Semester/Year: Fall 2015
Course Title: Micro and Macro Field Seminar
Course Prefix/Number/Section: SOCW 5310-004
Instructor Name: Pamela Kleespies, MSSW, LCSW
Faculty Position: Assistant Professor in Practice
Faculty Profile: www.uta.edu/profiles/pamela-johnson
Office Number: GACB 113
Phone Number: 817 272 - 3181
Email Address: pamela.kleespies@uta.edu
Office Hours: By appointment, before and after class
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 graduate micro and macro field seminar provides the opportunity for students to reflect on the application of theory and classroom learning in an actual social work setting. The seminar offers a safe environment for students to process field experiences with peers and the professor, and explore personal values, beliefs, attitudes, and competencies and their compatibility with the social work profession. Students will be expected to engage in an in-depth self-examination, be open to new ideas and input from others, and continually evaluate their own knowledge, values, and skill level. The seminar is a forum for the exchange of ideas, feelings, and experiences relative to practice issues, professional growth and development, cultural diversity, the helping process, and social work values and ethics. Students will receive systematic feedback to help them critically assess the field experience and their own development as a social work professional.

B. Measurable Student Learning Outcomes:

Educational Policy 2.3 - Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum - classroom and field - are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised,
coordinated and evaluated based on criteria by which students demonstrate the achievement of program competencies.

SOCW 5310 addresses the following core competencies:

2.1.1. Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Use supervision and consultation.

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

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying of the National Association Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Worker, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

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

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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 experience, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim. Social workers

- View themselves as learners and engage those with whom they work as informants.

2.1.5: Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and
strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equally and without prejudice. Social workers

- Understand the forms and mechanisms of oppression and discrimination.

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

- Use practice experience to inform scientific inquiry and
- Use research evidence to inform practice.

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 the biological, social, cultural, psychological, and spiritual development. Social workers

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

2.1.10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Engagement

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

Assessment
• Collect, organize, and interpret client data;
• Assess client strengths and limitations;
• Develop mutually agreed-on intervention goals and objectives; and
• Select appropriate intervention strategies.

**Intervention**

• Initiate actions to achieve organizational goals;
• Implement prevention interventions that enhance client capacities;
• Help clients resolve problems;
• Negotiate, mediate, and advocate for clients; and
• Facilitate transitions and endings.

**Evaluation**

• Social workers critically analyze, monitor, and evaluate interventions.

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

**No textbook is required for this course.**

**In your field placement:**

Required texts and other materials will be assigned by the Field Instructor. These may include agency operating procedures manuals, federal and/or state policies, research and other materials relevant to the agency services and population served.

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

Assigned Readings for EACH WEEK are posted in the course folders on Blackboard. Please utilize to stimulate your thinking when writing your journals each week.

**E. Major Course Assignments & Examinations:**

1. **Field Orientation** - Please view the powerpoint presentation which is available in the week 1 course folder. You must review it to proceed with the course. Please submit the checklist verification form verifying that you have read and reviewed the powerpoint as well as the course syllabus. Please send any questions by email to the instructor.

2. **Agency Information Form** - Complete the Agency Information Form and submit. You will find this form in Week 2 course folder. This form will assist you in securing the information that you need to effectively begin your internship. Complete all sections.

3. **Learning Contract** - The student will work with the agency-based Field Instructor to complete the learning contract which includes the tasks students will be assigned to ensure mastery of all of the core competencies. These contracts will be signed by the student, the Field Instructor and the Field Liaison.

4. **Supervision Logs** - Please submit weekly supervision log each week; Logs MUST be signed by your supervisor. **If you do not have supervision that week, the form still needs to be submitted stating why supervision was not completed.**

5. **Practicum Journal** - One thoughtful, in-depth entry will be submitted each week (total of one
There is a sample journal in week 1 folder. Journal entries are to be posted on Blackboard by 11:59 on Friday each week. They may be posted as early as Thursday. Journals will not receive points if posted late.

6. Discussions - there will be two topics of discussion during this semester in addition to the Peer Presentation Feedback.

