



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2015

Course Title: Human Behavior and the Social Environment II

Course Prefix/Number/Section: SOCW 3302-006

Instructor Name: Julieann Nagoshi, PhD

Faculty Position: Assistant Professor

Faculty Profile: <https://www.uta.edu/profiles/julieann-nagoshi>

Office Number: Social Work Complex, Building

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Office Hours: N/A

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):

The second of two required human behavior courses that explore, within the context of a strengths and empowerment based perspective, knowledge of the bio-psycho-social development of persons from adulthood to death.

B. Measurable 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:

(a) Recognize and manage personal values in a way that allows professional values to guide practice.

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.

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 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:

- (a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- (b) 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:

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

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

Hutchison, E.D. (2011). *Dimensions of human behavior: The changing life course* (4th ed.). Thousand Oaks, CA: Sage Publications.

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

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.), Washington, DC: American Psychological Association.

Robbins, .P., Chatterjee, P., & Canda, E.R. (2012). *Contemporary human behavior theory: A critical*

perspective for social work (3rd ed.). Boston: Allyn and Bacon.

Ginsberg, L., Nackerud, L., & Larrison, C.R. (2004). *Human biology for social workers*. Boston: Pearson Education, Inc.

Additional readings will be assigned from BlackBoard

E. Major Course Assignments & Examinations:

Discussions

You will have Discussion(s) that will be the basis of our in class discussions. Specific questions for each Discussion are posted on Blackboard under the Discussion Tab. Your responses should be posted via the Discussions Tab. Discussions should be at least 1 page long, double spaced, Times New Roman 12 pt font, without the header and name. **IMPORTANT NOTE: Discussions are due by 5:00 pm on their designated due dates.**

Paper I

The first will be an opportunity to apply up-to-date knowledge of biological human development and its interaction with environmental influences on human development to a specific life stage or trajectory of your choice. The paper should be 5-7 pages double spaced (APA style), not counting cover page and references. Must be a minimum 5 double spaced pages long (Times New Roman, 12 pt font) to be considered for full credit.

Examples of topics include: 1) Biological underpinnings for addressing child maltreatment of children in a specific life stage (e.g., infancy, school-age, adolescence) 2) Biological underpinning for juvenile justice program models (e.g., latency age, adolescence). 3) Implications of the nature of early development of the central nervous system for child-rearing practices (e.g., neonatal, infancy, toddlerhood). 4) Implications of changes with aging in the central nervous system for social support systems for the elderly. 5) Biological underpinnings for recovery models in substance abuse, as applied to a specific life stage according to Erikson's or Vaillant's theoretical stages.

Paper 1 Rubric

Student_____

Grade_____/15

Paper 1—Grading Matrix

Conceptual application _____/10

1. Search for and selection of up-to-date empirical findings on biological underpinnings of an issue/aspect of human behavior in the social environment
2. Application of up-to-date knowledge of biological human development and its interaction with environmental influences on human development to a specific life stage/trajectory or problem/issue or both

APA style, references, grammar____/ 5

Item Item	Points Possible Possible	Points Earned Earned
Format		
<p>Follows APA Rules (Websites are provided for each bullet for assistance):</p> <ul style="list-style-type: none"> • Margins, page numbers, and font: http://owl.english.purdue.edu/owl/resource/560/01/ • Cover Page, running head: http://owl.english.purdue.edu/owl/resource/560/01/ • Headings: http://owl.english.purdue.edu/owl/resource/560/16/n • Citations (in-text and reference page) • When to cite: http://libraries.uta.edu/ebarker/flashPlag/ • In-text: http://owl.english.purdue.edu/owl/resource/560/03/ • 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/ <p>No Abstract Required</p>	3	

<p>Grammar, Usage, and Writing Style</p> <ul style="list-style-type: none"> • Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs • Is concise & clear; does not overuse quotations • Uses proper sentence structure, length with correct punctuation, especially commas & apostrophes • Uses correct grammar/ spelling/ no typos; uses terms correctly; good word choice • Introduces acronyms correctly (e.g. spells out the acronym the first time it is mentioned in the paper) 	2	
<p>1) Introduction—</p> <p>a. Introduce the topic you have chosen?</p> <p style="padding-left: 100px;">i. What is the problem?</p> <p style="padding-left: 100px;">ii. How many people does it affect?</p> <p style="padding-left: 100px;">iii. Who is affected?</p> <p>b. What is the purpose of your paper?</p>	2	
<p>2) Search for and selection of up-to-date empirical findings on biological underpinnings of an issue/aspect of human behavior in the social environment</p> <p>a. What is the relationship between biology and your topic?</p> <p style="padding-left: 100px;">i. What is the biological cause of the issue you have selected (There may be more, but these are just a couple of examples. Not all will apply)</p> <ol style="list-style-type: none"> 1. Physical Illness 2. Genetic Predisposition 3. Heredity 4. Gender 5. Age Changes 6. Drugs/Medication <p style="padding-left: 100px;">ii. Is there a theory about this relationship?</p> <p style="padding-left: 100px;">iii. What empirical evidence exists?</p>	3	

