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

The focus of this course is on examining military culture within a diversity framework, considering ethical implications for practice with this culture, comprehending prevalent social and health issues (including the effects of policies and health disparities) for this population, and analyzing current advances in knowledge of the neurobiological underpinnings of human behavior and development pertinent to those issues and to resilience to stress and adversity in this population. Implications for social work practice with individuals, families, groups, programs/organizations, and communities relevant to this population will be identified and evaluated. The implications will be examined in terms of social justice, social work values, knowledge, and skills, as well as in terms of the structural and systematic arrangement and delivery of social welfare services at the micro, mezzo, and macro levels. Co-requisite: SOCW 5311.

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

The emphasis in this course is on competencies 1, 2, 3, 4, 6, 7, and 8.

**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 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 ad 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 use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.
Advanced social workers in mental health/substance abuse develop effective models, programs, policies and interventions and assess their effectiveness.

Advanced social workers in mental health/substance abuse use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.

- **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 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

- **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.

For the purposes of **Quality Matters Certification**, the following course objectives apply:

1. The student will be able to identify and evaluate implications for social work practice with individuals, families, groups, programs/organizations and communities relevant to the military population considering ethical implications for practice with military culture.
2. The student will synthesize current knowledge about the military population, so as to be able to read and interpret relevant new scientific information (such as that in news publications and in communications from policymakers, military/veteran primary care practitioners, specialists, and the chain of command), and to inform their practice behaviors and understanding of target behavior/social problems and strengths.
3. The student will distinguish among sources of knowledge to synthesize and apply appropriate evidence needed to do an assessment, make an intervention plan, design a program/delivery system, or develop a policy for various military sub-populations.
4. The student will evaluate and propose modifications to an assessment model, intervention plan, policy, delivery system, or program which does not utilize appropriate, up-to-date evidence as its foundation.
5. The student will recognize prevalent social and health issues (including the effects of policies and health disparities) for the military population.
6. The student will analyze current advances in knowledge of the neurobiological underpinnings of human behavior and development pertinent to prevalent social and health issues and to resilience to stress and adversity in the military population.
D. Required Textbooks and Other Course Materials


Books for Discussion Panels in Module 3: Obtain from public library or ILL

STUDENT LAST NAMES BEGINNING A-E

STUDENT LAST NAMES BEGINNING F-Ko

STUDENT LAST NAMES BEGINNING Kr-N

STUDENT LAST NAMES BEGINNING O-Z

E. Additional Recommended Textbooks and Other Course Materials


Additional recommended readings will be assigned from professional journal sources and book chapters, as listed in this syllabus bibliography. They will be available via Interlibrary Loan or on the Central Library’s e-databases, or posted to the course’s online site.

F. Descriptions of Major Assignments and Examinations

- **Group Book Presentation (20 points):** Groups of students will read different assigned books on lived experience in military culture and make individual notes of major themes/points that impress them as they read. Each student is responsible for completing the assigned reading and their own notes to support their contribution to their group’s panel discussion. Each group will create a video discussion to be shared with the class with their impressions of military culture from this assigned reading; the assignment is graded individually). Panels occur in Module 3, and each student will submit his/her notes after their discussion online. *Addresses competencies 1, 2, 3, 4, 6, 7, and Due Date 09/20.*

- **Paper I (20 points):** You will be required to complete two written assignments during the semester. For the first assignment, the first paper is an opportunity to apply up-to-date knowledge of military culture in interaction with other environmental influences to a specific issue within a specific life stage/trajectory of your choice. This paper can do done individually or in groups of 2 or 3. *Addresses competencies 1, 2, 3, 4, 6, 7, and Due Date 10/25.*

- **Group Paper II (30 points for paper and 10 points for presentation)** For the second paper, you may work in groups to write about selected assessment, prevention, and intervention models established in military social work. Pick one model and describe it. What is your analysis of the strengths or weaknesses of this model in light of what you have learned to date about military-related evidence and theory, including the neurobehavioral evidence? Then pick a second model. Describe the model. What is your analysis of the strengths or weaknesses of this model in light of what you have learned to date about military-related evidence and theory, including the neurobehavioral evidence? Report out on your analyses of selected
Model 1 and Model 2. As part of the second paper assignment, students will prepare a visual presentation of their paper. At a minimum, please use PowerPoint for these presentations, but alternative software/formats, e.g., Prezi, YouTube, etc., are also allowed. Groups are encouraged to incorporate video and other multi-media components into these *Addresses competencies 1, 2, 3, 4, 6, 7, and 8.* Due Dates 11/15.

