



**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

**Semester/Year:** Fall 2019

**Course Title:** Theories of Human Behavior

**Course Prefix/Number/Section:** SOCW 3301-005

**Instructor Name:** Catherine LaBrenz, Ph.D., MSW

**Faculty Position:** Assistant Professor

**Faculty Profile:** N/A

**Office Number:** 101F

**Phone Number:** N/A

**Email Address:** catherine.labrenz@uta.edu

**Office Hours:** Tu 11:00-12:00; by appointment (on CANVAS)

**Day and Time of Class (if applicable):** Tuesday-Thursday 9:30-10:50

**Location:** SWCA115

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu>; Canvas: <https://uta.instructure.com/>

**A. Description of Course Content**

This course explores, within the context of a strengths and empowerment perspective, theories of human behavior. For social work majors, it is strongly recommended that SOCW 3302 be taken before this course. Offered as AAST 3301 and SOCW 3301; credit will be granted in only one department. This course is required for Social Work Field Instruction and Seminar I (SOCW 4951).

**B. Student Learning Outcomes**

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1-9, it mainly focuses on competencies 2 & 7. Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experience; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and

#### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and

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

Hutchison, Elizabeth D. (2018). *Dimensions of human behavior: Person in environment life course* (6th ed.) Thousand Oaks, CA: Sage. 978-1-5443-3929-0

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

Other course materials will be available on Canvas

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

1) Online Discussion Posts - (10 Points) Throughout the semester, **students are expected to complete 10 discussion posts online.** Each Thursday after class, the instructor will post the following week's discussion questions on CANVAS. Students should respond to all questions **at least 24 hours** before class the following Tuesday. **Students should also comment or reply to at least two of their classmates' posts each week.** The discussion posts will incorporate examples from the readings and in-class presentations and give students the opportunity to apply theories and concepts to real-world examples Addresses competencies 2 &7

Throughout the semester, students are expected to complete 12 discussion posts online. Each Monday after class, the instructor will post the following week’s discussion questions on CANVAS. Students should respond to all the questions at least 24 hours before class the following Monday. They also should respond to at least two of their classmates’ posts each week. The questions will assess comprehension of the readings and give students the opportunity to apply concepts to real-world examples. There will be some class time dedicated to processing and discussing the posts each Tuesday. Addresses competencies:

1. Engage Diversity and Difference in Practice,
2. Assess Individuals, Families, Groups, Organizations, and Communities

2) Case Study - (30 Points) Addresses competencies:

1. Engage Diversity and Difference in Practice
2. Assess Individuals, Families, Groups, Organizations, and Communities

Write a case study on one of the following client systems from the book: Joshua (Chapter 1, p. 4-5); Juan and Belinda (Chapter 3, p. 79); Leon (Chapter 6, p. 162); Leticia (Chapter 9, p. 262-263); or The Sharpe Family (Chapter 10, p. 300-301).

1. Define your client system and detail how you would engage it/them.
2. Select **one** issue your client system is facing and connect it to **one** theoretical perspective and **three** concepts (ideas derived from the theories found in the text chapters) as they apply to the client system you selected.
3. Define and discuss the perspective/theory and concepts in detail and give examples of how the issue assessed in the client system demonstrates the theory and concepts. Also discuss diversity issues relevant to the client system (race, ethnicity, social class, religion, physical/mental ability, sexual orientation, etc.).
4. Describe and illustrate ways in which social systems promote or block the achievement and maintenance of health and well-being for the client system you selected.
5. Cite at least **three peer-reviewed journal articles** published from 2000 on that justify your selection of the specific theory or perspective for the client system issue identified, diversity issues, and ways in which social systems promote or block the achievement of well-being for the client system selected.

This paper should be 7 - 10 double-spaced pages in length and follow APA format. Include pertinent material from your textbook and include a minimum of three articles from social work journals that present research findings specifically relevant to understanding the causes of your client’s problems or relevant to how to provide effective social services. The cover and reference page are not included in the page number requirement. Points will be deducted for failure to adhere to the minimum or maximum number of pages. If you are not sure about APA formatting, please contact the instructor for assistance.

Students will have the opportunity to submit a **rough draft** of the paper by **Thursday, October 10th**. Students that turn in a draft by this date will receive an initial score and extensive feedback. Students can then make revisions, incorporate suggestions, and submit the final draft of the paper by the final deadline (**Thursday, November 21st**). There is no penalty for not turning in a draft before the November 21st deadline, but students are **strongly encouraged** to use the opportunity to get feedback and strengthen their case study papers before the final draft is due.

