

**COLLEGE OF ARCHITECTURE, PLANNING AND PUBLIC AFFAIRS (CAPPA)  
THE UNIVERSITY OF TEXAS AT ARLINGTON**

**PAPP 5311 - PUBLIC POLICY FORMATION AND ANALYSIS**

**SPRING 2018 - ARCH 405**

**Monday 6:00-8:50 PM**

**Instructor:** Joseph S. Portugal, PhD ICMA-CM

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## **I. Course Description**

This is a graduate level course that covers the policy process, policy formulation and provides an introduction to the tools and techniques of policy analysis, using multiple theoretical and analytical perspectives. The primary focus is on U. S. policy, with an emphasis on state and local policy issues. The course aims to provide students with a foundation in the theory, process and tools of policy analysis, so that they are able to think critically about applied public policy problems and the role of policy analysis. Students will also gain practical skills in the development and presentation of policy analysis and recommendations.

A thorough understanding of public policy formation and analysis involves three core components: the economic; the political; and, the social. Considerable time will be spent in the early stages of the course familiarizing you with the context of how each of these components influences the formation of public policy, the analysis of policy options, and, ultimately, the implementation of those policy initiatives. Attention will be given to applied examples in the exercise of public policy. The ability of a new generation of scholars and practitioners to fashion real world solutions to the issues facing America today is critical to the future of public policy.

## **II. Learning Outcomes**

The study of public policy affords the graduate student the opportunity to comprehend the proprietary role of policy formation and policy analysis in the development of policy initiatives. Those initiatives are themselves the outcome of various inputs from a number of quarters whether they be federal, state or local. Ultimately, the veracity of the policy process is dependent upon a thorough understanding of the factors which lead to effective policy administration. For this reason, your dedication to the task at hand will measure in large part your understanding of the process.

1. What are the core components of public policy formation and analysis in light of the economic, political and social contexts? How do these elements define the structure of public policy?
2. What are the theoretical applications of public policy and how do these define policy outcomes? Illustrate examples of each in the policy process.
3. What is the nature of policy design, policy analysis and research? How do these contribute to the assessment of policies quantitatively?
4. What role do policy actors play in the policy process and how is that distinguished from the contributions of non-profits? How does comparative policy manifest itself in the study of public policy?
5. What is the role of bureaucracy in the formation of public policy at the federal level? How does that process constrain the implementation of public policy?

### III. Required Textbooks

There are 3 books for this course, which are available for purchase at the University Bookstore or through an on-line bookseller. If purchasing on-line, please use expedited shipping as readings will begin very quickly.

Additionally, there are prepared readings available through the University Library's reserve service. We will be using readings from this collection immediately.

1. Kevin B. Smith and Christopher W. Larimer, eds., 2017. *The Public Policy Theory Primer*. 3<sup>rd</sup> Edition. Boulder, CO: Westview Press. (ISBN: 978-0813350059).
2. B. Guy Peters, ed., 2017. *American Public Policy: Promise & Performance*. 10<sup>th</sup> Edition. Thousands Oaks, CA: CQ Press. (ISBN: 978-1483391502).
3. David K. Shipler, 2016 (2004; 2005). *The Working Poor: Invisible In America*. NY: Vintage Books. (ISBN: 0-375-70821-9).
4. Prepared Readings on Blackboard. To access Blackboard, log-in with your UTA NetID and password at <https://elearn.uta.edu/webapps/login/>. If you experience difficulty when accessing Blackboard, visit <http://www.uta.edu/blackboard/students/index.php> or contact the Office of Information Technology Help Desk at (817) 272-2208.

### III. Course Requirements

This course requires completion of all assigned readings, attendance and participation, topic papers, research paper and the final exam. All work must be completed as specified in the Course Outline which follows. ***Late work will not be accepted.***

1. **Attendance and Participation (20%)** - Attendance is mandatory! Students are expected to attend each class and to arrive on time prepared to discuss the current week's readings. Class participation should reflect careful thinking about the readings. ***Consequently, you should complete all assigned readings before class as you are graded on your preparation and participation.*** There is a direct correlation in time allocated to the assigned readings as well as suggested readings and student success. A thorough understanding of both is an ideal hedge toward preparing for the comprehensive exam for doctoral level students.

