted in the ‘announcements’ area by the end of the second module). Each group will work together to identify a current (within the past 3 months) news article (from a reputable newspaper, magazine, online source, etc.) about how the environment
affects a possible social work “client” (broadly defined). Each member will then write a 1-2 paragraph commentary on the article based on some perspective discussed in the class (e.g., systems, conflict, humanistic, developmental).

By the due date, each group will post a link to the article and their commentaries in the discussion board. Points are assigned for the identification of a relevant news article and the quality of the individual student’s commentary (appropriate linkages to social work perspectives and quality of writing). All students will be encouraged to review and comment on the work of their peers.

4) Case Study - 30 Points

Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.7(a-b); Educational Policy 2.1.3(a); Educational Policy 2.1.4(a-c)

Write a case study on a family, a group, a small organization, or a community. It would make sense to continue to use the case presented in the Diversity and Ethics Paper.

1. Examine your social system using 3 perspectives/theories and 5 concepts (ideas derived from the theories found in the text chapters) as they apply to the social unit you select.
2. Define and discuss the perspectives/theories and concepts in detail and give examples of how the social system demonstrates each theory and concept. Also discuss diversity issues relevant to the social system (race, ethnicity, social class, religion, physical/mental ability, sexual orientation, etc.).
3. Describe and illustrate ways in which social systems promote or block the achievement and maintenance of health and well-being for the social unit you selected.

The student should consider this project a —work in progress (in most cases a continuation of the Diversity and Ethics Paper), and work on the case study throughout the semester in order to make the case study manageable and turn in quality work.

*For this assignment, students can self-select to work in groups of up to three students, including the same group they worked with for the diversity paper. They may also complete the paper with a partner, or alone. All names should appear on the cover sheet of one paper, and all students in the group will receive the same grade.

This paper should be a maximum of 7 - 9 double-spaced pages in length and follow APA format. Include pertinent material from your textbook and include a minimum of three articles from Social Work Journals that present research findings specifically relevant to understanding the causes of your client’s problems or relevant to how to provide effective social services. The cover and reference page are not included in the page number requirement. Points will be deducted for failure to adhere to the maximum number of pages. Your grade will be determined based on the following rubric.

<table>
<thead>
<tr>
<th>Grading Element</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity - Content is expressed with clarity and coherence</td>
<td>2</td>
<td>This includes grammar, spelling, and coherence. APA: title page, running head, page numbers, and reference list.</td>
</tr>
<tr>
<td>Description and application of theories</td>
<td>7</td>
<td>Minimum of 3 theories need to be elaborate, detailed and substantive to receive full credit.</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Description of concepts</td>
<td>8</td>
<td>Minimum of 5 concepts. Need to be elaborate, detailed and substantive to receive full credit.</td>
</tr>
<tr>
<td>Description of diversity Issues/Influences</td>
<td>7</td>
<td>Discuss and explain diversity issues of the social unit that you have selected (religion, sexual orientation, race, disability, etc.).</td>
</tr>
<tr>
<td>Promotion of Health and Well-Being</td>
<td>2</td>
<td>Discuss in terms of social systems and how they promote or block the achievement of health and well-being.</td>
</tr>
<tr>
<td>Depth and Substance</td>
<td>4</td>
<td>Applications of theories, concepts, and diversity influences are intricate, comprehensive, and reflect depth versus superficiality. Citations from the book and minimum of 3 social work journal articles are required.</td>
</tr>
<tr>
<td>Total</td>
<td>30 points</td>
<td></td>
</tr>
</tbody>
</table>

5) **Exam 1 (15 points)** involves multiple choice, true/false, and short answer questions related to Chapters 1-5, as well as ethical principles and theoretical perspectives related to understanding a case study presented in the exam.

Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.2(a); Educational Policy 2.1.7(a-b)

6) **Exam 2 (15 points)** involves multiple choice, true/false, and short answers on concepts derived from Chapters 6-14 from the textbook. Includes designated skill(s) or behavior(s) from: Educational Policy 2.1.6(b); Educational Policy 2.1.7(a-b)

**Group Work:** Up to 3 students can work together on the Diversity and Ethics Paper and the Case Study Paper, but it is up to the students to work out individual responsibilities. All students named on a paper submission will receive the same grade for that paper.