3) Application of up-to-date knowledge of biological human development and its interaction with environmental influences on human development to a specific life stage/trajectory or problem/issue or both a. How is the issue affected when there is an interaction between human development and environmental influences (e.g. Social Economic Status, Education, Government Systems, Religious Systems, Family Support, Access to Health Care, Beliefs and Values)	3	
6) Conclusion. Provide a brief summary of the main points in your paper.	2	
Total Points Earned (15 Points Possible) ** Additional Points Will Be Taken Off For Over Use of Direct Quotes		
Grand Total For Assignment (Content and Format Points)		

Paper II

The second will be an opportunity to apply concepts related to developmental tasks expected in the early life, middle age, and elderly life stages to the life experiences of an individual you interview who is in the midst of life's later stages. The analysis is to be informed by a discussion and critical analysis (following the model provided in on blackboard session 14) of multiple relevant theories of human behavior and development in the social environment. Minimum 10 pages double spaced pages long (Times New Roman, 12 pt font) to be considered for full credit but no more than 12 pages (10-12 pages total; APA style) with references. **You must use at least 3 theories.**

Paper II Rubric

Student _____

Grade _____/30

Paper 2—Grading Matrix

Conceptual application_____ /10

1. Application of concepts related to developmental tasks/milestones at each stage throughout the lifespan to the interviewee's life experiences

Discussion and critical analysis of multiple theories_____ /15

1. Discussion/analysis of appropriate theories follows the model provided on blackboard in session 14.
2. Used at least 3 Theories

APA style, references, grammar____/ 5

You will generate your own questions for this paper (you can include your questions as an appendix).
Length of paper 10-12 pages.

Make sure that some of the questions you ask relate to the theories you have selected.

Life Course Assignment Item Item	
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Follows APA Rules (Websites are provided for each bullet for assistance):

- **Margins, page numbers, and font:**
<http://owl.english.purdue.edu/owl/resource/560/01/>
- **Cover Page, running head:**
<http://owl.english.purdue.edu/owl/resource/560/01/>
- **Headings:**
<http://owl.english.purdue.edu/owl/resource/560/16/n>
- **Citations (in-text and reference page)**
- **When to cite:**
<http://libraries.uta.edu/ebarker/flashPlag/>
- **In-text:**
<http://owl.english.purdue.edu/owl/resource/560/03/>
- **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/>

No Abstract Required

Grammar, Usage, and Writing Style

- **Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs**
- **Is concise & clear; does not overuse quotations**
- **Uses proper sentence structure, length with correct punctuation, especially commas & apostrophes**
- **Uses correct grammar/ spelling/ no typos; uses terms correctly; good word choice**
- **Introduces acronyms correctly (e.g. spells out the acronym the first time it is mentioned in the paper)**

- 1) Introduction—
 - a) Introduce the person you are interviewing
 - i) Name (do not use real name), Age, race, ethnicity, physical description, place of birth, current place of residence
 - b) What Theories will you utilize to analyze the information that your interviewee will provide
 - c) What is your rationale for utilizing these theories? What are these theories a good fit.
 - d) What is the purpose of your paper?
- 2) Ask Questions regarding their early childhood memories regarding:
 - a) Family make up
 - i) Mother and fathers/caregivers occupation
 - ii) Marital status of parents or caregivers
 - iii) Socioeconomic status
 - b) Perception of her development
 - i) Normal development?
 - ii) Developmental delays?
 - iii) Parents discipline style

**** Use theories to guide your interview. For example, What does Piaget Theory of Development (or any other theories discussed in your book e.g. Erikson) say should occur at different stages? What does your interviewee recall? Does her information coincide with Piaget's Theory?**
- 3) Adolescence
 - a) Ask Questions regarding their recollection about their adolescence.
 - b) Were there any important events that happened?
 - c) What theory applies here? Is there a specific stage? Why? Apply theory to the information, how does it help you understand the information?
- 4) Early Adulthood
 - a) Ask Questions regarding their recollection about their Early Adulthood
 - b) Were there any important events that happened?
 - c) What theory applies here? Is there a specific stage? Why? Apply theory to the information, how does it help you understand the information?
- 5) Middle Adulthood
 - a) " "
- 6) Late Adulthood
 - a) " "

7) Utilize at least 3 theories in your paper.

a) Were there any important events that happened?

b) What theory applies here? Is there a specific stage? Why? Apply theory to the information, how does it help you understand the information?

c) You don't have to use all stages of a theory, just the portion that helps you understand the specific life stage the individual is explaining. Apply the theories to the information you have collected from your interview.