Each student will be assigned readings during the several weeks of the semester. Accordingly, students will be responsible for discussing the articles for that week as an in-class leader for the discussion of the readings. While all students are expected to complete the readings and to be prepared to discuss the week's readings, participation as the readings leader will provide students with an opportunity to demonstrate their broader command of the week's subject. As noted in the schedule, some of the articles are posted on Blackboard.

2. **Topic Papers (20%)** - Each student is required to write three (3) full-length, double-spaced, four (4) page papers (Use 12-point font). Papers will be assigned on Monday, January 22, with students assigned readings for a particular week. Each paper should comment on the readings for the week, describing the primary arguments, hypotheses and summary conclusions of the different articles and/or books that are assigned. Higher level analysis, an expectation of this course, will synthesize the readings and their key points, comparing the different readings in respect to each other. Weekly papers are due at the beginning of class. ***Late weekly papers will not be accepted.***
3. **Research Paper (30%)** - Each student is required to write a semester research paper related to one of area of public policy of their choice. Topical areas for the papers will be provided during the first class meeting. Research should be independent and include the general components of research design, including a research question, literature review and several well-stated and theoretically sound hypotheses. Further, introductory quantitative analysis is expected as a component of the paper, meaning that the use of data and datasets to test theoretical assumptions using descriptive statistics and causal statistics is required.

A single-spaced, one-page research prospectus that describes the specific research question, several primary hypotheses, relevant non-class literature, the source of the data and the justification for the topic is due in class on February 26 at 6:00 pm. ***Failure to turn in the prospectus will result in a two-grade penalty (20 points) on the final paper grade.*** Completed papers are due in class on April 16 at 6:00 pm. ***Late papers will not be accepted.***

4. **Examination (30%)** - There will be one (1) final examination that will include two (2) broad essay questions. The exam will be take home and will be due on the scheduled night of the final. All students will take the examination at the assigned time with no make-up exam allowed except for medical emergencies or loss of a family member. In such situations, students are expected to contact the instructor no later than the day of the exam and will be required to present proof in the case of a medical emergency. ***Failure to take the final will result in a failing grade of "0" for the examination.***

#### **IV. Grading**

The method for determining the final grade for the course is as follows.

Attendance and Participation - 20%.

Topic Papers - 20%.

Research Paper - 30%.

Prospectus Due on February 26.

Final Research Paper Due on April 16.

Final Examination - 30%.

The grading scale is as follows.

A = 90-100.

B = 80-89.

C = 70-79.

D = 60-69.

F = 0-59

The policy on Incomplete Grades (I's) is as follows. Given an incomplete grade can be a permanent grade assignment, incompletes are strongly discouraged and avoided. An incomplete grade will be assigned only in the most extreme cases of sickness that occur after the University's withdrawal deadline.

#### **V. Class Schedule**

**Week 1: January 22**

**Introduction to Public Policy Formation and Analysis.**

**Week 2: January 29**

**Public Policy Formation And Analysis: Origins and Destinations.**

Sabatier, Paul A., 1991. "Toward Better Theories of the Policy Process" *PS: Political Science and Politics* 24 (2) (June):147-156  
<http://www.jstor.org.ezproxy.uta.edu/stable/419922>

Nowlin, Matthew C., 2011. "Theories of the Policy Process: State of Research and Emerging Trends" *The Policy Studies Journal* 39 (S1):41-60 DOI: 10.1111/j.1541-0072.2010.00389\_4.x

Lasswell, Harold D., 1936. *Politics: Who Gets What, When, How*, pp. 13-27

Eyestone, Robert, 1984, ed. *Public Policy Formation*, pp. 27-60 (Power, Salience and Public Policy) (H 97 .P79 1984)