**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,

I expect students to engage will all assigned readings, lectures, assignments, and activities throughout the
course. Students will quickly see their grades drop if they do not keep up with timely completion of blackboard activities and engagement with the material, as the quality of their work on assignments and tests will suffer.

G. Grading

**General grading criteria for work include:** logical development of concepts, thoroughness, critical thinking and clarity of written and/or verbal 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 2 weeks of the due date.

If you have questions about your grade, check the grade book on Blackboard. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of university students and severely limits the professor’s ability to discuss grades over the internet or phone. Do not email the professor about your grades from an email account other than MavMail.

Calculating your grade after ALL assignments have been graded:

Find the “Total” (max points=100) column in Blackboard Grade Center and see where that number falls in the following grading scale below.

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>below 59</td>
<td>F</td>
</tr>
</tbody>
</table>

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 used to assess your major assignments on Blackboard. This will help guide your work and understand your professor’s expectations. It is recommended that you check the rubric 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, Dr. Chris Kilgore, and/or UTA’s English Writing Center.

**Finally, a word about grades in general:** Grades are not a reflection of your value as a person. They are a reflection of the reality of balancing school with other responsibilities, as well as your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you learn. 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.

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 are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date, or in the event of a serious unforeseeable event. Examples of such events are a death in the family or serious and sudden illness. Under such extreme circumstances, and at the discretion of the instructor, late work may be accepted. Points may be deducted.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topics / Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>1/14</td>
<td>Intro to the Course, Ch. 1: Setting the Stage: A Multidimensional Approach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intro discussion board response due 1/20 11:59 PM CST</td>
</tr>
<tr>
<td>Module 2</td>
<td>1/21</td>
<td>Chapter 2 Theoretical Perspectives on Human Behavior</td>
</tr>
<tr>
<td>Module 3</td>
<td>1/28</td>
<td>Chapter 3: The Biological Person</td>
</tr>
<tr>
<td>Module 4</td>
<td>2/4</td>
<td>Chapter 4: The Psychological Person</td>
</tr>
<tr>
<td>Module 5</td>
<td>2/11</td>
<td>Chapter 5: The Psychosocial Person</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diversity and Ethics Paper Due 2/17 11:59 PM CST</td>
</tr>
<tr>
<td>Module 6</td>
<td>2/18</td>
<td>Chapter 6: The Spiritual Person</td>
</tr>
<tr>
<td>Module 7</td>
<td>2/25</td>
<td>Exam I Due 3/3 11:59 PM CST</td>
</tr>
<tr>
<td>Module 8</td>
<td>3/4</td>
<td>Chapter 7: The Physical Environment &amp; Chapter 8: Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>News Article Due 3/10 11:59 PM CDT</td>
</tr>
<tr>
<td>Module 9</td>
<td>3/11</td>
<td>SPRING BREAK! Have a great break!</td>
</tr>
<tr>
<td>Module 10</td>
<td>3/18</td>
<td>Chapter 9: Social Structure and Social Institutions</td>
</tr>
<tr>
<td>Module 11</td>
<td>3/25</td>
<td>Chapter 10: Families</td>
</tr>
<tr>
<td>Module 12</td>
<td>4/1</td>
<td>Chapter 11: Small Groups</td>
</tr>
<tr>
<td>Module 13</td>
<td>4/8</td>
<td>Chapters 12 and 13: Formal Organizations, Communities</td>
</tr>
<tr>
<td>Module 14</td>
<td>4/15</td>
<td>Chapter 14: Social Movements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Study Due 4/21 11:59 PM CDT</td>
</tr>
<tr>
<td>Module 15</td>
<td>4/22</td>
<td>EXAM II Due 4/28 11:59 PM CDT</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.

J. Expectations for Out-of-Class Study

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

K. Grade Grievances
L. Student Support Services

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

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

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

M. Librarian to Contact

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

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians...................... http://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ...................... http://library.uta.edu/how-to
Connecting from Off-Campus........ http://libguides.uta.edu/offcampus
Ask a Librarian......................... http://ask.uta.edu

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aao/fao/).
O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability 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.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials
http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

S. Electronic Communication

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

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.