6) Conclusion.

Provide a brief summary of the main points in your paper.

Total Points Earned (30 Points Possible)

**** Additional Points Will Be Taken Off For Over Use of Direct Quotes**

Grand Total For Assignment (Content and Format Points)

Examinations (Competency based performance outcomes 1-8).

Two Examinations will be given during the semester. They will be made up of a variety of short answer and essay questions from reading assignments and BlackBoard content. **Exams must be completed by the due date. You will have 120 minutes to complete the exam and you will have access to the course materials.**

F. Grading Policy

Grading: The following list of course requirements and percentages will be utilized in determining final course grades:

Assignment	Percentage	Points
Examination I	20% of grade	20
Paper I	15% of grade	15
Examination II	25% of grade	25
Paper II	30% of grade	30
Discussions	10% of grade	10
Total	100%	100 Points

Course Grading Scale.

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

Grade	Percentage	Points
A	100% - 90%	100 - 90
B	89% -80%	89 - 80
C	79% -70%	79 - 70
D	69% - 60%	69 - 60
F	59% and below	59 - 0

Late Assignments/Papers.

All assignments must be turned in on the scheduled due date and time. Late assignments will be assigned a two (2) point penalty for each day late.

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:

Make-up Exams: Permission to make-up assignments will be granted on a case by case basis.

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:

Attendance:

Weekly regular access to the course in Blackboard is expected and tracked. In borderline grade situations, Blackboard access will count at the professor's discretion. Actions that undermine your class participation and compromise the sense of intellectual and practice community in the online classroom negatively affect your grade. Actions that undermine your class participation include, but are not limited to: failure to submit assignments in a timely manner, not logging in at least twice weekly to the course website, and disrespectful communication either in person or via electronic means.

I. Course Schedule:

Session	Start Dates	Topic	Textbook Readings	Assignments and Tests
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1	08/27/2015- 08/30/2015	Course Overview	Syllabus Online Information	Post bio to Autobiography under Discussions. Due by 08/30/2015@ 5 p.m.
2	08/31/2015- 09/06/2015	Theories of Human Development	Unger Article, Deep Ecology and the Roots of Resilience	No written assignments due this session.
3	09/07/2015- 09/13/2015	Conception, Pregnancy, Birth	Hutchinson, Chapters 1-2	Infant Games Discussion Due by 09/13/2015 @ 5:00 p.m.
4	09/14/2015- 09/20/2015	Neonate & Early Infant	Bernhardt Article, Genetic family histories and Violence and biology	Test 1 due by 11:30 p.m., 09/20/2015
5	09/21/2015- 09/27/2015	Infant 3-24 months	Hutchinson, Chapter 3	Parenting Discussion Due by 09/27/2015 @ 5:00pm
6	09/28/2015- 10/04/2015	Toddler 2-4 years	Online Content	Paper I: Bio Underpinnings Due by 11:30 p.m., 10/04/2015
7	10/05/2015- 10/11/2015	Preschool 4-6 years	Piechowski Article, Mental health and women	No written assignments due this session.
8	10/12/2015- 10/18/2015	School age 6- 10 years	Hutchinson, Chapters 4-6 Johnson, Article, Violence and biology: A review of the literature.	No written assignments due this session.
9	10/19/2015- 10/25/2015	Pre-teen 10-12 years; Eating disorders; Sexual orientation	Article, Social work ethics audit	No written assignments due this session.
10	10/26/2015- 11/01/2015	Teens 13-21; Addiction	Gutierrez Article, Beyond coping and Cognitive therapy	Resource list for abuse & violence Due by 11/01/2015@ 5:00 p.m.
11	11/02/2015- 11/08/2015	Young Adult 13-21 Abuse & violence	Gilligan Article, In a different voice	Young Adult Rules Discussion Due By 11/08/2015 @ 5:00 p.m.

12	11/09/2015- 11/15/2015	Adult 30-40	Hutchinson, Chapters 7-8 Beck Article, Cognitive therapy: A 30 year retrospective	Adult Roles Discussion Due By 11/15/2015@ 5:00 p.m.
13	11/16/2015-11/22/2015	Mid life 40-65	Hutchinson, Chapter 9	Paper II:Life Course Paper (interview with an elder): Due by 11:30 p.m., 11/22/2015
14	11/23/2015-11/29/2015	Old age 65 +	Hutchinson, Chapter 10 Specht Article Social support, social networks, social exchange and social work practice.	No written assignments due this session.
15	11/30/2015- 12/06/2015	Grief, death; Wrap-up and evaluation	Horse Article, American Indian elders Kellner Article, Theorizing globalization.	Test 2: Due by 11:30 p.m., 12/06/2015

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:

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

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
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
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 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,

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.