



**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

**Semester/Year:** Spring 2017

**Course Title:** Human Behavior and the Social Environment

**Course Prefix/Number/Section:** SOCW 5301-002

**Instructor Name:** Olga Verbovaya, ABD

**Faculty Position:** Graduate Teaching Assistant

**Faculty Profile:** N/A

**Office Number:** N/A

**Phone Number:** N/A

**Email Address:** olgavladimirovn.verbovaya@uta.edu

**Office Hours:** by Skype or phone

**Day and Time of Class (if applicable):** 11:00 to 1:50 Thursday

**Location:** PKH 205 (Pickard Hall)

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: <https://elearn.uta.edu/webapps/login/>

**A. Description of Course Content**

Exploration of behavioral and social science knowledge of human behavior and development through the life course. It examines major systems in society: individual, group, family, and community; and the diversity of ethnicity, race, class, sexual orientation, and culture.

**B. Student Learning Outcomes**

**This course meets the follow education policy, practice behaviors and accreditation policies of the Council on Social Work Accreditation:**

**Educational Policy 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:]

1. Engage in career-long learning.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.** [Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:]

1. Recognize and manage personal values in a way that allows professional values to guide practice.
2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of

Social Work Ethics in Social Work, Statement of Principles.

3. Tolerate ambiguity in resolving ethical conflicts; and
4. Apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.4—Engage diversity and difference in practice.** [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:]

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

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.** [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:]

1. Use research evidence to inform practice. [Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:]

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

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

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

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

Student Learning Outcomes:

- Students will demonstrate comprehension of the major organizational scheme of social work: reciprocal relationships between human behavior and the social environment.
- Students will examine theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.
- Students will examine theoretical frameworks for understanding the interactions between and among the various systems such as individuals, groups, societies, and economic systems.
- Students will examine, apply, and illustrate theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.
- Students will examine, apply, and illustrate the development of persons through the life span based on

theories and empirical knowledge of biological sociological, cultural, psychological, and spiritual aspects of development.

- Students will examine, apply, and illustrate ways in which social systems promote or block the achievement and maintenance of health and well being.
- Students will distinguish among individuals in terms of race, ethnicity, national origin, social class, religion, physical and mental ability, sexual orientation, and how a particular person is related or not to each area.
- Students will describe in their own words what their views are of persons of different races, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation.
- Students will distinguish among the codes and values in the NASW Code of Ethics which ones relate directly to human diversity and regard for worth and dignity of all persons. They will assess and discuss what they think about these requirements for all social workers and how they plan to apply them in their social work practice to persons who are different from them.
- Students will describe their plan for further knowledge development about human behavior and the social environment and the life span.

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

Hutchison, E.D. (2015). Dimensions of human behavior: The changing life course (5th ed.). Thousand Oaks, CA: Sage Publications. ISBN:9781483303901

Hutchison, Elizabeth D. (2015). Dimensions of human behavior: Person in environment life course (5th ed.) Thousand Oaks, CA: Sage. ISBN: 9781483303918

Selected Articles.

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

Publication Manual of the American Psychological Association, Sixth Edition

available at UTA bookstore or

[https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr\\_1\\_1?ie=UTF8&qid=1483462316&sr=8-1&keywords=Publication+Manual+of+the+American+Psychological+Association%2C+Sixth+Edition](https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_1?ie=UTF8&qid=1483462316&sr=8-1&keywords=Publication+Manual+of+the+American+Psychological+Association%2C+Sixth+Edition)

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

**Short Quizzes (10 points each - 100 points total).** Includes designated skill(s) or behavior (s) from Educational

Policy 2.1.2(a-d); Educational Policy 2.1.4(a-c); Educational Policy 2.1.6(a)

There will be 10 short timed quizzes administered at the beginning of a class. The quizzes will be open-book, and you

may access your notes as well as other resources to complete the quizzes. Each quiz will be worth a total of 10 points.

**(2) Group presentations (100 points).** *This assignment assesses course outcomes # 8 and 9.*

**Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.2(a-d); Educational Policy 2.1.4(a-c); Educational Policy 2.1.6(a)**

Create a presentation utilizing a visual aid (Examples: Power Point, poster board role play). Presentation

should be about 20-30 minutes in length. More detailed guidelines for the presentation will be provided by the instructor.

