**Semester/Year:** Fall 2020  
**Course Title:** Mental Health Policy and Social Justice  
**Course Prefix/Number/Section:** SOCW 5353 (formerly SOCW 6319)-008  
**Instructor Name:** Michael Bennett, MSW RSW  
**Faculty Position:** Assistant Professor in Practice  
**Faculty Profile:** N/A  
**Office Number:** N/A  
**Phone Number:** N/A  
**Email Address:** michael.bennett@uta.edu  
**Office Hours:** By Appointment Only  
**Day and Time of Class (if applicable):** Online  
**Location:** Online  

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

Studies programs and policies in the field of mental health. An analytical model is employed in the process of examining critical issues in the mental health arena. Prerequisite: SOCW 5303.

B. 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  
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 2, 3, 4, and 8, the main focus is competency 5: Engage in Policy Practice.

**Competency 2: Engage Diversity and Difference in Practice**
Advanced social workers in mental health/substance abuse can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Advanced social workers in mental health/substance abuse use cognitive and affective processes to understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.

Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and identify health disparities.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Advanced social workers in mental health/substance abuse understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**Competency 5: Engage in Policy Practice**

Advanced social workers in mental health/substance abuse understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

Advanced social workers in mental health/substance abuse understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may
require interdisciplinary, interprofessional, and inter-organizational collaboration.

C. Required Textbooks and Other Course Materials


Clinical Evidence and Best Practice e-databases: The developing evidentiary base on mental health interventions contained in the Central Library e-databases Clinical Evidence and Best Practice will serve as another set of required "texts" in this course.

D. Additional Recommended Textbooks and Other Course Materials


Mental Health Recovery Bibliography:


Note: The Instructor may assign additional readings throughout the semester.

E. Descriptions of Major Assignments and Examinations

1) Discussion Boards (10 points)

There will be a total of 10 discussion boards over the course of the semester. Please note:

- The Introduction Discussion Board Posting and the Final Reflection Discussion Board Posting are optional and for an extra 1 point.
- Some assignments also require a discussion post (Letter to Editor, Three Critical Issues, and Virtual Field Visit). These assignment requirements DO NOT count toward your 10 discussion board posts.

Students will post short reflective comments on the discussion forum based on the weekly coursework. To help promote authentic and thoughtful response to the posted question, during designated weeks, you will not be able to view other student’s original posts until you have posted your discussion response.

Discussion boards are intended to enhance the student’s ability to make use of their experience, as well as to glean from the experiences and understanding of others. Students are expected to explore and articulate their views and feelings regarding course material, professional experience and life experience as they relate to mental health policy and social justice. Discussion boards should be supported with course content (i.e. readings, videos, recorded lecture, or other supplemental information related to course and discussion topics). In your discussion boards, it is expected that students will go beyond just agreeing or repeating others’ posts by adding meaningful content to the conversation. Please bring together or synthesize others’ comments from the discussion. Students should also utilize professional conventions of communication (i.e. etiquette, grammar, and word usage). Discussion boards are due on Sundays by 11:59pm (see Course Schedule Below for specific due dates).

Addresses competencies 1, 2, 3, 4.

2) Letter to Legislator (5 points)

Students will write and send a letter to a Texas Senator or Representative in their district.

This will entail: a) a one-page letter regarding his/her position regarding an important piece of mental health
legislation, b) a one-page fact sheet, and c) a page of references. Students will provide a copy of the documents, as well as a copy of the response letter sent by the politician. Students will: 1) turn in their letter, 2) post a summary/reflection in the online discussion on Canvas, and 3) respond to another classmate’s summary/reflection in the online discussion on Canvas by **11:59pm on Sunday, September 20th**.

Addresses competencies 3, 5, and 8.

3) **Three Critical Issues Assignment (5 points)**

Interview one person involved in the formal delivery of mental health services (phone or video calling). Elicit from them and list in rank order “the three most critical issues in mental health today.” Have them describe these issues in some detail. Students will post a summary of these three critical issues in the online discussion on Canvas and will respond to another classmate’s summary by **11:59pm on Sunday, October 4th**.

Addresses competencies 2, 3, 5, and 8.

4) **Mental Health Policy in the News (5 points)**

Students are to look for a specific, current mental health policy issue in the news: TV, radio (NPR), newspaper, and/or the internet. Students will submit a one-page summary of their policy issue by **11:59pm on Sunday, October 18th**.