Birkland, Thomas A., 2005. *An Introduction To The Policy Process*, pp 1-24 The Study and Practice of Public Policy) (H 97 .B57 2005)

Peters, B. Guy, 2016. *American Public Policy*, pp. 2-20

Smith, Kevin B. and Christopher W. Larimer, 2017. *The Public Policy Theory Primer*, pp. 1-43

**Week 3: February 5**

**The Study of Public Policy: Economic Perspectives.**

Kaufman, George G., 1995. "The Role of Economists in Public Policy" *The Quarterly Journal of Economics and Finance* 35 (2) (Summer):177-185 DOI: 10.1016/1062-9769(95)90021-7

Colander, David, 2014. "The Economics of Influence" *Journal of Economic Issues* 68 (2) (June):485-491 DOI: 10.2753/JE10021-3624480223

Hirschman, Daniel and Elizabeth Popp Berman, 2014. "Do Economists Make Policy? On the Political Effects of Economics" *Socio-Economic Review* 12 (April):779-811 DOI: 10.1093/ser/mvu017

Alm, James, 2017. "Is Economics Useful For Public Policy" *Southern Economic Journal* 83 (4) (April):835-854 DOI: 10.10902/soej.12208

Peters, B. Guy, 2016. *American Public Policy*, pp. 200-259

Smith, Kevin B. and Christopher W. Larimer, 2017. *The Public Policy Theory Primer*, pp. 45-68

**Week 4: February 12**

**The Study of Public Policy: Political Perspectives.**

Easton, David, 1957. "An Approach to the Analysis of Political Systems" *World Politics* 9 (3) (April):383-400 DOI: 10.2307/2008920

Kjellberg, Francesco, 1977. "Do Policies (Really) Determine Politics? And Eventually How?" *Policy Studies Journal* 5 (Summer):554-570 DOI: 10.1111/1541-0072ep1118114068

Kellow, Aynsley, 1988. "Promoting Elegance In Policy Theory: Simplifying Lowi's Arenas Of Power" *Policy Studies Journal* 16 (4) (Summer):713-724 DOI: 10.1111/1541-0072ep11269288

Weimer, David L., 2008. "Theories of and in the Policy Process" *The Policy Studies Journal* 36 (4):489-495 DOI: 10.1111/j.1541-0072.2008.00280.x

Holland, Brian, 2015. "Typologies of National Urban Policy: A Theoretical Analysis" *Cities* 48 (July):125-129 DOI: 10.1016/J.cities.2015.06.008

McFarland, Andrew S., 2004. *Neopluralism*, pp. 1-39 [Political Policy - Neopluralism] (JK 468.P64 M33 2004)

Peters, B. Guy, 2016. *American Public Policy*, pp. 21-42, 60-137

**Week 5: February 19**

**The Study of Public Policy: Social Perspectives.**

Skocpol, Theda, 1992. "State Formation and Social Policy in the United States" *American Behavioral Scientist* 35:4/5(March/June):559-584 DOI: 10.1177/000276429203500412

Matthews, David Ralph, 1998. "Sociology and Its Publics - Whither Sociology?: An Introduction" *Canadian Journal of Sociology* 23 (2-3) (Spring-Summer):135-140 <http://www.jstor.org.ezproxy.uta.edu/stable/3341960>

McCall and Lane Kenworthy, 2009. "Americans' Social Policy Preferences in the Era of Rising Inequality" *Perspectives On Politics* 7:3 (September):459-484 DOI: 10.1017/S1537592709990818

Lize, Steven E., 2015. "Mobilizing Evidence: Reflections On Policy Sociology" *The American Sociologist* 46 (4) (December):511-517 DOI: 10.1007/s12108-015-9274-9

