



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2017

Course Title: Life Span Development

Course Prefix/Number/Section: SOCW 3302-006/007

Instructor Name: LaShaunn Bold, LMSW

Faculty Position: Assistant Professor in Practice

Faculty Profile: [//mentis.uta.edu/public/#profile/profile/edit/id/4](https://mentis.uta.edu/public/#profile/profile/edit/id/4)

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Email Address: lashaunn@uta.edu

Office Hours: By Appointment

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>

A. Description of Course Content

One of two required human behavior courses that explore, within the context of a strengths and empowerment based perspective, knowledge of the bio-psycho-social development of persons from birth to death.

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:

(a) Recognize and manage personal values in a way that allows professional values to guide practice.

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:

(a) 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:

- (a) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- (b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- (c) 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:

- (a) Use research evidence to inform practice.

Educational Policy 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 biological, social, cultural, psychological, and spiritual development. Social workers:

- (a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- (b) 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:

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

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

D. Additional Recommended Textbooks and Other Course Materials

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

E. Descriptions of Major Assignments and Examinations

NOTE: Students MUST complete ALL of the assignments for the semester to receive a passing grade for the course.

I. GROUP PRESENTATION - 25% of Final Grade

SEE MORE DETAIL HERE

https://elearn.uta.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_6042119_1&course_id=_375640_1&mode=reset

Addresses Core Competencies and Practice Behaviors: EPAs 2.1.2 (a), 2.1.3 (a), 2.1.4 (a), 2.1.6 (a), 2.1.7 (b), 2.1.9 (a))

Students will seek out other students to form small groups of no more than 4 for this assignment. The students must then choose a group leader and a group NAME. The group leader is responsible for setting up the group in the GROUPS area on the BB menu. Please indicate the group name when setting up in BB GROUPS. Each person should sign themselves up in the designated area once the leader has set up the group.

Once a student has identified the group members, the group is responsible for establishing a specific method of communication (GroupME, email, or however the group chooses). Each member will need to actively participate in the assignment.

Working in small groups, students will prepare and present knowledge of a specific age group's development within the social environment with special attention to diversity and risk and protective factors. Presentations will demonstrate knowledge of the life course perspective, as well as applicable human development theories covered in class, such as Erikson's, Piaget's, and Bowlby's. Students may use Google Docs, BB Wikis, Powerpoint, or other tool for developing a presentation that will be viewed and evaluated by classmates and the instructor. Additional information on the content, style, and grading of this assignment will be posted on Blackboard. Students are expected to provide feedback to others in their group and for the presentations of other groups as they assist in evaluating & grading each group. Students may be graded on their level of participation within their group and interaction with other groups. See more detail on BB.

The Group Leader should post the Presentation in two places found on the BB Menu:

1. "Post Group Presentation HERE to be GRADED" &
2. "CLASS Feedback to Groups Discussion Board". In this area, The group leader will post the presentation to start the thread so others may give feedback.

II. GROUP FEEDBACK FORM: 10 % of the Final Grade

Students should refer to the Feedback form on the BB menu. Students will use the form to provide feedback to their own group members regarding group participation. Be sure to include yourself on your feedback form, how do you think you did?

III. CLASS FEEDBACK TO GROUPS DISCUSSION BOARD: 10% of the Final Grade.

Students will respond to others in the Discussion Board where the Presentations are posted. Begin a thread to see the instructions. Students may access this assignment from Discussions area or BB Menu "Class Feedback to Groups Discussion Board".

IV. MAJOR PAPER CASE STUDY - 20% of Final Grade

Addresses Core Competencies and Practice Behaviors: EPAs 2.1.3 (a), 2.1.6 (a), 2.1.7 (a), 2.1.9 (a)

Students may not work in groups for this assignment. Each student will write a paper (i.e., creating a case study) describing a person while focusing on the life course perspective to reflect the understanding of the person. Students will also apply developmental theories in the description. The case study will comment on how person-in-environment, biopsychosocial, sociocultural, and life stages reflect understanding of the person with specific attention to issues of diversity. Additional information on the content, style, and grading of this assignment will be posted on Blackboard. Students must post the completed assignment in the designated Safe Assign area on Blackboard. Papers will not be accepted by email. This paper cannot be completed in the group setting. See details on BB.

