A. Description of Course Content

An overview of the social work profession, its fields of practice, methods of social intervention, its historical context, and its relationship to the social welfare system.

B. Student Learning Outcomes

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

- make ethical decisions by applying standards of the National Association of 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 Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social Workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Educational Policy 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 equitably and without prejudice. Social workers:

- advocate for human rights and social and economic justice

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work 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:

- analyze, formulate, and advocate for policies that advance social well-being

University of Texas at Arlington Core Curriculum

This course satisfies the University of Texas at Arlington core curriculum requirement in social and behavioral sciences. As such, it contains core objectives and learning outcomes in critical thinking, communication, empirical and quantitative reasoning, and social responsibility. These are listed here with relevant assignments to assess these outcomes:

Critical Thinking Skills include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Assessments: Midterm and Final Exams, Weekly Discussions, Fields of Practice Paper.

Communication Skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Assessments: Weekly Discussions, Fields of Practice Paper.

Empirical and Quantitative Skills include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Assessments: Midterm and Final Exams, Weekly Discussions, Fields of Practice Paper.


C. Required Textbooks and Other Course Materials


This text has an accompanying online supplement. www.routledgesw.com/cases.
D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

Community Assignment:
(Addresses EPAs 2.1.2, 2.1.3)

For 20% of the grade, students may choose one of the following options:

1. Complete 10 community service hours in a nonprofit social service agency. Students must complete the "Intent to Complete Community Service Hours" form (due week 3) & provide proof of hours in the form of agency letter head and signature of the volunteer coordinator. Community Service Forms must be approved prior to beginning the service hours. **OR**

Students must complete the questions in Exhibit 12.7 & 12.8

The Social Worker must have a bachelor's or master's degree IN SOCIAL WORK from an accredited university. It is recommended that students confirm that the person received a degree in Social Work as no other degrees will be accepted for this assignment. Interviews may be conducted in person, skype, or by telephone.

Quizzes
(Addresses EPAs 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8.)

There will be 10 short quizzes administered during the semester. Quizzes are formulated from the text. Quizzes account for 10% of the student's total grade.

Weekly Discussions: Each week begins on a Tuesday and ends on a Monday. The Fall semester begins on a Thursday, and students may choose to begin the course modules on that day. However, the course due dates will follow a Tuesday through Monday schedule.
(Addresses EPAs, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8.)

For 10% of the student's total grade, each week students will participate in group discussions (6) and activities (4) regarding the chapter readings & current events as they relate to Social Work. Students should be prepared to discuss the topic presented as it relates to that week’s text reading and the concepts as they relate to Social Work of “Engage”, “Assess”, “Intervene”, and “Evaluate”. Students are expected to read the text each week in preparation for class discussions.

Discussion Boards will close at the end of each week. There will be no make up discussion boards. Please see the Discussion Board Rubric provided on BB for details re: the expectations of writing a professional discussion board post. Students MUST respond to at least two others in the class to receive full credit for discussion boards.

The first student response to the question or topic of discussion is due by 11:59pm on Friday of each week. Students have until the following Monday at 11:59 to complete the responses to others. Students will receive a better grade for using the course rubric. Points are deducted for not referring to the course text or materials in ALL discussion boards. See Discussion Board Rubric on BB.

**Fields of Practice Paper:** In Addition to the instructions below, please see addendum in Syllabus area on BB for more info.

(Addresses EPAs, 2.1.3)
A Score of 100 is possible for 20% of the total course grade. Before submitting the paper, students are required to show proof of completion of the Plagiarism tutorial located at http://library.uta.edu/plagiarism/

Students must complete the Plagiarism Tutorial and email the instructor that the quiz has been completed.

Students select a field of practice (child welfare, schools, workplace, criminal/juvenile justice, elderly, mental health, health, substance abuse, military, social advocacy, community) and submit a paper 8-10 pages, APA style. The title page and reference page do not count in the total number of pages required.

The Fields of Practice paper is a paper that involves thorough research of the topic. Students will research a field of social work and obtain factual data to support ideas throughout the paper.

Students should use professional journal articles, books, websites, & the course text for information. Students should not use internet material that does not support empirically based knowledge. Please do not use Wikipedia.

Paper should follow this format: Use the bolded words below as headings for your paper sections. APA Style (page numbers & headers): https://owl.english.purdue.edu/owl/

Cover Sheet

Abstract

Introduction

Definition of the Field of Practice

Definition of Social Problem: What issues for clients might also be associated with this field of work.


