A. Description of Course Content

Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior.

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 1–9, the main foci are competencies 2, 3, 7, and 8.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

To be provided by instructor.

E. Descriptions of Major Assignments and Examinations

- **Reflection Paper I.** Students will reflect on ideas about traditional history and multicultural perspectives and integrate personal awareness of the intersectionality of the diverse components of multicultural history, experiences and social justice concepts, value, knowledge and skills. The first reflection paper (4-6 pages) should examine their backgrounds and include intersectionality, and reflect on the meaning of diversity and cultural competence. Students should also discuss social justice as it relates to their careers as a professional social worker. (10 points) **Addresses Core Competency 2. Due 02/05 at 1159pm.**

- **Out of Comfort Zone Paper.** One of the goals of this course is to push students out of their own comfort zones. Therefore, students will write a short paper (4-6 pages) based on their visit to a place that is out of their comfort zone. Students will choose a place to visit where they will not feel entirely comfortable, and after they visit, will write a paper describing the experience. Some example choices include: a mosque; a temple (Jewish, Buddhist, etc.); white, black, or Hispanic meeting; a gay, lesbian, bisexual, and transgendered (LGBTQ) gathering; spending all day without speaking (to experience a disability firsthand); or going through the intake process at a homeless shelter, among others. You must include the following sections in your paper: 1) Introduction—include why you chose this particular experience that you’re writing about as well as the details of when and where it took place, 2) Your thoughts, feelings, apprehensions, and preconceived notions prior to the experience, 3) A detailed description of the experience, including your thoughts and feelings throughout, interactions with others, etc., 4) Any –isms you noticed or experienced, 5) What you learned from the experience and how this experience will impact your future practice, and 6) Conclusion. The paper is worth a total of twenty-five (25) points. **Addresses Core Competencies 2, 3, and 9. Due 02/26 at 1159pm.**

- **Book Analysis.** Students will explore literature of interest by a multicultural author to consider its use as a resource for client reading and thinking. Students will select a suitable novel or non-fiction book written
by an individual or group of individuals from a minority group and analyze the work from the perspective of social and economic justice. The conceptual analysis should reference issues of oppression using materials from the course, and should be explicitly linked to social work’s role in the pursuit of social justice, per the NASW Code of Ethics. Papers should be approximately 6-8 pages in APA format with references to at least two course readings in addition to the book. (25 points) **Addresses Core Competencies 2, 3. Due 03/25 at 1159pm.**

- **Letter to editor, legislator, school district or other official.** Students will be provided an opportunity to assert their voice in an area of concern to them. Students will construct a letter to an editor, a legislator, school board representative or official expressing concerns or supports of policy or procedures related to citizen groups of interest. The letter will be submitted via Canvas along with evidence of submission or mailing. The letter should be at least one page in length. (15 points) **Addresses Core Competencies 2, 3, 5, 6 and 8. Due 04/15 at 1159pm.**

- **Reflection Paper II.** Students will demonstrate awareness and critical thinking of the cumulative integration of knowledge, values, skills and cognitive and affective processes for holistic competence. The final, 5-6 page reflection should address one specific aspect of the course in relation to your current or future career interest in social work. Paper must be in APA format and use at least ten readings from weeks 6-14 to document the issue, to demonstrate your focus and include social perspectives in a social work setting. For example, students hoping to work in a school setting might explore issues from gender expression and identity as they relate to school policies or truancy policies related to low-income families. Students are strongly encouraged to consult with instructor before deciding on a final topic. (25 points) **Addresses Core Competencies 3 and 5. Due 04/29 at 1159pm.**

**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, I expect you to attend each session. Additionally, I expect you to come to class prepared to discuss the readings for the week. I expect students to be fully engaged in the course.

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.

