### THE UNIVERSITY OF TEXAS AT ARLINGTON

#### School of Social Work

<table>
<thead>
<tr>
<th><strong>Semester/Year:</strong></th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Group Dynamics and Social Work Practice</td>
</tr>
<tr>
<td><strong>Course Prefix/Number/Section:</strong></td>
<td>SOCW 5357 (formerly SOCW 6312)-001/004/009</td>
</tr>
<tr>
<td><strong>Instructor Name:</strong></td>
<td>Kiva Harper, MSSW, LCSW</td>
</tr>
<tr>
<td><strong>Faculty Position:</strong></td>
<td>Associate Professor of Practice</td>
</tr>
<tr>
<td><strong>Office Number:</strong></td>
<td>GACB Room 115</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>817-272-3181</td>
</tr>
<tr>
<td><strong>Email Address:</strong></td>
<td><a href="mailto:harperkiva@uta.edu">harperkiva@uta.edu</a></td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>Mondays from 2pm-5pm via TEAMS</td>
</tr>
<tr>
<td><strong>Day and Time of Class (if applicable):</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Equipment:</strong></td>
<td>A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.</td>
</tr>
<tr>
<td><strong>Canvas:</strong></td>
<td><a href="https://uta.instructure.com/">https://uta.instructure.com/</a></td>
</tr>
</tbody>
</table>

#### A. Mandatory Face Covering Policy and Reporting

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.

If any student, faculty, or staff member tests positive for COVID-19 or has close contact with someone who has been diagnosed, the University is requiring it be reported through the [Close Contact or Personal Diagnosis Form](https://uta.instructure.com/).

#### B. Description of Course Content

Examines contemporary social-psychological concepts and small group research, with a view to testing their applicability to practice propositions and operational principles, in work with both task and personality satisfaction groups. Corequisite: SOCW 5325.

#### C. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine 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 Competency
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

The emphasis in this course is on competencies 1, 2, 6, 7, 8 and 9.

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced practitioners working with mental health clients practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.

Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation. Advanced practitioners in mental health/substance abuse implement an effective decision-making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced social workers in mental health/substance abuse use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

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

Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.

D. Required Textbooks and Other Course Materials


Online and instructional handout materials and readings as assigned (See Online).

E. Additional Recommended Textbooks and Other Course Materials

N/A

F. Descriptions of Major Assignments and Examinations

Task group observation paper (25)

Each student will observe a task group within a social service agency (or online) and write a reflection paper about the experience. This assignment is designed to allow you to examine the dynamics of an existing task group in an agency setting. The paper should focus on explicating group-as-a-whole properties and processes, leadership and the ways in which the group interacts and the functioning of the group. You may observe a group at your field placement, your place of employment or request permission to observe a task group in a social service setting, i.e. board meetings. The paper
should be from 3 to 5 pages in length. The paper is not research based. It is an analysis of your observation of the group, using the outline for group dynamics covered in lectures and the book, and your analysis of the leadership of the group.

**Due Date 09/20**

*Addresses competencies 1, 2, 6, 7 and 9.*

**Midterm Exam (25)**

Each student will complete one mid-term exam during the course of the semester. The exams are discrete in that they only cover the material from the preceding weeks. **Due Date 10/11**

*Addresses competencies 1, 6, 8 and 9.*

**Final Project Presentation (25)**

For the purpose of this assignment, you are social workers in an agency setting of your choice. Pick four to five other classmates and decide on a group you would like to propose to me, your agency director. This could be any type of treatment group, ex. anger management, children’s social skills group etc. Use the template below and create a presentation of your choice, i.e. powerpoint, video etc.

Plan a treatment group for a community social service or health care agency.

Outline for planning a group:

1. Introductory paragraph explaining the group
2. Purpose: Purpose of the group (its goals)
3. Role of the worker in the group (e.g., facilitator, therapist)
4. Literature review on the social problem being addressed in the paper
5. Literature review on the group work methods that have been used to address the social problem
6. Agency Sponsorship:
   - Agency name and mission
   - Agency resources relevant to the group (i.e., physical facilities, financing, staff, etc.)
   - Agency geographic location (community, not address), sponsorship, demographic characteristics of clientele, type of staff, any other characteristics that might affect group
7. Membership: Target population for the group—who you would like to reach. Appropriateness of the population with respect to the agency mission and group purpose.
8. Recruitment: Method(s) for recruiting members.
9. Composition: Criteria for including or excluding members.
10. What characteristics you would like group members to be heterogeneous on, and what characteristics homogeneous, and why.
   - Size: Open or closed membership.
   - Demographic characteristics important to group purpose.
   - How will the expected composition affect interaction or group development? Include age, gender, ethnicity/race, sexual orientation, disability or any other special considerations that may affect the composition.
11. Norms and Roles: What are the most important group norms you would like to develop?
12. How will composition affect the norms or their development? Are there specific roles you would like members to develop within the group? If so, describe these roles.
13. Orientation: Whether potential members will be screened, and if so, how and for what characteristics. Preparation for group membership and roles (e.g., pre-group interview or letter, discussion at beginning of group).
14. Contract: Describe and justify the number of meetings, frequency, length, and times for meetings. If appropriate, depending on the type of group, describe the types of contracts with individual group members, or the group as a whole that you would try to foster.
15. Environment: Physical arrangements (room, space, materials, room set-up, other considerations. Financial arrangements (budget, expense, charges, income) and any special arrangements (child care, transportation,
access for persons with physical handicaps, etc.).