Important Trends National Organizations: This would be organizations that support social workers in that specific field or clients served by those social workers.

Conclusion

Reference Page

The Fields of Practice Paper will be graded on the following:

• Following Instructions
• Use of APA Style
• Grammar, Punctuation, & Sentence Structure
• Relevance to Social Work
• Please use factual information rather than personal experience or Students will be graded on whether there is evidence to support the All information taken from outside sources should be The paper will be graded using SafeASSIGN.
• Written work must be clear, concise, and grammatically correct
• All papers must follow APA At a minimum this means including a title page, numbering the pages, using Times Roman 12 font, citing all references in the body of the paper and having a reference list at the close of the
• 2 points will be deducted from the overall score for each day a paper is late

For guidance on correct APA style go to http://www.uta.edu/library/help/files/cite-apa.pdf Plagiarism (using
someone else’s words, thoughts, or ideas and claiming them as your own - i.e. using direct sentences written by others) will result in a failing grade for this course.

**Examinations**

There will be both a Midterm (20% of the grade) and a Final Exam (20% of the grade). Both will be administered online using Blackboard (or in class if needed) and will be multiple choice questions. Each exam will be worth 100 points. There will be no makeup exams unless the student can provide a written request and receives approval from the professor. Exams are developed from the text, classroom discussions, and the weekly quizzes.

**F. 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,

The online setting provides students with flexibility for completing assignments. However, there are specific due dates for each assignment posted in the schedule on this syllabus. Students are expected to adhere to the due dates and complete the weekly assignments each week. Each week begins on a Tuesday and ends on a Monday. Students are expected to complete assignments each week by 11:59pm on Mondays. Students who do not complete the discussion boards weekly will receive a “0” for incomplete assignments.

**G. Grading**

Students MUST complete All of the assignments for this course to receive a passing grade. Students should pay close attention to announcements as there may be extra credit announced throughout the semester. Students who have not completed all of the assignments, are not eligible for extra credit.

- Community Assignment 100 points worth 20% of Final Average
- Weekly Quizzes 100 Points each worth 10% of Final Average
- 6 Weekly Discussions & 4 Activities 10 points each week worth 10% of Final Average
- Fields of Practice Paper 100 Points worth 20% of Final Average
- Mid Term Exam 100 Points Worth 20% of Final Average
- Final Exam 100 Points worth 20% of Final Average

Grades will be posted on Blackboard and are tabulated according to the final grade average.

A= 90-100
B=80-89.9
C=70-79.9
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.

H. Make-Up Exams

Students are **required to complete all of the assignments** for this course to receive a passing grade.

There will be no makeup exams unless the student can provide a written request and receives approval from the professor.

Late Assignments: All papers are due on the dates indicated by Blackboard.

Papers are not accepted after being 7 days late. Late papers received after the due date, will receive a 2 point deduction per day. No papers will be accepted over email. Papers must be submitted in the designated Safe Assign area on Blackboard.

No Incomplete grades will be given for the course, unless there are special circumstances. Incompletes are at the instructor’s discretion.

