

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

PAPP 5311.001/6311.001 - PUBLIC POLICY FORMATION AND ANALYSIS

**SPRING 2019 - ARCH 304
Wednesday 6:00-8:50 PM**

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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 2 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*. 3rd Edition. Boulder, CO: Westview Press. (ISBN: 978-0813350059).
2. B. Guy Peters, ed., 2019. *American Public Policy: Promise & Performance*. 11th Edition. Thousands Oaks, CA: CQ Press. (ISBN: 978-1483391502).
3. 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 16, 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 20 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 17 at 6:00 pm. ***Late papers will not be accepted.***
4. **Examination (30%)** - There will be one (1) final examination that will include three (3) broad essay questions. One (1) question is mandatory and two (2) questions are optional. The exam will be take home and will be due on the scheduled night of the final. Masters level students will answer the mandatory question and one (1) of the two (2) optional questions. Doctoral students will answer all three (3) questions.

Completed exams are required to be uploaded to Blackboard. Additionally, students are encouraged to submit the exam to the instructor at joseph.portugal@uta.edu to ensure receipt at the required time in accordance with the final exam schedule posted by the University.

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 and to submit it at the required time 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 20.

Final Research Paper Due on April 17.

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 16

Introduction to Public Policy Formation and Analysis.

Week 2: January 23

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

Birkland, 2005: Ch 1, pp. 1-24 (H 97 .B57 2005)

Peters, 2016: Ch 1, pp. 2-20

Smith and Larimer, 2017: Ch 1, pp. 1-22

Week 3: January 30

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, 2016: Chs 9-10, pp. 179-210; pp. 211-259

Week 4: February 6

The Study of Public Policy: Political Perspectives.

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

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

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

Peters, 2016: Ch 2, pp. 21-40

Smith and Larimer, 2017: Ch 2, pp. 23-43

Week 5: February 13

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

Quadagno, Jill S. and Debra Street, 2005. "Ideology and Public Policy: Antistatism in American Welfare State Transportation" *Journal of Policy History* 17 (1) (January):52-71 <https://muse.jhu.edu/article/178299>

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

Best, Eric, 2012. "Debt and the American Dream" *Social Science and Public Policy* 49 (4) (May):349-352 DOI: 10.1007/s12115-012-9559-3

Peters, 2016: Ch 12, pp. 269-300

Research Prospectus Due: February 20

Week 6: February 20

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

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.(AN36108710)

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, 2016: Ch 3, pp. 43-54

Smith and Larimer, 2017: Ch 5, pp. 93-116

Week 7: February 27

The Study of Public Policy: Policy Analysis.

Walters, Lawrence C., James Aydelotte and Jessica Miller, 2000. "Putting More Public in Policy Analysis" *Public Administration Review* (60) (4) (July/August):349-359 DOI.org/10.1111/0033-3352.00097

Gormley, Jr., William T., 2007. "Public Policy Analysis: Ideas and Impacts" *Annual Review of Political Science* 10 (June):297-313 DOI: 10.071105.094536

Carlson, Deven, 2011. "Trends and Innovations in Public Policy Analysis" 39 (S1) *Policy Studies Journal* (March):13-26 DOI.org/10.1111/j.1541-0072.2010.00389_2.x

Peters, 2016: Chs 7-8, pp. 123-158; pp. 159-176

Smith and Larimer, 2017: Chs 6-7, pp. 117-140; pp. 141-185

Week 8: March 6

The Study of Public Policy: Policy Design and Research.

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, 2016: Ch 17, pp. 409-434

Smith and Larimer, 2017: Ch 4, pp. 69-91

Week 9: March 11 - Spring Break

Week 10: March 20

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

Blyth, Mark, 2003. "Structure Do Not Come With An Instruction Sheet: Interests, Ideas, And Progress In Political Science" *Perspectives on Politics* 1 (4) (December):695-706 <http://www.jstor.org/stable/3687923>

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

Peters, 2016: Ch 4, pp. 57-80

Smith and Larimer, 2017: Ch 8, pp. 165-185

Week 11: March 27

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

Whiteman, David, 1985. "The Fate of Policy Analysis in Congressional Decision Making: Three Types of Use in Committees" *Western Political Quarterly* 38 (2) (June):294-311 DOI.org/10.1177/106591298503800210

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

Relyea, Harold C., 2008. "Federal Government Information Policy and Public Policy Analysis: A Brief Overview" *Library & Information Science Research* 30:2-21 DOI: 10.1016/j.list2007.11.004