Your grade will be determined based on the following rubric.

Grading Element	Points	Notes
Clarity - Content is expressed with clarity and coherence	3	This includes grammar, spelling, and coherence. APA: title page, running head, page numbers, and reference list.

Description and application of theories	3	Minimum of 1 theory needs to be elaborated, detailed and substantive to receive full credit.
Description of concepts	6	Minimum of 3 concepts. Need to be elaborate, detailed and substantive to receive full credit.
Description of diversity Issues/Influences	5	Discuss and explain diversity issues of the social unit that you have selected (religion, sexual orientation, race, disability, etc.).
Promotion of Health and Well-Being	5	Discuss in terms of social systems and how they promote or block the achievement of health and well-being.
Depth and Substance	8	Applications of theories, concepts, and diversity influences are intricate, comprehensive, and reflect depth versus superficiality. Citations from the book and minimum of 3 social work journal articles are required.
Total		30 Points

4) Exam 1 (15 points) involves applying ethical principles and theoretical perspectives to understanding a case study presented in the exam. Addresses competencies:

1. Engage Diversity and Difference in Practice,
2. Assess Individuals, Families, Groups, Organizations, and Communities

5) Exam 2 (15 points) short answer test of concepts derived from Chapters 6-14 from the textbook. Addresses competencies:

1. Engage Diversity and Difference in Practice,
2. Assess Individuals, Families, Groups, Organizations, and Communities

6) Group Theory Application Presentation (20 points). Addresses competencies:

1. Engage Diversity and Difference in Practice,
2. Assess Individuals, Families, Groups, Organizations, and Communities

The group theory application presentation gives students the opportunity to connect one of the theories from the textbook with a current event or social issue. Students will be assigned to groups of 3 or 4 at the beginning of the semester. Each group will be assigned a theory and will be responsible for selecting a current event or social issue of interest that connects to the assigned theory. Groups will be assigned presentation dates throughout the course of the semester. On the presentation date, the students must provide a brief introduction to the current event or social issue selected, clearly define the theory that connects with it, describe key concepts of the theory and how they relate to the issue or event, and describe any limitations of the assigned theory to the event or issue of interest. Creativity is encouraged and each presentation should last 20-30 minutes.

Your presentation grade will be determined based on the following rubric.

Grading Element	Points	Notes
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Background--clearly defined issue or current event	3	This includes a concise description of the current event or social issue of interest
Core components of theory	5	Students should clearly describe the key components of the theory, including core concepts and key people who developed or have advanced the theory
Application of theory	10	Students should clearly connect the theory and its concepts to the social issue or current event and explain <i>why</i> this theory fits and how it can be used to explain the issue or event
Theory Limitations	2	Students should briefly describe any limitations of the theory in fully explaining the social issue or event. This may include describing other theories or perspectives that could fit

7) Attendance/Participation (10 points). A total of 10 points will be given for overall attendance and participation. Students are expected to come to class with the readings and any assigned tasks completed. Furthermore, students are expected to **actively participate** in class discussions. The instructor has no official class policy on electronics; however, if student use of electronics interferes with participation, points will be deducted.

**Overview of Assignments and Grading:**

Assignments	Points
Online Discussion Posts	10
Case Study	30
Exam 1	15
Exam 2	15
Group Theory Application Presentation	20
Attendance/Participation	10

**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,

all students may be excused and miss up to two classes without penalty, provided that they contact the instructor ahead of time. If students will miss additional classes, please contact the instructor via email ahead of time so that in-class activities can be adjusted.

**G. Grading**

Grades will be assigned based on the following assignments:

**Overview of Assignments and Grading:**

Assignments	Points
Online Discussion Posts	10
Case Study	30
Exam 1	15
Exam 2	15
Group Theory Application Presentation	20
Attendance/Participation	10

Students may request an extension for the paper without penalty provided that they contact the instructor **at least 48 hours** before the assignment is due. If the student does not contact the instructor ahead of time or does not meet the agreed-upon submission date, a penalty of 10% of the assignment grade will be deducted for each day the assignment is late. All assignments must be submitted electronically via canvas and will be processed through anti-plagiarism software.

There will be extra credit opportunities throughout the semester. The instructor will announce one on the first day of class and will announce others throughout the semester in-class and/or via CANVAS announcements.