I. Course Schedule

<table>
<thead>
<tr>
<th>Modules/ Dates</th>
<th>REQUIRED READINGS: Students are expected to read each week, review the power point information, and watch all videos.</th>
<th>ASSIGNMENTS/ACTIVITIES: See Details &amp; Due Dates on BB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st day August 24</td>
<td>The course will officially open on August 24th. However, modules are scheduled to begin Tuesday-Monday of each week beginning August 29th.</td>
<td>Students are welcome to begin the course on August 24th.</td>
</tr>
<tr>
<td>1 8/29-9/4</td>
<td>Students Read Syllabus in Detail A Glimpse into the World of Social Work Read Chapter 1</td>
<td><strong>1ST DAY OF REVIEW YOUR SYLLABUS AND THE VIDEOS</strong> Course Welcome/Introduction • In Class Discuss Syllabus Questions • Quiz 1 over Syllabus, completed on Blackboard Discussion Board #1 Introduce Yourself <em>Your first post is due on Friday of each week with responses due to others by Monday at 11:59. Make note of this for the remainder of the semester.</em></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Section</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| 2     | 9/5-9/11  | History of Social Work   | Read Chapter 2 • No Quiz This Week  
• Jane Adams Video  
• Discussion Board #2 (2.1.3, 2.1.5) |
| 3     | 9/12-9/18 | U.S. Poverty and the     | Students turn in the Intent to Complete Volunteer Hours Form  
Quiz 2 over Chapter 3, completed on Blackboard  
Poor Kids in America KERA Video  
Food Stamps KERA Video  
Discussion Board #3: See BB for details (2.1.4, 2.1.5, 2.1.8) |
|       |           | implications for Social  |                                                                              |
|       |           | Work Read Chapter 3      |                                                                              |
| 4     | 9/19-9/25 | The Social Work          | Quiz 3 over Chapter 4, completed on Blackboard  
Wealth Inequality in America Video  
Wage Gap Changes for Women Video  
**Activity #1**: See BB for details (2.1.3, 2.1.4,2.1.5,2.1.8) |
|       |           | Environment               |                                                                              |
|       |           | Read Chapter 4            |                                                                              |
| 5     | 9/26-10/2 | Diversity in Social Work  | Quiz 4 Over Chapter 5 on Blackboard  
**Activity #2**: See BB for details (2.1.3, 2.1.4,2.1.5) |
|       |           | Practice Read Chapter 5   |                                                                              |
| 6     | 10/3-10/9 | Values & Ethics in Social| Quiz 5 Over Chapter 6 on Blackboard  
Students Complete the Values Inventory on the website  
http://www.routledgesw.com//sanchez/assess/myValues Be prepared to discuss in class  
Discussion Board #4: Values Discussion (2.1.2,2.1.3,2.1.4) |
|       |           | Work Practice Read Chapter|                                                                              |
| 7     | 10/10-10/16 | Social Work Perspectives  | Quiz 6 over Chapter 7  
Discussion Board #5: Read the Fields Of Practice Paper Instructions, watch the video for the assignment, & post questions on the Discussion Board. If you need immediate assistance, email your question to the professor at lashaunn@uta.edu (2.1.2) |
|       |           | and Methods Read Chapter 7|                                                                              |
| 8     | 10/17-10/23 | Fields of Social Work     | MID TERM EXAM DUE ON BLACKBOARD  
No quiz this week  
Complete the Online Plagiarism Tutorial  
Discussion 6 (2.1.2,2.1.3,2.1.4,2.1.5,2.1.5) |
<p>|       |           | Practice Read Chapter 8   |                                                                              |
| 9     | 10/24-10/30 | Continue reading Chapter 8| Quiz 7 over Chapter 8 (2.1.3, 2.1.4) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity/Assignment</th>
</tr>
</thead>
</table>
| 10 11/7-11/13 | Social Work Practice with Individuals and Families | **Fields of Practice Paper Due** (see instructions on syllabus & policies regarding late papers)
No papers accepted by email
Paper must be posted on Blackboard in Safe Assign
• Quiz 8 Over Chapter 9 (2.1.2, 2.1.3, 2.1.8) |
| 11 11/14-11/20 | Social Work Practice With Groups Read Chapter 10 | • Quiz 9 Over Chapter 10
**Activity #3** • Review the Sanchez Family Case online. [http://www.routledgesw.com/sanchez/home](http://www.routledgesw.com/sanchez/home)
Complete an Ecomap of your own using the format from the website and your own information or a made up person's ecomap.
You may draw and scan or upload a picture. [http://www.routledgesw.com/sanchez/engage/mappingTheCase](http://www.routledgesw.com/sanchez/engage/mappingTheCase) (2.1.2, 2.1.3, 2.1.4) |
| 12 11/21-11/27 | Social Work Practice with Organizations & Communities Read Chapter 11 | Quiz 10 Over Chapter 11
**Activity #4**: Using 7-10 sentences. Consider the community in which you live. What is available to people in need there? What is not available? Would you recommend people live there? why or why not? If you knew someone who needed food, clothing, shelter, or medical care, where might you refer them? (2.1.3, 2.1.8) |
| 13 11/28-12/4 | The Social Work Profession Read Chapter 12 | No Quiz This Week
**Discussion Board Extra Credit**: (for 3 points on the final average), see BB for details.
Self Reflection on Community Assignment
Students turn in Community Service Letter from Volunteer Coordinator (OR) Students turn in their questions from page 599 of the text and be prepared to discuss the experiences in class
• Students will discuss in class what they have learned from the course
Re: Finals: Student review is independent. No study guide is provided. Students use quizzes, course materials, and course text to take the final online. (2.1.2, 2.1.3) |

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


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

The IDEAS Center (2nd 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 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 Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 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
Connecting from Off-Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian....................... http://ask.uta.edu

N. 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/aaio/fao/](http://wweb.uta.edu/aaio/fao/)).

O. 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.

P. 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).*

Q. 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.**

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 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/.

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. 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/.

U. 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.

V. 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.