



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2017

Course Title: Human Behavior, Diversity and Social Justice

Course Prefix/Number/Section: SOCW 5307-002

Instructor Name: Kiva Harper, MSSW, LCSW

Faculty Position: Assistant Professor in Practice

Faculty Profile: <http://www.uta.edu/profiles/kiva-harper>

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Office Hours: By appointment

Day and Time of Class (if applicable): Mondays 4:00pm-6:50pm

Location: SWCA 308

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings)

Introduction to theoretical, practical, and policy issues related to race, ethnicity, and women. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior.

This course is part of the Human Behavior and the Social Environment curriculum sequence in the School of Social Work at the University of Texas at Arlington. Students are introduced to the theoretical issues related to race, ethnicity, gender, sexual orientation, and disability status. Course includes a study of historical, political, and socioeconomic forces that maintain racist, sexist, heterosexist, and ableist values, attitudes and behaviors in our society and profession. Concepts related to race and ethnicity, gender, sexual orientation, and disability status include but are not limited to sociopolitical processes (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), interpersonal processes (identity, self concept/esteem, authenticity, mental health, and basic behaviors), and socio-cultural processes (cultural fusion, culture conflict, acculturation, and assimilation). The implications of these sociopolitical, intrapersonal, and socio-cultural processes for social work practice are examined in terms of social work values, knowledge and skills at the micro, mezzo, and macro levels of organizational behavior.

The emphasis in this course will be on developing an understanding of (a) those client groups who, because of factors of race, ethnicity, gender, sexual orientation, and disability status are particularly oppressed in our society, and (b) those client groups who perpetuate such oppression against individuals due to race, ethnicity, gender, sexual orientation, or disability status. Please note, this is not a practice course. While practice interventions will be discussed at times, the focus of the course remains on developing a theoretical understanding of human behavior in relationship to race, ethnicity, gender, sexual orientation, and disability status.

B. Measurable Student Learning Outcomes

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

SOCW 5317 addresses the following foundation educational objectives:

Objective 2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Objective 3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Objective. 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Objective 7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

This course relates to and advances the program objectives by developing knowledge and competence in working with diverse populations. Students completing this course will have developed a critical understanding of social justice, discrimination, and oppression, and will be prepared to apply this understanding in their practice.

Core Competencies and Practice Behaviors

SOCW 5317 addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies and Practice Behaviors:

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.

(b) 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 Social Workers

(c) Tolerate ambiguity in resolving ethical conflicts; and

(d) 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:]

(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; and

(d) View themselves as learners and engage those with whom they work as informants.

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]

(a) Understand the forms and mechanisms of oppression and discrimination.

(b) Advocate for human rights and social and economic justice; and

(c) Engage in practices that advance social and economic justice.

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 promoting and maintaining 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:]

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

By the end of the semester, students should be able to demonstrate the following knowledge areas through their course assignments, papers, examinations, and group projects:

This course aims at enabling students to:

1. Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.7 (a & b); Achieved through: DB, Quizzes, Midterm and Final Exam, Out of Comfort Zone Paper)
2. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.6, & 2.1.7 (a & b); Achieved through: DB, Quizzes, Midterm and Final Exam, Out of Comfort Zone Paper)
3. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well being for persons of oppressed groups. (EP 2.1.3(a), 2.1.4 (a-d), 2.1.5 (a-c), & 2.1.7 (a & b); DB)
4. Examine self-identity and values as regards to social work values, ethics, and professional practice. (EP 2.1.2 (a-d), 2.1.4 (a-d) & 2.1.5 (a-c); Out of Comfort Zone Paper, DB)
5. Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions. (EP 2.1.4 (a-d) & 2.1.5 (a-c); Out of Comfort Zone Paper, DB)
6. Develop specific strategies that promote economic and social justice for populations at risk. (EP 2.1.3 (a), EP 2.1.4 (a-d) & 2.1.5 (a-c); DB)

C. Required Text(s) and Other Course Materials

Adams, M., Blumenfeld, W. J., Castañeda, C. R., Hackman, H. W., Peters, M. L., & Zúñiga, X. (2010). *Readings for diversity and social justice* (3rd ed.). New York: Routledge.