Peters, B. Guy, 2016. *American Public Policy*, pp. 296-362, 428-447

**Research Prospectus Due: February 26**

**Week 6: February 26**

**The Study of Public Policy: Theoretical Applications.**

Jenkins-Smith, Hank C. and Paul A. Sabatier, 1994. "Evaluating the Advocacy Coalition Framework" *Journal of Public Policy* 14 (2) (April-June):175-203

DOI: 10.1017/S013814X00007431

Mischen, Pamela A. and Stephen K. Jackson, 2008. "Connecting The Dots: Applying Complexity Theory, Knowledge Management And Social Network Analysis To Policy Implementation" *Public Administration Quarterly* 32 (3) (Fall):314-338 <http://www.jstor.org.ezproxy.uta.edu/stable/41288320>

Weible, Christopher M, 2008. "Expert-Based Information and Policy Subsystems: A Review and Synthesis" *The Policy Studies Journal* 36 (4) (November):615-635 DOI: 10.1111/j.1541-0072.2008.00287.x.(AN:36108710)

Shanahan, Elizabeth A., Michael D. Jones and Mark K. McBeth, 2011. "Policy Narratives and Policy Processes" *The Policy Studies Journal* 39 (3) (August):535-561 DOI: 10.1111/j.1541-0072.2011.00420.x

Peters, B. Guy, 2016. *American Public Policy*, pp. 43-58

Smith, Kevin B. and Christopher W. Larimer, 2017. *The Public Policy Theory Primer*, pp. 93-116

**Week 7: March 5**

**The Study of Public Policy: Policy Design, Policy Analysis and Research.**

deLeon, Peter and Danielle M. Varda, 2009. "Toward A Theory Of Collaborative Policy Networks: Identifying Structural Tendencies" *Policy Studies Journal* 37 (1) (February):59-74 DOI: 10.1111/j.1541-0072.2008.00295.x.(AN: 36606286)

Schneider, Anne and Mara Sidney, 2009. "What Is Next For Policy Design and Social Construction Theory" *The Policy Studies Journal* 37 (1):103-119 DOI: 10.1111/j.1541-0072.2008.00298.x.(AN: 36606283)

Vining, Aidan and David L. Weimer, 2010. "An Assessment of Important Issues Concerning The Application of Benefit-Cost Analysis to Social Policy" *Journal of Benefit-Cost Analysis* 1 (1) (July):1-38 DOI: 10.2202/2152-2812.1013

Shanahan, Elizabeth A., Michael D. Jones, Mark K. McBeth and Ross R. Lane, 2013. "An Angel on the Wind: How Heroic Policy Narratives Shape Policy Realities" *The Policy Studies Journal* 41 (3) (August):453-483 DOI: 10.1111/psj.12025. (AN: 89658481)

Peters, B. Guy, 2016. *American Public Policy*, pp. 450-480

Smith, Kevin B. and Christopher W. Larimer, 2017. *The Public Policy Theory Primer*, pp. 69-91, 117-140

**Week 8: March 12 - Spring Break**

**Week 9: March 19**

**The Study of Public Policy: Policy Actors, Nonprofits & Comparative Policy**

Fyall, Rachel and Michael McGuire, 2015. "Advocating for Policy Change in Nonprofit Coalitions" *Nonprofit and Voluntary Sector Quarterly* 44:6 (Dec):1274-1291 DOI: 10.1177/0899764014558931

Wilder, Matt, 2017. "Comparative Public Policy: Origins, Themes, New Directions" *The Policy Studies Journal* 45:S1 (May):S47-S66 DOI: 10.1111/psj.12200

Bryce, Herrington J., 2005. *Players in the Public Policy Process*, pp. 34-118 (Role of Nonprofits in the Public Policy Arena) (HD 2769.15 .B79 2005)

Peters, B. Guy, 2016. *American Public Policy*, pp. 21-88

**Week 10: March 26**

**The Study of Public Policy: The Executive Branch and Congress.**

Williams, Walter, 1998. *Honest Numbers and Democracy*, pp. 56-91 (The Golden Age of Executive Branch Policy Analysis [Policy Analysis - Executive Branch]) (HN 60 .W55 1998)