Students are encouraged to contact the instructor with any concerns they have about grades. In addition, students will have the opportunity to submit a rough draft of the case study paper and receive detailed feedback before turning in the final draft.

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**

Please let the instructor know **at least 24 hours** ahead of time if you will not be able to attend class on the dates of the exams so that the instructor can schedule a make-up exam. In the event of an emergency, please let the instructor know as soon as possible so alternative arrangements can be made. No exam materials may be copied without the instructor's written consent.

**I. Course Schedule**

	DATE	TOPIC	READINGS	ASSIGNMENTS DUE
<b>Module 1</b>	8/22	Intro to the Course	Ch. 1	
<b>Module 2</b>	8/27	A Multidimensional Approach to Human Behavior	Ch. 1	Discussion Post # 1 (online the day before class)

<b>Module 2</b>	8/29	Case Studies and the Ecological Perspective Writing help	CANVAS	
<b>Module 3</b>	9/3	Theoretical Perspectives on Human Behavior	Ch. 2	Discussion Post # 2 (online the day before class)
<b>Module 3</b>	9/5	Applying Theories to Real-World Events	CANVAS	
<b>Module 4</b>	9/10	The Biological Person	Ch. 3	Discussion Post # 3 (online the day before class)
<b>Module 4</b>	9/12	Inclusion and Accessibility		
<b>Module 5</b>	9/17	The Psychosocial Person	Ch. 5	Discussion Post # 4 (online the day before class)
<b>Module 5</b>	9/19	ReMoved: Child Welfare and Attachment		<b>Theory Group Presentation # 1</b>
<b>Module 6</b>	9/24	The Spiritual Person	Ch. 6	Discussion Post # 5 (online the day before class)
<b>Module 6</b>	9/26	Documentary: My Prairie Home		<b>Theory Group Presentation # 2</b>
<b>Module 7</b>	10/1	Writing Workshop: Preparing for Exam I	CANVAS readings	Study for Exam I
<b>Module 7</b>	10/3	<b>Exam 1</b>		
<b>Module 8</b>	10/8	The Physical Environment	Ch. 7	Discussion Post # 6 (online the day before class)
<b>Module 8</b>	10/10	Miracle Village: A Built Environment for Sex Offenders in Florida		<b>Case Study Draft Due</b>
<b>Module 9</b>	10/15	Culture	Ch. 8	Discussion Post # 7 (online the day before class)
<b>Module 9</b>	10/17	Child Brides: When Cultures Collide		<b>Theory Group Presentation # 3</b>
<b>Module 10</b>	10/22	Social Structure and Social Institutions	Ch. 9	Discussion Post # 8 (online the day before class)
<b>Module 10</b>	10/24	<b>Library Work Day---Work on Case Study Papers</b>		
<b>Module 11</b>	10/29	Parenting in Detention: Immigrant Family Detention Centers (Guest Speaker)		Discussion Post # 9 (online the day before class)

<b>Module 11</b>	10/31	Families	Ch. 10	
<b>Module 12</b>	11/5	Small Groups	Ch. 11	Discussion Post # 10 (online the day before class)
<b>Module 12</b>	11/7	Psychoeducational Parenting Groups		<b>Theory Group Presentation # 4</b>
<b>Module 13</b>	11/12	Formal Organizations	Ch. 12	
<b>Module 13</b>	11/14	Agrupaciones Familiares: Searching for the Disappeared in Latin America		<b>Theory Group Presentation # 5</b>
<b>Module 14</b>	11/19	Communities	Ch. 13	
<b>Module 14</b>	11/21	Building Community Infrastructure		<b>Case Study Final Paper Due</b>
<b>Module 15</b>	11/26	Social Movements	Ch. 14	
	11/28	THANKSGIVING BREAK		<b>Study for Exam II</b>
<b>Module 16</b>	12/3	Final Exam		

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

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

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

### K. Grade Grievances

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

### L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2<sup>nd</sup> Floor of Central Library) offers **free** tutoring to all students with a focus on transfer

students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

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

### **M. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: [brooke.troutman@uta.edu](mailto: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://library.uta.edu/subject-librarians>
- Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
- Library Tutorials ..... <http://library.uta.edu/how-to>
- 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://wweb.uta.edu/aaofao/>).

### **P. Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of

disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

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

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

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

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

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

## **R. Title IX Policy**

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@uta.edu)*

## **S. Academic Integrity**

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

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

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

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

## **T. Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades,

graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

#### **U. Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

#### **V. Student Feedback Survey**

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

#### **W. Final Review Week**

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