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

As assigned. See Blackboard for additional articles.

E. Major Course Assignments & Examinations

Please refer to our Blackboard course for session readings, course material and assignment dates.

Critical Reflection Paper: As social workers we value the dignity and worth of all people. We serve vulnerable populations and seek social justice on their behalf. Students will write a short critical reflection paper to heighten awareness of their own identity and other diverse populations. This assists the student in developing a sense of self in relationship to others. This paper, therefore, is not only a personal narrative, but also an attempt to understand where the individual stands in the wider environment of differences. This paper, readings, and the class discussions will hopefully give new perspectives of other diverse populations and serve as a backdrop for the Self Study Paper.

This paper addresses the questions: Who am I? Who do others think I am? How do I imagine others see me? Who would I like to be or how would I like to be seen? You are to describe your social group background, values and beliefs associated with your group identities, and discuss how these attributes and dimensions of who you are influence your attitudes toward and interactions with others who are “different,” as well as their attitudes toward and interactions with you. Explore the concept of intersectionality and experiences of microaggression as it relates to your group memberships. This paper is about 3–5 typed pages. You are urged to begin working on this paper immediately.

Out of Comfort Zone Assignment: One of the goals of this course is to push you out of your own comfort zone. Therefore, you will write a short paper (4-6 pages) or create a video (20 mins) based on your visit to a place that is out of your comfort zone. You will choose a place to visit where you will not feel entirely comfortable, and after you visit, you will write a paper or record a video describing the experience. Some choices include: visiting a mosque; a temple (Jewish, Buddhist, etc.); white, black, or Hispanic meeting (NAACP, LULAC); a gay, lesbian, bisexual, and transgender (GLBTQIA) gathering; spending all day without speaking/blindfolded or in a wheelchair (to experience a living with a disability firsthand); or going through the intake process at a homeless shelter (social class), among others.

You must include the following sections in your paper/video:

- 1) Introduction-include why you chose this particular experience that you're writing about as well as the details of when and where it took place,
- 2) History-a review of the beliefs and stereotypes about the group throughout history. An analysis of the beliefs and stereotypes that have been maintained and continue to thrive today. A history of how the group has been treated in the United States. Include content on social policy issues, legal, political, economic and educational oppression the group has experienced,
- 3) Your thoughts, feelings, apprehensions, and preconceived notions prior to the experience
- 4) A detailed description of the experience, including your thoughts and feelings throughout, interactions with others, etc.,
- 5) Any -isms you noticed or experienced, What are some of the human rights and social justice issues that pertain to the selected population? What are the implications for multicultural social work practice at both micro and macro levels? Be specific in terms of principles of practice.
- 6) What are the proposed strategies for advocacy with this population?
- 7) What you learned from the experience and how this experience will impact your future practice, and
- 6) Conclusion.

Self-Study Paper: The self-study paper is assigned to heighten awareness of your own identity and other diverse populations. This assists you in developing a sense of self in relationship to others. This paper, therefore, is not only a personal narrative, but also an attempt to understand where you stand in the wider environment of differences. The readings and the class discussions will hopefully give new perspectives of other diverse populations and serve as a backdrop for a self-study.

You will write a 10 page paper examining the types of clientele they might find particularly challenging, stimulating and beneficial to work with due to their own background, values and relationship styles. You will discuss concepts and information from your readings for this course which you found through provoking and enlightening. You are expected to incorporate scholarly articles to support your paper.