Williams, Walter, 1998. *Honest Numbers and Democracy*, pp. 148-171 (The Anti-Analytic Presidency [Reagan Years]) (HN 60 .W55 1998)

Williams, Walter 1998. *Honest Numbers and Democracy*, pp. 210-236 (Congress and Policy Analysis [Congress]) (HN 60 .W55 1998)

Peters, B. Guy, 2016. *American Public Policy*, pp. 89-137

**Week 11: April 2**

**The Study of Public Policy: Federal Policy Issues**

Williams, Walter, 1999. "Policy Information and Democratic Governance: Federal Social Policy Analysis, 1965-1997" *Journal of Comparative Policy Analysis* 1:2 (July):145-162 DOI: 10.1080/1387698990841262



Bostic, Raphael W., Rachel L. J. Thornton, Elizabeth C. Rudd and Michelle J. Sternthal, 2012. "Health In All Policies: The Role Of The US Department Of Housing And Urban Development And Present And Future Challenges" *Health Affairs* 31:9 (September):2130-2137 DOI: 10.1377/hlthaff.2011.1014

Oxley, Douglas R., Arnold Vedlitz and B. Dan Wood, 2014. "The Effect of Persuasive Messages on Policy Problem Recognition" *The Policy Studies Journal* 42 (2) (May):173-196 DOI: 10.1111/psj.12055

Williams, Walter, 1998. *Honest Numbers and Democracy*, pp. 193-209 (Governing and Campaigning [Health Care]) (HN 60 .W55 1998)

Peters, B. Guy, 2016. *American Public Policy*, pp. 260-295

Smith, Kevin B. and Christopher W. Larimer, 2017. *The Public Policy Theory Primer*, pp. 141-185

**Week 12: April 9**

**The Study of Public Policy: Federal Policy Issues (Continued)**

Social Security; Education; Energy; Defense.

Peters, B. Guy 2016. *American Public Policy*, pp. 296-427

**Research Paper Due: April 16**

**Week 13: April 16**

**The Study of Public Policy: PUAD Local Practicum - The Working Poor**

Dornan, Paul B., 1977. "Whither Urban Policy Analysis? A Review Essay" *Polity* 9 (4) (Summer):503-527 DOI: 10.2307/3234328

Goetz, Edward G. and Mara S. Sidney, 1997. "Local Policy Subsystems and Issue Definition: An Analysis of Community Development Policy Change" *Urban Affairs Review* 32 (4) (March):490-512 DOI: 10.1177/107808749703200403

Hicklin, Alisa and Erik Godwin, 2009. "Agents of Change: The Role of Public Managers in Public Policy" *The Policy Studies Journal* 37 (1):13-20 DOI: 10.1111/j.1541-0072.2008.00292.x (AN: 36606289)

Shipler, David K., 2016. *The Working Poor*, pp. 3-200

Smith, Kevin B. and Christopher W. Larimer, 2017. *The Public Policy Theory*

*Primer*, pp. 187-224

**Week 14: April 23**

**The Study of Public Policy: PUAD Local Practicum - The Working Poor (Continued)**

U. S. Bureau of Labor Statistics, “A Profile of the Working Poor, 2018”, Report 1055 (July, 2015) <https://www.bls.gov.opub/.../working-poor/.../a-profile-of-the-working-poor-2013.pdf>

United Way of Tarrant County, “2015 United Way Tarrant County Community Assessment”, (December, 2015) <https://unitedwaytarrant.org/wp-content/uploads/2015/12/2015-COMMUNITY-ASSESSMENT.pdf>

City of Dallas, “Reducing the Epidemic of Poverty and Ending the Opportunity Gap” (September, 2016) [https://dallascityhall.com/.../b\\_reducing-the-epidemic-of-poverty-and-ending-the-opportunity-gap.pdf](https://dallascityhall.com/.../b_reducing-the-epidemic-of-poverty-and-ending-the-opportunity-gap.pdf)