V. QUIZZES--15% of Final Grade

Addresses Core Competencies and Practice Behaviors: EPAs 2.1.3 (a), 2.1.6 (a), 2.1.7 (a)

There will be 10 short quizzes administered during the semester. Each quiz is worth 100 points. The quizzes are open book; you may access your notes as well as other resources to complete the quizzes. Quizzes remain open throughout the semester, however it is highly recommended that students complete them weekly just after completing the readings. Students should download the quizzes or cut & paste into a word document for later use.

VI. ACTIVITIES--20% of Final Grade

Addresses Core Competencies and Practice Behaviors: EPAs 2.1.2 (a), 2.1.3 (a), 2.1.4 (a), 2.1.6 (a), 2.1.7 (b), 2.1.9 (a)

Throughout the course students will be asked to complete 5 activities for a grade. These activities will include exploring practice behaviors in a practical circumstance that may include additional discussion boards and handouts. Students are encouraged to participate fully using insight and introspection as it relates to the course materials. Students will need to use the course text, videos and other materials to complete the activities. Activities are open through the end of the semester.

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,

It is the student's responsibility, whether present or absent, to keep abreast of assignments. 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. Assignments are typically due on Mondays, unless noted on BB. Quizzes are open throughout the semester. However, it is recommended that students keep up with the reading and complete the quizzes each week.

G. Grading

GROUP PRESENTATION - 25% of Final Grade

MAJOR PAPER CASE STUDY - 20% of Final Grade

QUIZZES--15% of Final Grade

ACTIVITIES-20% of Final Grade

GROUP EVALUATION FEEDBACK FORM: 10% of Final Grade

CLASS FEEDBACK TO GROUPS DISCUSSION BOARD: 10% of the Final Grade.

90 Above =A 80 - 89.9 = B 70 -79.9 = C 60 - 69.9 = D Below 60 =F

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. All papers **must** follow APA guidelines. Plagiarism (using someone else's words, thoughts, or ideas and claiming them as your own). Students believed to be plagiarising may be asked to conference with the professor. Please see your student handbook for information regarding UTA policy on plagiarism.

All assignments will be due on the date listed on the Course Schedule. **2 points will be deducted for each day on late assignments. No assignment will be accepted after 7 days late. Assignments not turned in will be recorded as "0" in grade center and may jeopardize the opportunity to receive a passing grade for the semester. Students are expected to complete all course assignments to receive a passing grade for the course.**

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.

H. Make-Up Exams

Late Assignments: Please read the following rules as they apply to late assignments.

1. Exams - no make up
2. All papers are due on the dates specified on
3. Papers are not accepted after 7 days past the due 2 points will be deducted for each day a paper is late.
Papers must be submitted by SAFE ASSIGN.
4. Please note that no incomplete grades will be given for the course, unless there are special circumstances (instructor's discretion to decide).
5. Students must complete ALL assignments for this course to receive a passing grade.

I. Course Schedule

Each week begins on Tuesday and ends on Monday at 11:59pm.

Weekly Checklist: Students are responsible for the following each week:

- See Course Materials weekly in each Module
- Read the Course This is extremely important. Students MUST purchase the text and be prepared for weekly quizzes.
- Review available Power Points, much more is explained in various voiced lectures in the semester.
- Watch any available Videos in Course Materials. Videos provide examples of the information related to the topics. Videos give us a practical application.
- Complete all assignments for the week
- Check MyMav email a minimum of twice a week

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.

