A. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.

B. Description of Course Content

Examines generalist community and administrative practice roles, the perspectives of strengths, empowerment, evidence-based practice, and global practice along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

C. 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 7 & 9

**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 constituencies.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitate methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**D. Required Textbooks and Other Course Materials**


**E. Additional Recommended Textbooks and Other Course Materials**

N/A

**F. Descriptions of Major Assignments and Examinations**
1. **Quizzes: (20 points each):** A twenty-question quiz will be administered online each week. The quiz will cover information for that session’s readings (textbooks and journal articles) and PowerPoint materials. You will have 60 minutes to complete the quizzes. You may complete the weekly quiz at any time during the session, but once you have opened the quiz, you must complete it within the designated 60 minutes. Quizzes cannot be re-accessed once submitted. *Addresses competencies 1, 4, and 9.*

2. **Acknowledging Sources Quiz (10 points):** Students must complete a 10-point, 10 question quiz the first week of class on plagiarism.

3. **Group Collaboration Discussion Forums (20 points):** In the first week of class students will be placed in Groups for the final assignment (see below). The collaborative discussion forums will be a place for students to work together on the assignment. Students will be graded on their participation in the group assignment based on their collaboration with their classmates in this space. Each group will use their discussion space to discuss the readings and assignments and formulate their overall final project (*Rubric on Canvas*). *Addresses competencies 1, 4, and 9.*

*Assignments 1-8 will be completed separately on the same group topic and location. Students will then compile all the information they found separately to create one concise final assignment*

1. **Required Community Assessment Activities: (8 activities worth 5 points each)**

The following activities allow students to actively participate in the Community Assessment assignment. Each activity is designed to assist students in developing the Community Assessment. See details for each activity in Course Modules (*Addresses Competencies 7 and 9*).

Each activity will be completed separately however students will compile their findings into one final group project.

1. **Activity I- Exploring the Community Assessment Topic:** Students discuss their personal experiences & values regarding the chosen topic.
2. **Activity II- Windshield Survey:** Students visit the chosen community on foot or in a vehicle and reflect on community assets and areas of need based on visual observations.
3. **Activity III- Asset Mapping:** Using the course text, students develop a “chart” of the community assets and gaps in services, based on observations and empirical research to this point in the project.
4. **Activity IV- Identifying Major Findings:** Students expand on developed knowledge from previous assignments and additional exploration including research, possible community meetings or interviews and begin to make some conclusions regarding their findings.
5. **Activity V- Assess an Organization:** Students are provided with questions for exploring an actual human service organization in their chosen area.
6. **Activity VI- Key Informant Interview**
7. **Activity VII- Discussion Topic:** Students find and discuss a public service announcement with other course attendees.
8. **Activity VIII- Advocacy:** Using knowledge obtained in all of the previous assignments and additional research, students develop a suggested tool or method for advocating on behalf of an identified population.

1. **Community Assessment Group Assignment: (60 points)**

*Addresses Competencies 7: Assess Individuals, Families, Groups, Organizations, and Communities & 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*
The Goal of the Assessment is to thoroughly explore a primary topic and subtopic as it relates to a specific community location. (e.g., What is happening in Dallas regarding Poverty?) Students may not rely on assumption or intuition only. A thorough research assessment using course materials and empirically based information is required.

As a macro or micro practitioner, a community assessment can help to better respond to the population’s needs and to contribute to one of our major ethical responsibilities, social change. In addition to the course materials, readings, lectures, quizzes, and discussion boards, the Required Activities I-VII mentioned above are designed to guide the student through various components of topic exploration.

Before beginning the assignment, students will be placed in assigned groups.

The information researched on the topic will be analyzed and organized into a professional presentation (Power Point, Prezi, Google Slides, etc.).

The Goal of the Assessment is to thoroughly explore a topic as it relates to a specific community location. For example: What is happening in Dallas with regard to Poverty? Students may not rely on assumption or intuition only. A thorough research assessment using course materials and empirically based information is required.

Choose a Primary Topic: Students will begin by choosing a primary Topic from the following list:

1. Children & Families
2. Aging, Mental Health
3. Health, and Substance Use.

Typically, a focus area will develop within that topic as students continue further research. Subtopics may emerge. Eventually, students may choose to narrow the main topic down to a subtopic: Domestic Violence, Child Abuse, Elder Abuse, Disease, Poverty, Human Trafficking, and Addiction. Students will discover additional information regarding the topics that may lead to expansion of the topic by the time the project has been completed. This type of informational research is a process throughout the semester.

Choose a Location: Students will then choose an area/location from the following list. This is where the students will focus when completing the Community Assessment Written Assignment. Dallas, Fort Worth, Arlington, Tarrant County, Dallas County, Any smaller areas such as "Stop 6", or "South Dallas", a small town, a city of your choice. It is best to designate your location prior to beginning the assessment.

Demonstrate the Findings: The information researched on the topic will be analyzed and organized into a professional presentation (Power Point, Prezi, Google Slides, etc.) APA is required. The presentation should be at least 15 slides. Use a minimum of six resources using journal articles and other professionally sourced material. Additional outside sources from the course text, materials, and the community is expected.

1. Student Self-Assessment:(Worth 10 Points)

   All assessments must be submitted prior to the grading of the group assignment.

EXTRA CREDIT: The instructor reserves the right to provide extra credit throughout the course. Students must complete all course assignments to receive extra credit.

G. 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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

This course is online and asynchronous however, students are expected to check email and Canvas email announcements regularly and post assignments and quizzes on the due date.