Shieler, David K., 2016. *The Working Poor*, pp. 201-309

**Week 15: April 30**

**Final Exam Discussion**

**Week 16: May 7**

**Final Examination: Wednesday, May 9, 2018 (8:15-10:45 pm)**

**VI. A Note On The Readings**

From time to time, the website links in the schedule will change or stop working. Please remember that publication links are provided as a courtesy. Each of these articles can be found through online databases managed by the University, including, as an example, JSTOR. If you have questions about searching for an article or would like a tutorial on database research, please contact the University Library. The Library’s liaison to the College of Architecture, Planning and Public Affairs (CAPPA) is Mitch Stepanovich and he may be contacted at [stepanovich@uta.edu](mailto:stepanovich@uta.edu) or at (817) 272-2945.

Remember that links often work best when physically at the University. Otherwise, I advise using an off-campus connection that utilizes a “virtual private network” (VPN), which makes off-campus downloads easier. VPN software can be downloaded through UTA’s Office of Information Technology (OIT) (See <http://www.uta.edu/oit/cs/software/vpn/index.php>).

**VII. Policies And Student Resources**

1. **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 (2/3) 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. The last date to drop is Friday, March 30, by 4:00 pm.*** Repayment of certain types of financial aid 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/>).
2. **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 or other notifications. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using the account, which remains active ever after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Occasionally, students may be contacted about course changes and other events. Correspondence will be directed to University email addresses, rather than personal email addresses which are not permitted by the University. ***Failure by a student to check their University email may result in missing assignments and grade penalties (e.g., weekly paper discussion and assignments).***
3. **Cell Phones or Other Electronic Devices** - Students are requested to turn off their cell phones prior to class. If a cell phone rings during class, ***that student is asked to leave class for the remainder of the period.*** The use of all other electronic devices in any form is strictly ***prohibited.***
4. **Academic Integrity** - All students are expected to obey the civil and penal statutes of the State of Texas and the United States, the Regents' Rules and Regulations of The University of Texas System, the rules and regulations of the University of Texas at Arlington, and the orders or instructions issued by and administrative official of the UTA or UT System in the course of his/her duties, and to observe the standards of conduct that are compatible with the University's function as an educational institution. ***Any student found to engage in cheating, plagiarism or collusion will be sanctioned in accordance with the University standards.*** Additional information is available at <https://www.uta.edu/conduct/>.
5. **Students With Disabilities** - Any student with a documented disability needing academic accommodations is requested to speak with the instructor during the first two (2) weeks of class. All discussion will remain confidential. Students are responsible for providing the instructor with official notification in the form of ***a letter certified*** by the Office of Students with Disabilities (OSD). For additional assistance students are directed to:

The Office for Students with Disabilities (OSD), [www.uta.edu/disability](http://www.uta.edu/disability) or (817) 272-3364.

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

6. **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 [www.uta.edu/eos](http://www.uta.edu/eos).
7. **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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).
8. **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/>.
9. **Student Feedback Survey** - At the end of the term, students enrolled in face-to-face and on-line 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 ten (10) days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of the 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>.
10. **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 ten percent (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 also introduce new concepts as appropriate.

11. **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 exit, which is located to the left as you leave the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
12. **Student Support Services** - UT Arlington provides a variety of resources or 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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.
13. **Inclement Weather** - If a class is canceled due to inclement weather, its subject will be delayed until the following class. Similarly, all tests and assignments canceled because of inclement weather will be delivered during the following class. For information related to weather related class cancellations please call (972) 601-2049.
14. **Syllabus Changes** - The Instructor reserves the right to change the syllabus at any time during the semester.
15. **Emergency Phone Numbers** - In case of an on-campus emergency, call the UT Arlington Police Department at (817) 272-3003 (non-campus phone) or 2-3003 (campus phone). You may also dial 911. The non-emergency phone number is (817) 272-3381.