	DATE	TOPIC	READINGS	ASSIGNMENT DUE
First Day of Class	August 24	Introductions, Syllabus Review, Assignments		Students MUST post their picture on the BB profile area. Students begin on BB where is says "START HERE". Students should review the syllabus, look over Course Materials. Students are welcome to begin reading text and completing the course materials.
1	8/29-9/4	Life Course Perspective	Ch. 1	Quiz 1 Activity 1 on Life Course, Page 14 of course text Exhibit 1.4 My Lifeline
2	9/5- 9/11	Conception, Pregnancy, Childbirth Erikson's Theory	Ch. 2 and Handout	<ul style="list-style-type: none"> • Quiz 2 • Activity 2 • Students may begin contacting group members this week to establish a regular means of communication. Students may use email, blogs, wikis, etc. to complete the Power Point Presentation. See the Instructions for the PP Presentation on BB in the menu. Students may use skype, email, text, blog, discussion boards, Power Point (or other accessible presentation tool) to work with each other outside of the regular course to prepare for posting a presentation for the class and the instructor to evaluate. It is VERY IMPORTANT that the group show a concerted effort to work together. This means having more communication than just assigning pieces and putting them together. The Presentation must show a sense of cohesion and purpose.
3	9/12-9/18	Infancy and Toddlerhood Attachment Theory <i>Video: Attachment Theory</i>	Ch. 3 and Handout	Quiz 3

4	9/19-9/25	Early Childhood Piaget's Cognitive Development	Ch. 4 and Handout	<p>Quiz 4</p> <p>Please be sure you have completed all quizzes to this point as MyMav requires the instructor to report mid term grades.</p> <p>Students may want to go ahead and choose an "interviewee" for their major paper case study. See BB for additional instructions.</p> <p>Knowing the interviewee as you develop knowledge in Social Work by reviewing course materials might be beneficial to developing a thorough case study.</p>	
5	9/26-10/2	Middle Childhood Video: Middle Childhood	Ch. 5	<p>If you have not contacted your group members or started the Group Presentation, it's time to get started officially as the presentation is due in Week 12.</p>	
6	10/3-10/9	Continued Middle Childhood: Begin reading Adolescence	Chapters 5 & 6	Quiz 5	
7	10/10-10/16	Adolescence	Ch. 6	No Quiz This week Activity 3	
8	10/17-10/23	Adolescence, continued <i>Video: Inside Teenage Brains</i>	Ch. 6	Quiz 6 Activity 4	
9	10/24-10/30	Adolescence, cont. Young Adult	Ch. 7	<p>Activity 5: EXPLORING THE CASE STUDY</p> <p>If you have not contacted your group members or started the Group Presentation, it's time to get started officially as the presentation is due 3 weeks from now in Week 12.</p> <p>YOUR PRIMARY ASSIGNMENT FOR THIS WEEK IS TO WORK ON THE GROUP PRESENTATION.</p>	
10	11/7-11/13	Young Adult, continued	Ch. 7	<p>Quiz 7</p> <p>Work on the Group Presentation.</p>	
11	11/14-11/20	Middle Adulthood	Ch. 8	<p>Work on your Group Presentation Quiz 8</p> <p>MAJOR PAPER CASE STUDY DUE: 11/20/17 BY 11:59pm.</p>	

12	11/21-11/27	Late Adulthood	Ch. 9	Quiz 9 Work on Group Presentations Thanksgiving holidays: 11/23-11/24	
13	11/28-12/4	Very Late Adulthood	Ch.10	Quiz 10 Group PRESENTATIONS DUE 12/4/17 BY 11:59PM. Feedback to your Group members regarding your Group Presentation is due 12/6/17. REMEMBER TO INCLUDE YOURSELF ON THE FEEDBACK FORM. See BB for the form to complete. Discussion Board GROUP FEEDBACK TO OTHER GROUPS RE: PRESENTATIONS due 12/6/17	
14	12/5-12/11			Complete Student Feedback Survey BE sure you have turned in ALL Of the assignments for the semester. Be sure you completed your individual group evaluation form. Found on BB Menu. Be sure you have completed the Discussion Board feedback to other groups.	

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.

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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
Or MSW Program Manual at: 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, 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>
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. 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/>).

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 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.

Counseling and Psychological Services, (CAPS) 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.

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 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.