16. Structure: How will the group conduct its work? (e.g., discussion group, arts-and-crafts, exercises, role plays, etc.). Will there be a structure for each group meeting? How will the structure help the group achieve its’ goals.

**Due Date 11/22**

*Addresses competencies 1, 2, 3, 4, and 5.*

**Group Evaluation (15)**

Each student will complete an thoughtful, constructive evaluation of their group members. The evaluation tool will be provided toward the end of the semester. Students will be asked to rate peers on participation in group project, collaboration with the group members and workload assigned to them. **Due Date 11/22**

*Addresses competencies 1, 2, 3, 4, and 5.*

**Class Participation (10)**

Student will be expected to participate in two synchronous sessions. Sessions will be scheduled the first week of classes after students complete a doodle poll.

*Addresses competencies 1, 2, 3 and 9.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Task Group Observation Paper</td>
<td>25</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
</tr>
<tr>
<td>Final Project Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Group Evaluation</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

**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.

As the instructor of this section, I expect you to be fully engaged in the course and logging on at least twice weekly. I expect you to read my Announcements and watch any videos I post to stay abreast of what is going on in the classroom community. I expect you to read and respond to emails within 48 hours. Additionally, I expect you to complete all readings and participate in assignments. Any disruption of the classroom learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted, and cancellation of class work scores for the disrupted class session(s), with a recorded failing semester grade and possible referral for adjudication.

All graduate students have ascribed to the NASW code of ethics at admission and are responsible for
adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program.

H. Grading

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.

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 flashdrives, networks or hard drives. In most cases, expect the professor to grade assignments within two weeks of the due date. If you have questions about your grade, check the grade book on Canvas. 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 via videoconference. Calculating your grade after ALL assignments have been graded:

Find the “Total” column in Canvas Grade Center and see where that number falls in the following grading scale below.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</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 Support Services,” below.

I. Make-Up Exams

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 only at the discretion of the instructor.

An Incomplete (“I”) grade may be assigned only in relation to an emergency and/or hardship situation, and when the completed portion of the student’s work in the course is passing 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)
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry)
- Avoiding Plagiarism (UC-Davis)
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services)
## J. Course Schedule

<table>
<thead>
<tr>
<th>Module/Week of</th>
<th>Topics</th>
<th>Required Readings and Assignment</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (08/26)</td>
<td>Introductions</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>2 (08/31)</td>
<td>Group work and Group Types Defined</td>
<td>Toseland and Rivas, Ch. 1, 2</td>
<td></td>
</tr>
<tr>
<td>3 (09/07)</td>
<td>History of Group Work in Social Work</td>
<td>Toseland and Rivas, Ch. 3</td>
<td></td>
</tr>
<tr>
<td>4 (09/14)</td>
<td>Introduction to Group Dynamics</td>
<td>Toseland and Rivas, Ch. 3</td>
<td>Task Group Observation Paper Due 09/20</td>
</tr>
<tr>
<td>5 (09/21)</td>
<td>Tasks Groups I and II</td>
<td>Toseland and Rivas, Ch. 11, 12</td>
<td></td>
</tr>
<tr>
<td>6 (09/28)</td>
<td>Group Leadership</td>
<td>Toseland and Rivas, Ch. 4</td>
<td></td>
</tr>
<tr>
<td>7 (10/05)</td>
<td>Group Leadership and Diversity</td>
<td>Toseland and Rivas, Ch. 5</td>
<td>Mid-term Due 10/11</td>
</tr>
<tr>
<td>8 (10/12)</td>
<td>Planning the Group</td>
<td>Toseland and Rivas, Ch. 6</td>
<td></td>
</tr>
<tr>
<td>9 (10/19)</td>
<td>Beginning the Group</td>
<td>Toseland and Rivas, Ch. 7</td>
<td></td>
</tr>
<tr>
<td>10 (10/26)</td>
<td>Assessing for Group</td>
<td>Toseland and Rivas, Ch. 8</td>
<td></td>
</tr>
<tr>
<td>11 (11/02)</td>
<td>Treatment Groups I</td>
<td>Toseland and Rivas, Ch. 9</td>
<td></td>
</tr>
<tr>
<td>12 (11/09)</td>
<td>Treatment Groups II</td>
<td>Toseland and Rivas, Ch. 10</td>
<td></td>
</tr>
<tr>
<td>13 (11/16)</td>
<td>Group Termination</td>
<td>Toseland and Rivas, Ch. 13</td>
<td>Final Project and Peer Evaluation Due 11/22</td>
</tr>
<tr>
<td>14 (11/23)</td>
<td>Outcome Evaluation</td>
<td>Toseland and Rivas, Ch. 14</td>
<td></td>
</tr>
<tr>
<td>15 (11/30)</td>
<td>Self-Care and group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course wrap up</td>
<td></td>
<td></td>
</tr>
</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](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](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](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](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](http://www.uta.edu/library)

Subject Guides.............................[http://libguides.uta.edu](http://libguides.uta.edu)

Subject Librarians.........................[http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

Course Reserves...........................[http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

Library Tutorials..........................[http://library.uta.edu/how-to](http://library.uta.edu/how-to)

Connecting from Off- Campus...........[http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)

Ask a Librarian............................[http://ask.uta.edu](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/](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](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

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/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism/](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.