- Students are encouraged to subscribe to Today's Clips (UT Austin) by sending an email to: Hogg-Communications@austin.utexas.edu.
- Two other good resources for keeping informed about mental health policy are:
  - MHA/Mental Health America (Ika National Mental Health Association): http://www1.nmha.org/newsroom/system/mhHeadline.main.cfm
  - NIMH/National Institute of Mental Health: http://www.nimh.nih.gov/tools/listserv.cfm

Addresses competencies 2, 3, 5 and 8.

5) **Group Presentation on Selected Mental Health Research Report (15 points)**

In groups of 3-4, submit an oral report on a major mental health study. This review should include the following points:

1. Identification of the researcher's/author's credentials (e.g., position, education, experience).
2. Problem studied—why important?
3. Hypotheses of the study
4. Methodology
5. Findings
6. Conclusions—implications for policy and recovery-oriented practice in the mental health field
7. Critique of the study

Provide the Instructor with an written outline of your presentation, including the title and authors by **11:59pm on Sunday, November 1st**.

Addresses competencies 4, 5 and 8.

6) **Virtual Field Visit to Psychiatric Program or Facility (15 points)**

Decide on a program or facility in consultation with the instructor, and make arrangements to conduct a virtual field visit (via Zoom). You may do this in pairs or small groups of up to 4 if the shelter/facility staff is so willing. You may need to sign a release form in order to complete this virtual visit. Students will ask the facility staff for: 1) a summary of the mental health program/services the facility offers, 2) the main treatment modalities that are used by mental health staff, 3) the role of social work (if any) at the facility, and 4) the main
social justice considerations of the job. Individually, write up a 2-page report summarizing the answers to these questions and your personal reflection on the experience, and share that experience with the class on a discussion board post by 11:59pm on Sunday, November 15th.

Addresses competencies 2, 3, 5 and 8.

7) Reaction Paper on Recovery-oriented Publication (10 points)

Students will write a two-page reaction paper to one of the peer-reviewed papers listed under recovery-oriented bibliography. Students will submit this paper by 11:59pm on November 22th.

Addresses competencies 2, 3, 4, 5 and 8.

8) Final Paper on Mental Health Policy Analysis (30 points)

With the concurrence of the instructor, select a state or federal mental health policy. Thoroughly study the policy and the issues involved with the policy, identifying its relevancy, relation with recovery-oriented perspective, and significance. Using APA guidelines, the Karger/Stoesz policy analysis model, and additional parameters provided by the professor, present and analyze the policy. Include your including your recommendations related to the policy issue. The paper (and presentation of the paper) may be done in groups of up to three people. Grading rubric is presented on the next page.

Length: 8-10 pages, double-spaced. Minimum of 8 references, 4 of which must be from professional journal articles. Due by 11:59pm on December 8th.

Addresses competencies 2, 3, 4, 5, and 6.

Mental Health Policy Analysis Paper Rubric

Introduction 2 points In this section, briefly introduce and specific the policy. Be sure to include the dates of the policy, specific Code/Statute, and source of the policy within the governmental structure. Cite the specific Code/Statute. For Federal Codes, see: www.law.cornell.edu/uscode. For federal legislation that is pending in congress, see: www.thomas.gov.

For Texas State Statutes, see: www.capitol.state.tx.us/statutes/statutes.html. The website for the Texas Legislature also has links to federal policy: www.capitol.state.tx.us/.

The Historical Background of the Policy. (2 points)

Description of the Problem that Necessitated the Policy. (2 points)

Description of the Policy. (10 points)

1. Policy Goals. What is the policy hoping to achieve?
2. Are the Goals of the Policy:
3. Realistic in attempts to solve the problem?
4. Just and Democratic?
5. Contributing to the Greater Social Equality?
6. Consistent with the Values of Professional Social Work?
7. Consistent with recovery-oriented social work practice?
8. Strengths and Weaknesses of the Policy.
9. Are there any unintended consequences of the policy?
10. Are there any opposing viewpoints (e.g. pro-faith-based programs vs. anti-faith-based programs)

Comparative and International Analysis: What Can Be Learned About This Problem from the Experiences
of another country (other than the U.S.); OR another state (other than Texas)  1 point

Social Thought and Ideology.  (3 points)

1. What are the Major Ideological Suppositions Contained in the Policy?
2. What is the Perspective on the Role of Government, and the Nature of Society, as it Pertains to the Policy?