Grading will be as follows:

Presentation (organization of ideas, effort spent, presentation length) = 50 points

Submitted handout clearly addressing tasks 1-7 = 20 points

Creativity = 10 points

Group evaluation average = 20 points

**(3) Case Study (100 points).** *This assignment assesses outcomes #1-4, 6.*

**Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.1(a); Educational Policy 2.1.7(a-b); Educational Policy 2.1.4(a-c)**

Write a case study on a small group, community, or organization. (8-10 pages). (1) Apply 3 theories and 5 concepts from text material on the selected target. Analyze your target using the text and course materials. (2) Describe and illustrate ways in which the small group, community, or organization promotes or blocks the achievement and maintenance of health and well-being of participants.

**OR**

Write a case study on a child, young adult, midlife adult, or older adult. (8-10 pages). (1) Choose 3 theories and 5 concepts from the chapters in the micro text on your target life stage. Also use pertinent material from lecture notes. (2) Discuss the theories and concepts in detail and give examples of how the client demonstrates each theory, concept, and race, ethnicity, national origin, social class, religion, physical and mental ability, and sexual orientation. (3) Describe and illustrate ways in which social systems promote or block the achievement and maintenance of health and well-being for the target person (s).

1. Examine your social system using **3 perspectives/theories** and **5 concepts** (ideas derived from the theories found in the text chapters) as they apply to the social unit you
2. **Define and discuss the perspectives/theories and concepts in detail** and **give examples** of how the social system demonstrates each theory and Also discuss diversity issues relevant to the social system (**race, ethnicity, social class, religion, physical/mental ability, sexual orientation, etc.**).
3. Describe and illustrate ways in which social systems **promote or block** the achievement and maintenance of health and well-being for the social unit you
4. This paper should be a maximum of **8 - 10 double-spaced pages** in length and **follow APA** Include pertinent material from your textbook and include a **minimum of three articles from social work journals** that present research findings specifically relevant to understanding the causes of your client's problems or relevant to how to provide effective social services. You must include both a cover page with a running header and a reference page. You should not include a reference page.

Basic Outline:

(Note: It is highly recommended that you used these Section Headings to support the flow of your paper).

1. Introduction to the case (1-2 pages).
2. Description & Application of Theories and Concepts (4-5 pages)

Description of Theory #1 and 1-2 Concepts associated with chosen theory.

Application of Theory #1 and 1-2 Concepts to your case.

Description of Theory #2 and 1-2 Concepts associated with chosen theory.

Application of Theory #2 and 1-2 Concepts to your case.

Description of Theory #2 and 1-2 Concepts associated with chosen theory.

Application of Theory #2 and 1-2 Concepts to your case.

3. Discussion of relevant issues related to diversity (if not integrated into Section B) (1-2 pages)
4. Discussion of ways in which social systems **promote or block** the achievement and maintenance of health and well-being for the social unit you selected. (1-2 pages)
5. Conclusion (1 page)

**Exams (100 points each).** This assignment assesses outcomes # 1-7.

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.1(a); Educational Policy 2.1.7(a-b); Educational Policy 2.1.4(a-c)

There will be both a **Midterm** and a **Final Exam** in this course. You will have the option to complete 1) a quantitative exam which will include types of questions such as multiple choice, true/false, and short answer; 2) or a qualitative exam, which will include short essay questions. Both will be administered online and will be worth 100 points. Providing two type of assessment you prefer.

## **F. Grading**

<b>A</b>	<b>90-100%</b>	<b>440-500</b>
B	80-89%	400-439
C	70-79%	350-399
D	60-69%	300-349
F	0-59%	001-199

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.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

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## **G. Make-Up Exams**

There will be no make-up assignments. Late submissions are not allowed

## **H. Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator

in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

Students are expected to attend all class sessions. If you miss a class, it is your responsibility to obtain class notes and information from your classmates. Each student is allowed up to two (2) absences without grade reduction penalty. Each absence after the second (2) absence will result in a 20 point reduction of your final grade per absence. (e.g. absence #3 = 420, absence #4=400, etc.)