The paper should include:

- Self-assessment of beginning cultural competence
Describe the level of competence you had when you started the course. What experience had particularly shaped your view of your own social group membership as well as that of other diverse groups? Cite literature and use those relevant theoretical frameworks in your analysis.
- What have you learned in the course?
Highlight succinctly things you learned while participating in this course that were most meaningful for you. What aspects did you already know? What challenge your preconceptions? What piqued your curiosity and made you want to learn more? What questions were aroused in your mind that would merit further investigation and exploration?
- What does this mean for your social work practice?
Types of clients you could help. Discuss what you learned about cultures and families related to your previous and current work experience. What groups and cultures do you want to learn more about so that you might more effectively provide social work services?
Describe any population with which it may be difficult for you to work with. Analyze the reason for this. State whether this is something that you felt that you should overcome, and whether you should do something to make it easier for you to work with this population.
- What more do you need to know?
Describe what more you want to learn about other diverse families. Discuss some of the ways that knowledge could be effectively acquired. You may want to document your statement with information you have acquired about certain populations, societal needs, and resources for developing cultural competence.
- Action Steps
List three to five actions that are reasonable and feasible for you to do that will increase your cultural competence.

The course grade is based on the following:

Critical Reflection Paper: 10%

Out of Comfort Zone Paper: 30%

Self Study Paper: 50%

Class Participation: 10%

F. Grading Policy

General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives.

In most cases, expect the professor to grade assignments within 2 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. Please, do not ask when grades will be assigned before the 2 week period. FERPA, a federal law that provides privacy to university students, severely limits the professor's ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email about your grades from an email account other than MavMail.

Calculating your grade after ALL assignments have been graded: Find the "Total" column in Blackboard Grade Center and see where that number falls in the following grading scale below.

Point Range	Grade
100-90	A
89-80	B
70-70	C
69-80	D
below 59	F

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

- First, read and view the assigned material.
- Second, ask your question regarding the course materials through an email to the professor or the Ask the Instructor Link on Blackboard.
- Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment.

Invariably, students who communicate with the professor regarding course materials, e.g., "I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.," earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., "When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc.."

The course materials, assigned readings, powerpoints and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due.

Additionally, you will find the grading rubrics that will be use to assess your major assignments on Blackboard. This will help you guide your work and understand your professor's expectations. It is recommended that you

check the rubrics before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA's English Writing Center.

General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives.

G. Make-Up Exam or Assignment Policy

An Incomplete ("I") grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student's work in the course is passing quality. A request, for an "I", must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

The instructor reserves the right to give a grade of "F" for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington) <http://library.uta.edu/plagiarism/index.php>
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) <http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>
- Avoiding Plagiarism (UC-Davis) <http://sja.ucdavis.edu/files/plagiarism.pdf>
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services) <http://www.indiana.edu/~wts/pamphlets.shtml>

Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor. DB posts may not be made up.

H. Attendance Policy

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section,

Each student is expected to attend each week. Failure to attend will impact grade. If you must miss a class, please get with a peer to find out what was covered.

I. Course Schedule:

Module	Topic	Dates Covered	Readings	Graded Assignments
1	Introductions and Syllabus Review	08/28		
2	Conceptual Frameworks	09/11 & 09/18	Section 1	Critical Reflection Paper (09/11)
3	Racism	09/25 & 10/02	Section 2	
4	Classism	10/09	Section 3	
5	Religious Oppression	10/16	Section 4	
6	Sexism	10/23	Section 5	
7	Heterosexism	10/30	Section 6	Out of Comfort Zone Video/Paper
8	Transgender Oppression	10/30	Section 7	
9	Ableism	11/06	Section 8	
10	Ageism and Adultism	11/13	Section 9	
11	Working for Social Change	11/20	Section 10	
12	Self-Care	11/27		Self Study Paper Due
13	Course wrap up	12/04		

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 Grievance Policy

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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-2-3-TALK or visit <http://www.suicidepreventionlifeline.org/> for a live chat. For campus resources, contact

Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Scholarly Impact and Social Sciences Librarian is Brooke Troutman. His office is in the campus Central Library. He 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. 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)**. 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.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX

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. For information regarding Title IX, visit www.uta.edu/titleIX.

R. Academic Integrity

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

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

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

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §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.

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. Student Feedback Survey

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. Final Review Week

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless*

specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.