**Online Discussion Forums (20 points):** Online discussion forums will be posted every session after the first week. The purpose of these discussions is to help students connect the course content to the written assignments, allow the instructor to gauge student learning, and encourage cross-dialogue among students and the instructor. You will be expected to respond to the instructor’s prompt and to also respond to two other students’ Each student will be required to participate in at least four discussions. *Addresses competencies 1, 2, 3, 4, 6, 7, and 8.* Responses to the original prompts are due each Thursday at 11:59pm and responses to peers are due each Sunday at 11:59pm.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Book Presentation</td>
<td>20 points</td>
</tr>
<tr>
<td>Paper I</td>
<td>20 points</td>
</tr>
<tr>
<td>Paper II</td>
<td>30 points</td>
</tr>
<tr>
<td>Paper II Visual Presentation</td>
<td>10 points</td>
</tr>
<tr>
<td>Online Discussion Forums</td>
<td>20 points</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.

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

The course is an online, synchronous class with two synchronous sessions. Attendance in those sessions is strongly encouraged.

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:
**J. Course Schedule**

<table>
<thead>
<tr>
<th>Module/Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Tasks/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (08/26)</td>
<td>Introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (08/31)</td>
<td>Military Organization</td>
<td>Chpt. 1 in <em>Exum, Coll, &amp; Weiss (2011)</em> Module Readings</td>
<td></td>
</tr>
<tr>
<td>4 (09/14)</td>
<td>Counseling and Services in the Military</td>
<td>Chpt. 5 in <em>Exum, Coll, &amp; Weiss (2011)</em> Module Readings</td>
<td>Group Book Presentation Due 09/20</td>
</tr>
<tr>
<td>5 (09/21)</td>
<td>Issues and Implicitations for Counseling</td>
<td>Module Readings</td>
<td></td>
</tr>
<tr>
<td>6 (09/28)</td>
<td>Evidence-informed processes</td>
<td>Module Readings</td>
<td>Synchronous session with Guest Speaker and Discussion: Social Work Librarian will demonstrate how to use the ProQuest e-database to prepare for next module’s discussion.</td>
</tr>
<tr>
<td>7 (10/05)</td>
<td>Evidence-based Treatment</td>
<td>Chpt. 6 in <em>Exum, Coll, &amp; Weiss (2011)</em> Module Readings</td>
<td></td>
</tr>
<tr>
<td>Module/Date</td>
<td>Topic</td>
<td>Required Readings</td>
<td>Tasks/Assignments Due</td>
</tr>
<tr>
<td>------------</td>
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<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>8 (10/12)</td>
<td>Ethnic Identity and Families</td>
<td>Module Readings</td>
<td></td>
</tr>
<tr>
<td>9 (10/19)</td>
<td>Resilience</td>
<td>Module Readings</td>
<td>Paper I Due 10/25</td>
</tr>
<tr>
<td>10 (10/26)</td>
<td>Key Social and Health Issues</td>
<td>Appendix A in <em>Exum, Coll, &amp; Weiss</em> (2011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module Readings</td>
<td></td>
</tr>
<tr>
<td>11 (11/02)</td>
<td>Military and non-military service delivery systems and organizations</td>
<td>Appendix B in <em>Exum, Coll, &amp; Weiss</em> (2011)</td>
<td>Synchronous Session (guest speakers) 11/03 at 6pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module Readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module Readings</td>
<td></td>
</tr>
<tr>
<td>13 (11/16)</td>
<td>Future Directions</td>
<td>Appendix D-F in <em>Exum, Coll, &amp; Weiss</em> (2011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module Readings</td>
<td></td>
</tr>
<tr>
<td>14 (11/23)</td>
<td>Future Directions</td>
<td>Module Readings</td>
<td></td>
</tr>
<tr>
<td>15 (11/30)</td>
<td>Course Wrap Up</td>
<td>Module Readings</td>
<td>Synchronous sessions (guest speakers) 12/02 at 6pm.</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.

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
0. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aoa/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](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.