7. Peer Instruction Presentation/feedback by students

8. Midterm evaluation: will be submitted to me by your Field Instructor

9. Final Evaluation: will be submitted to me by your Field Instructor

10. Submission of final paper work - Hard copies of the the agency information form, learning contract (this will be submitted by September 4th by mail or hand delivery) and supervision logs will be submitted. Instructions on this process will be given. PLEASE RETAIN ORIGINAL HARDCOPIES OF THIS DOCUMENTATION!

F. Grading Policy

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE(S)</th>
<th>GRADE POINTS</th>
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<tbody>
<tr>
<td>Review syllabus and Orientation Powerpoint</td>
<td>Monday, August 28th @11:59</td>
<td>2</td>
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<tr>
<td>Complete and submit verification form that you have done reviewed items.</td>
<td>Friday, August 28th @11:59 pm</td>
<td>2</td>
</tr>
<tr>
<td>Introductory Profile</td>
<td>Friday, August 28th @11:59pm</td>
<td>2</td>
</tr>
<tr>
<td>Agency Information Form</td>
<td>Friday, September 4th @11:59 pm</td>
<td>4</td>
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<tr>
<td>Learning Contract</td>
<td>Friday, September 4th @11:59 pm</td>
<td>4</td>
</tr>
<tr>
<td>Supervision Logs</td>
<td>EACH Friday by 11:59 pm beginning September 4th</td>
<td>1 each - 12 Total</td>
</tr>
<tr>
<td>Practicum Journal</td>
<td>EACH Friday by 11:59 pm beginning September 4th</td>
<td>4 each - 48 total</td>
</tr>
<tr>
<td>Discussion #1</td>
<td>Ethical Dilemma 10/1/15</td>
<td>4</td>
</tr>
<tr>
<td>Discussion #2</td>
<td>Stress/ Burnout/Self care 11/12/15</td>
<td>4</td>
</tr>
<tr>
<td>Peer Instruction Presentation Feedback to Classmates</td>
<td>Friday 11/13, 11/20, 11/27, 12/4/15, Tuesday everyone by 12/8/15</td>
<td>15</td>
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<tr>
<td>Final Submission of Documents</td>
<td>DUE Friday December 11th</td>
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<td>Total Possible Points</td>
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<td>100</td>
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Grade Scale: A = 90 - 100  B= 80 -90  C = 70 -80  D = 60-70  F= less 70
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:

Assignment Submission Policy/Late Policy/Make up policy

All assignments are to be submitted through Blackboard to the instructor. The assignment must be received by the instructor by 11:59 central time on the day it is due (please check below for assignment dates). Due dates are on Friday. If the assignment is received after the 11:59 pm deadline of the day it is due or is received but unable to be viewed by the professor, the assignment will be considered late until the problem is corrected and points will be deducted according to the late assignment policy below.

PLEASE NOTE: Written assignments are not accepted by fax, hard copy or email. You have chosen to participate in an online course; therefore all assignments will be submitted online (Blackboard).

Late Assignments: For assignments that are 5 points or less, you will receive 0 points if the assignment is posted late, meaning past the 11:59 pm deadline. No credit will be awarded for responses posted after the end date and time of that respective week unless otherwise noted. The Peer Instruction Presentation will lose 5 points each day if submitted past the 11:59 pm deadline. Since Blackboard will show the date and time of all assignment submissions and discussion board posts, there will be no discrepancies as to when an assignment or post has been submitted.

Make up policy: Assignments may not be made up. If a situation occurs that is out of your control, it will be discussed with the professor to see if it warrants making other arrangements.

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:

Participation: Students are expected to attend their field placement according to the schedule determined by the students and field instructor, complete and submit all assignments when due, and submit hardcopies of final documents. Please keep the originals of all agency information forms, learning contracts and SIGNED supervision logs.