H. Grading

Grades

<table>
<thead>
<tr>
<th>Points Needed</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-360</td>
<td>A</td>
</tr>
<tr>
<td>359-320</td>
<td>B</td>
</tr>
<tr>
<td>319-241</td>
<td>C</td>
</tr>
<tr>
<td>240-201</td>
<td>D</td>
</tr>
<tr>
<td>200-0</td>
<td>F</td>
</tr>
</tbody>
</table>

Breakdown of Total Semester Assignments/Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (20 points each)</td>
<td>220</td>
</tr>
<tr>
<td>Acknowledging Sources Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Group Collaboration Forum</td>
<td>20</td>
</tr>
<tr>
<td>Required Activities I-VIII (5 Points Each)</td>
<td>40</td>
</tr>
<tr>
<td>Community Assessment Group Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Student Self-Assessment of Community Assessment</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

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 Success Services,” below.

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.
I. Make-Up Exams

No makeup exams will be given

J. Course Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Required Reading See Online Additional for supplemental readings.</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #1</td>
<td>Introduction and course overview: Syllabus review,</td>
<td>Review the Syllabus Chapter 1 <em>Introduction to Macro Practice</em></td>
<td>Quiz #1 Chapter 1 Student Groups Introductions Course Introductions Due 08/30/20 at 11:59pm</td>
</tr>
<tr>
<td>08/26-08/28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #2</td>
<td>Skills in Macro Practice</td>
<td>Chapter 3 <em>Micro Skills with Organizations &amp; Communities</em></td>
<td>Quiz #2 Chapter 3 Acknowledging Sources Quiz Due 09/04/20 at 11:59pm</td>
</tr>
<tr>
<td>09/31-09/04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #3</td>
<td>Understanding Neighborhoods &amp; Communities</td>
<td>Chapter 8</td>
<td>Quiz #3 Chapter 8 Activity I Due 09/11/20 at 11:59pm</td>
</tr>
<tr>
<td>09/08-09/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/7 Holiday</td>
<td></td>
<td></td>
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<tr>
<td>9/11 Census</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #4</td>
<td>Macro Practice and Communities</td>
<td>Chapter 9</td>
<td>Quiz #4 Chapter 9 Due 09/18/20 at 11:59pm.</td>
</tr>
<tr>
<td>09/14-09/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #5</td>
<td>Understanding Organizations</td>
<td>Chapter 5</td>
<td>Quiz #5 Chapter 5 Activity II Due 09/25/20 at 11:59pm.</td>
</tr>
<tr>
<td>09/21-09/25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #6</td>
<td>Using Supervision &amp; Developing &amp; Managing Agency Resources</td>
<td>Chapter 13 &amp; 14</td>
<td>Quiz #6 Chapter 13 &amp; 14 Activity III Due 10/02/20 at 11:59pm.</td>
</tr>
<tr>
<td>09/28-10/02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #7</td>
<td>Decision Making for Organizational Change</td>
<td>Chapter 6</td>
<td>No Quiz This Week Activity IV Due 10/09/20 at 11:59pm.</td>
</tr>
<tr>
<td>10/05-10/09</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Module #8</td>
<td>Change &amp; Implementing Organizational Change</td>
<td>Chapter 7</td>
<td>Quiz #7 Chapters 6 &amp; 7 Activity V &amp; VI Due 10/16/20 at 11:59pm.</td>
</tr>
<tr>
<td>10/12-10/16</td>
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</tr>
<tr>
<td>Module #9</td>
<td>Advocacy</td>
<td>Chapter 11</td>
<td>Quiz #8 Chapter 11 Activity VII Due 10/23/20 at 11:59pm.</td>
</tr>
<tr>
<td>10/19-10/23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dates</td>
<td>Topics</td>
<td>Required Reading</td>
<td>Assignment Due</td>
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<tr>
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</tr>
<tr>
<td>Module #10 10/26-10/30</td>
<td>Group Skills for Org. Change</td>
<td>Chapter 4: Group Skills for Org. Change</td>
<td>Quiz #9 Chapter 4 Activity VIII Due 10/30/20 at 11:59pm.</td>
</tr>
<tr>
<td>Module #11 11/2-11/06</td>
<td>Evaluating Macro Practice</td>
<td>Chapter 10</td>
<td>Quiz #10 Chapter 10 Due 11/06/20 at 11:59pm.</td>
</tr>
<tr>
<td>11/06 Last Day to Drop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #12 11/09-11/13</td>
<td>Ethics</td>
<td>Chapter 12: Ethics</td>
<td>Quiz #11 Chapter 12 Due 11/13/20 at 11:59pm.</td>
</tr>
<tr>
<td>Module #13 11/16-11/20</td>
<td>Stress Management</td>
<td>Chapter 2: Stress Management</td>
<td>No Quiz Work on Group Presentation Assignment</td>
</tr>
<tr>
<td>11/23-11/27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #14 11/30-12/04</td>
<td>No Readings</td>
<td></td>
<td>Community Assessment Group Presentations Student Self-Assessment Due 12/04/20 at 11:59 pm.</td>
</tr>
<tr>
<td>Module #15 12/07-12/11</td>
<td>Finals Week</td>
<td>There is no final in this course.</td>
<td></td>
</tr>
<tr>
<td>12/08 Last Day of Classes</td>
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</tbody>
</table>

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.

**K. 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.

**L. Grade Grievances**


**M. 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.

N. 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://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

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/aao/fao/).

P. Disability Accommodations

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

The Office for Students with Disabilities, (OSD) www.uta.edu/disability 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.

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.

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 or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or 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.