## **I. Course Schedule**

### **Week 1**

17/01-22/01 Intro to the Course, Ch. 1: Setting the Stage: A Multidimensional Approach; Chapter 2 Theoretical Perspectives on Human Behavior

### **Week 2**

23/01-29/01 Culture and Human Behavior (Chapter 8). Quiz 1

### **Week 3**

30/01-05/02 The Family (Chapter 10). Quiz 2

### **Week 4**

06/02-12/02 Small Groups (Chapter 11). Quiz 3

### **Week 5**

13/02-19/02 Formal Organizations (Chapter 12). Quiz 4

### **Week 6**

20/02-26/02 Communities (Chapter 13). Quiz 5

### **Week 7**

27/02-05/03 The Biological Person (Chapter 3). Quiz 6

Additional readings:

Biophysical Growth and Development Articles: Strohman, R. (2003). Genetic determinism as a failing paradigm in biology and medicine: Implications for health and wellness. *Journal of Social Work Education*, 39(2), 169-189.

### **Week 8**

06/03-12/03 The Psychological person (Chapter 4). **Midterm Exam**

### **Week 9**

13/03- 19/03 Spring Break

### **Week 10**

20/03-26/03 The Psychosocial Person (Chapter 5). Quiz 7

### **Week 11**

27/03-02/04 The Spiritual Person (Chapter 6). Quiz 8

### **Week 12**

03/04-09/04 Pregnancy, birth, newborn, infancy. Quiz 9

Additional readings: Psychosocial Development Articles: Eamon, M. K. (2001). The effects of poverty on children's socioemotional development: An ecological systems approach. *Social Work* 46(3), 256-266. **Group 1 presentation**

### **Week 13**

10/04-16/04 Early and Middle Childhood (Dimensions of Human Behavior: The Changing Life Course; Chapter 2: Conception, Pregnancy, and Childbirth; Chapter 3: Infancy and Toddlerhood). **Group 2 presentation**

### **Week 14**

17/04-23/04 Adolescence (chapter 6). Quiz 10. **Group 3 presentation**

Additional readings: Cohler, B. J. & Hammack, P. L. (2007). The psychological world of the gay teenager: Social change, narrative, and "normality". *Journal of Youth and Adolescence*, 36(1), 47-59.

### **Week 15**

24/04-30/04 Young and middle adulthood (Chapters 7 and 8). **Group 4 presentation**

Additional readings: Murray, C. (2003) Risk Factors, Protective Factors, Vulnerability, and Resilience: A Framework for Understanding and Supporting the Adult Transitions of Youth with High-Incidence Disabilities, *Remedial and Special Education*, 24.

### **Week 16**

01/05-07/05 Late adulthood and very late adulthood (Chapters 9 and 10). **Group 5 presentation**

Additional readings:

Burr, J. A., Mutchler, J. E., & Caro F. G. (2007). Productive activity clusters among middle-aged and older adults: Intersecting forms and time commitments. *J. Gerontol. B. Psychol. Sci. Soc. Sci.*, 62(4): S267 - S275.

Hayslip, Jr., B. & Kaminski, P. L. (2005). Grandparents raising their grandchildren: A Review of the literature and suggestions for practice *The Gerontologist* 45:262-269

### **Week 17**

08/05-10/05 Final Exam

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the

educational needs of the students enrolled in this course.

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

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

## **K. Grade Grievances**

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

## **L. Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, 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>.

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

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

## **M. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto: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.uta.edu/library/help/subject-librarians.php>  
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>  
Library Tutorials ..... <http://www.uta.edu/library/help/tutorials.php>  
Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>  
Ask a Librarian..... <http://ask.uta.edu>

## **N. Emergency Exit Procedures**



Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

## **O. Drop Policy**

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

## **P. Disability Accommodations**

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

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

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

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

## **Q. Non-Discrimination Policy**

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

## **R. 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).*

## **S. Academic Integrity**

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

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

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

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

## **T. 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>.

## **U. 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/>

## **V. Student Feedback Survey**

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

## **W. Final Review Week**

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

they may introduce new concepts as appropriate.