Seminar Format - Discussion forums are important components of this seminar. Active participation of every student is essential to this format. Students are expected to provide information and critical, supportive feedback as outlined for each discussion. The graduate micro and macro field seminar provides the opportunity for students to reflect on the application of theory and classroom learning in an actual social work setting. The seminar offers a safe environment for students to process field experiences with peers and the professor, and explore personal values, beliefs, attitudes, and competencies and their compatibility with the social work profession. Students will be expected to engage in an in-depth self-examination, be open to new ideas and input from others, and continually evaluate their own knowledge, values, and skill level. The seminar is a forum for the exchange of ideas, feelings, and experiences relative to practice issues, professional growth and development, cultural diversity, the helping process, and social work values and ethics. Students will receive systematic feedback to help them critically assess the field experience and their own development as a social work professional.
Much of what students learn in the virtual classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to the fullest extent in the learning environment, and to facilitate others’ ability to participate at the same time. This means being prepared to join in the learning experience by completing assigned readings and other work, respecting ourselves and others, and taking responsibility for completing assignments in a competent and timely manner. But more than this, it also means that we each take shared responsibility for the growth and professional development of each of the individuals in our learning community.

I. Course Schedule:

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
<th>REQUIRED READINGS</th>
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<tbody>
<tr>
<td>1. 8/27/15</td>
<td>Introduction, Orientation, syllabus review Due Friday 8/28/15 @11:59</td>
<td>Syllabus</td>
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<td>2. 9/3/15</td>
<td>Safety in the field - *Agency Information Forms due Journal #1 Due SIGNED Supervision Log Due</td>
<td>See course folder</td>
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<td>3. 9/10/15</td>
<td>Role of Intern in the Agency Setting *Learning Contracts Due Journal #2 Due SIGNED Supervision Log</td>
<td>See course folder</td>
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<td>4. 9/17/15</td>
<td>Effective Use of Supervision Journal #3 Due (18th) Signed Supervision Log Due</td>
<td>See course folder</td>
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<td>5. 9/24/15</td>
<td>Social Work Values and Ethics Journal #4 Due SIGNED Supervision Log</td>
<td>See course folder</td>
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<tr>
<td>6. 10/1/15</td>
<td>Ethical Decisions, Ethical Dilemmas Journal #5 Due SIGNED Supervision Log</td>
<td>See course folder</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Due</td>
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<td>7. 10/8/15</td>
<td>Policies and Practice impacting social work practice</td>
<td>Journal #6 DUE</td>
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<td>SIGNED Supervision Log</td>
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<td>8. 10/15/15</td>
<td>Professionalism, Professional Practice</td>
<td>Journal #7 DUE</td>
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<td>SIGNED Supervision Log</td>
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<td>9. 10/22/15</td>
<td>Diversity and Difference</td>
<td>Journal #7 DUE</td>
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<td>SIGNED Supervision Log</td>
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<td>10. 10/29/15</td>
<td>Culturally Competent Practice</td>
<td>Journal #8 DUE</td>
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<td>SIGNED supervision Log</td>
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<td>11. 11/5/15</td>
<td>Terminations: Clients, Agency, Field</td>
<td>Journal #9 DUE</td>
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<td>SIGNED Supervision Log</td>
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<td>12. 11/12/15</td>
<td>Stress, Burn out and self-care</td>
<td>Journal #10 DUE</td>
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<td>SIGNED Supervision Log</td>
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<td>13. 11/19/15</td>
<td>Peer Presentation</td>
<td>Journal #11 DUE</td>
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<td>SIGNED Supervision Log</td>
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<tr>
<td>14. 11/26/15</td>
<td>Peer Presentation</td>
<td>Journal #12 DUE</td>
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<td>SIGNED Supervision Log</td>
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<tr>
<td>15. 12/3/15</td>
<td>Reflections on Field</td>
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<tr>
<td>12/9/15</td>
<td>All field paperwork due: Hard copies of agency Information forms (12), 1 learning contract (submitted via snail mail or hand delivered by 9/11/15) 12 signed supervision logs, time sheet with hours logged and signed by your field Instructor.</td>
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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

**J. Expectations for Out-of-Class Study:**

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

**K. Grade Grievance Policy:**

L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page.................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians...................... http://www-test.uta.edu/library/help/subject-librarians.php
Database List.......................... http://www-test.uta.edu/library/databases/index.php
Course Reserves........................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog......................... http://discover.uta.edu/
E-Journals............................. http://utalink.uta.edu:9003/UTAlink/az
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://wweb.uta.edu/aao/fao/](http://wweb.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](http://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](http://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](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.