Peters, 2016: Chs 5-6, pp. 81-98; pp. 99-122

Smith and Larimer, 2017: Ch 3, pp. 45-68

Week 12: April 3

The Study of Public Policy: Federal Policy Issues

Health

Campbell, Andrea Louise, 2011. "Policy Feedbacks and the Impact of Policy Designs on Public Opinion" *Journal of Health Politics, Policy and Law* 36 (6) (December):961-973 DOI: 10.1215/03616878-1460542

Henderson, Michael and D. Sunshine Hillygus, 2011. "The Dynamics of Health Care Opinion, 2008-2010: Partisanship, Self-Interest, and Racial Resentment" *Journal of Health Politics, Policy and Law* 36 (6) (December):945-960 DOI: 10.1215/03616878-1460542

Schlesinger, Mark, 2011. "Making the Best of Hard Times: How the Nation's Economic Circumstances Shaped the Public's Embrace of Health Care Reform" *Journal of Health Politics, Policy and Law* 36 (6) (December):989-1020 DOI: 10.1215/03616878-1460542

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

Kaskie, Brian, et al, 2017. "The Increasing Use of Cannabis Among Older Americans: A Public Health Crisis or Viable Policy Alternative?" *The Gerontologist* 57 (6) (November):1166-1172 DOI: 10.1093/geront/gnw166

Peters, 2016: Ch 11, pp. 235-268

Week 13: April 10

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

Education

Eisner, Elliott W., "Who Decides What Schools Teach?" *Phi Delta Kappan* 71 (7) (March):523-526

Menefee-Libey, David, 2015. "High School Civics Textbooks: What We Know Versus What We Teach about American Politics and Public Policy" *Journal of Political Science Education* 11 (4) (November):422-441 DOI: 10.1080/15512169.2015.1072051

Moran, Peter, 2015. "Reacting to Crises: The Risk-Averse Nature of Contemporary American Public Education" *Policy Futures In Education* 13 (5) (April):621-638 DOI: 10.1177/1478210315579548

Rogers, Robin, 2015. "Making Public Policy: The New Philanthropists and American Education" *American Journal of Economics and Sociology* 74 (4) (September):743-773 DOI: 10.1111/ajes.12113

Onyebuchi, Tochi, 2016. "Where Do Scalia's Come From?" *Harvard Journal of African-American Public Policy* 13-15

Peters, 2016: Ch 13, pp. 301-328

Research Paper Due: April 17

Week 14: April 17

The Study of Public Policy:

Energy and Environment

Rahm, Diane, 2011. "Regulating Hydraulic Fracturing In Shale Gas Plays: The Case Of Texas" *Energy Policy* 39 (5) (May):2974-2981
DOI: 10.1016/j.enpol.2011.03.009

Davis, Charles, 2012. "The Politics of 'Fracking': Regulating Natural Gas Drilling Practices in Colorado and Texas" *Review of Policy Research* 29 (2) (March):177-191 DOI: 10.1111/J.1541-1338.2011.00547.x

Peters, 2016: Ch 14, pp. 329-358

Defense and Law Enforcement

Weitzer, Ronald, 2015. "American Policing Under Fire: Misconduct and Reform" *Social Science and Public Policy* 52 (5) (October):475-480
DOI: 10.1007/s12115-015-9931-1

Peters, 2016: Ch 15, pp. 359-388

Week 15: April 24

The Study of Public Policy: Capstone

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)

Peters, 2016: Ch 16, pp. 389-406

Smith and Larimer, 2017: Chs 9-10, pp. 141-185; pp. 187-224

Week 16: May 1

Final Exam Discussion

Week 17: May 8

Final Examination: Wednesday, May 8, 2019 (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 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. Attendance** - At The University of Texas at Arlington, taking attendance is not required, yet, attendance is a critical factor 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 (Refer to **Section III 1** on the attendance policy for this course). 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.
- 2. 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 29, 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/>).

3. **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).***

4. **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.***
5. **Academic Integrity** - Students enrolled in all UT Arlington courses are expected to adhere to the UT Arlington Honor Code, to wit., :

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>.

6. **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 student 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 (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 (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.

7. **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.
8. **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, Vice President and Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.
9. **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/>.

10. **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>.

11. **Final Review Week** - For semester-long courses, a period of five (5) 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.

12. **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. You are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to your cell phone or email account. Subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>.

13. **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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

14. **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.
15. **Syllabus Changes** - The Instructor reserves the right to change the syllabus at any time during the semester.
16. **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.