What Dynamics and Patterns of U.S. Social Policy are Evident in the Policy (from class lectures/activities)?  (5 points)

Conclusion. Provide a concise conclusion of your findings related to the Policy. 3 points

Definitions of Key Terms. These are listed on a separate piece of paper. Define terms that have a bearing on what you are writing about, e.g. “home health care”, “Safe Haven”, “Medicaid Carve-Out Program”. (1 point)

References. These are listed on a separate piece of paper, following the text of the paper. Use APA guidelines. At least 8 references are required, 6 of which must be from peer-reviewed professional journals. (1 point)

Total: 30 points

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 Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section.

As the instructor of this section, weekly attendance is mandatory. Since this is an on-line course it is critical that you are engaged with the material, the instructor, and your peers throughout the semester. Students are expected to log into the course at least once a week and maintain consistent and regular communication with their classmates and the instructor throughout the semester. Progress towards satisfactory completion of assignments, including participation in activities, discussion boards, and completion of readings is expected on a weekly basis.

G. 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.

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H. Make-Up Exams
Late written assignments will be reduced by 3% points for each day (24 hour period) they are late. Exceptions will be made in extraordinary circumstances and with proper documentation.

## I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Class Content</th>
<th>Required Readings</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>2</td>
<td>Mental Health Consumer Movement Meeting the Needs of Veterans Psychiatric Epidemiology</td>
<td>R&amp;R Chapters 3, 4 Mechanic Chapters 3, 4</td>
<td>Letter to Legislator due Sept. 20th by 11:59pm Online Discussion Posting #2 due Sept. 20th by 11:59pm</td>
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<tr>
<td>3</td>
<td>Approaches to Policymaking and Analysis Community Mental Health Across the Life Cycle-Children, Families and Older Adults Illness Behavior and Entrance into Treatment</td>
<td>Karger &amp; Stoesz, pp. 31-37 chapter 2: Policy Analysis Model R&amp;R Chapters 6, 7, 8 Mechanic Chapter 6</td>
<td>Three Critical Issues Paper due Oct. 4th by 11:59pm Online Discussion Posting #3 due Oct. 4th by 11:59pm</td>
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<tr>
<td>4</td>
<td>Mental Health &amp; Mental Health Professions Controlling Mental Illness Mental Health Interventions</td>
<td>Mechanic, Chapters 5, 9, 10</td>
<td>MH Policy In the News Paper due Oct. 4th by 11:59pm Online Discussion Posting #4 due Oct. 4th by 11:59pm</td>
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<tr>
<td>5</td>
<td>The Financing &amp; Delivery of Mental Health Services Development of Mental Health Policy Manged Mental Health Care</td>
<td>Mechanic Chapter 7, 8 The Provision of Mental Health Services in Managed Care Orgs. (DHHS Report)</td>
<td>Online Discussion Posting #5 due on Oct. 25th by 11:59pm Presentations on MH Policy Research Report due on Nov. 1st by 11:59pm Online Discussion Posting #6 due on Nov. 1st by 11:59pm</td>
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<tr>
<td>6</td>
<td>Court Diversion Programs &amp; Prosecution of People with Mental Illness Community Mental Health with Underserved Populations Diversity and Community Mental Health</td>
<td>R&amp;R Chapter 5 R&amp;R Chapters 9 - 12</td>
<td>Virtual Field Visit to Psych Program/Facility Paper due Nov. 15th by 11:59pm Online Discussion Posting #7 due by Nov. 15th by 11:59pm</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignments and Readings</td>
<td>Due Dates</td>
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<tr>
<td>7</td>
<td>Best Practices: Assertive Community Treatment Co-occurring MH and SUDs Neuropsychiatric perspectives Mental Illness and Homelessness R&amp;R Chapters 13 - 16</td>
<td>Reaction Paper on Recovery-Oriented Publications due Nov. 22nd by 11:59pm Online Discussion Posting #8 due Nov. 22nd by 11:59pm Online Discussion Posting #9 due Nov. 29th by 11:59pm Online Discussion Posting #10 due Nov. 29th by 11:59pm</td>
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<tr>
<td>8</td>
<td>Wrap up- DSM 5 &amp; The Future of Mental Health</td>
<td>Final Paper due Dec. 8th by 11:59pm EC: Reflections Discussion Board Posting due Dec. 8th by 11:59pm</td>
<td></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.

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

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

**K. Grade Grievances**


**L. Student Support Services**

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

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.
The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page........................ http://www.uta.edu/library
Subject Guides............................ http://libguides.uta.edu
Subject Librarians......................... http://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. 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/).

O. Disability Accommodations

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

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

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

P. Non-Discrimination Policy

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

Q. Title IX Policy

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

R. Academic Integrity

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

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

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

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

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry

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

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

V. Final Review Week

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