**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.

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 person. Do not email about your grades from an email account other than MavMail. Calculating your grade after ALL assignments have been graded: Find the “Total” column in Blackboard Grade Center and see where that number falls in the following grading scale below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper I</td>
<td>10</td>
</tr>
<tr>
<td>Out of Comfort Zone Paper</td>
<td>20</td>
</tr>
<tr>
<td>Book Analysis</td>
<td>25</td>
</tr>
<tr>
<td>Letter to editor, legislator, school district or other official</td>
<td>15</td>
</tr>
<tr>
<td>Reflection Paper II</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**H. 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 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) [http://library.uta.edu/plagiarism/index.php](http://library.uta.edu/plagiarism/index.php)
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) [http://www.chem.uky.edu/courses/common/plagiarism.html#Examples](http://www.chem.uky.edu/courses/common/plagiarism.html#Examples)
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services) [http://www.indiana.edu/~wts/pamphlets.shtml](http://www.indiana.edu/~wts/pamphlets.shtml)

**I. Course Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Dates Covered</th>
<th>Required Readings</th>
<th>Graded Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Overview</td>
<td>01/21 01/23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Social construction and difference: People of Color, Class, Gender and Intersections: LGBTQ, Abilities, Immigrants</td>
<td>01/28 01/30</td>
<td><strong>Text</strong> Chapters 1 and 2 <strong>Videos</strong></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Overview</td>
<td>Dates</td>
<td>Text Section</td>
<td>Additional Readings</td>
</tr>
<tr>
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</tr>
<tr>
<td>3</td>
<td>Examining history</td>
<td>02/04, 02/06</td>
<td>Chapter 3</td>
<td>Income inequality</td>
</tr>
<tr>
<td>4</td>
<td>The professional self in context: values and ethics</td>
<td>02/11, 02/13</td>
<td>Chapter 4</td>
<td>NASW Code of Ethics and TSBSWE Code of Conduct Competency Areas-CSWE Ethical Principles-IFSW NASW Cultural Competence Standards The Grand Challenges for Social Work Initiative and Our Future</td>
</tr>
<tr>
<td>5</td>
<td>The Context of Exclusion: Economics and Politics=Oppression, Racism, Discrimination (Homophobia, Sexism, Ableism etc.)</td>
<td>02/18, 02/20</td>
<td>Chapter 5</td>
<td>Implicit Bias Test Critical Race Theory: A transformational model for teaching diversity The Whole System Failed Trayvon Martin Videos Shields, C., How I’m working for change inside my church</td>
</tr>
<tr>
<td>6</td>
<td>Identity Development</td>
<td>02/25, 02/27</td>
<td>Chapter 6</td>
<td>Invisible Punishment: An Instrument of Social Exclusion Arab American Marriage: Culture, Tradition, Religion and the Social Worker Podcast When ‘where are you from?’ takes you someplace unexpected</td>
</tr>
<tr>
<td>7</td>
<td>Identity and Impact on Anglo-European people and others of Privilege</td>
<td>03/03, 03/05</td>
<td>Chapter 7</td>
<td>Implicit Bias and Mental Health American Racism in the White Frame Videos Making The White Visible</td>
</tr>
</tbody>
</table>
| 8 | Reflections on societal institutions: International, national and local examples | 03/17 03/19 | Text Chapter 8  
Additional Readings  
Racism and capitalism-crisis and resistance: exploring the dynamic between class oppression and racial oppression |
| 9 | Examining professional issues | 03/24 03/26 | Text Chapter 9  
Additional Readings  
Professional Resistant in Social Work: Counterpractice Assemblages  
Book Analysis  
Due 03/26 at 1159pm via Canvas |
| 10 | Building competence on community strength: individual and families | 03/31 04/02 | Text Chapter 10  
Additional Readings  
Security screening of refugees admitted to the U.S.  
EthnoMED |
| 11 | Facilitating inclusion: integrating multicultural resources for recovery, resilience and community capacity building | 04/07 04/09 | Text Chapter 11  
Additional Readings  
The power of letter writing  
National Disability Services: Community Inclusion  
Social integration and healthy aging in Japan: how gender and rurality matter  
Video  
Cultural humility: principles and practices |
| 12 | Cultural competence and social justice | 04/14 04/16 | Text Chapter 12  
Additional Readings  
Diversity and inclusion in the workplace  
Letter to editor, legislator, school district or other official  
Due 04/16 at 1159pm via Canvas |
| 13 | Promoting community based-education: citizens participation | 04/21 04/23 | Text Chapter 13  
Additional Readings  
A place at the policy table for social workers |
| 14 | Social change: collaboration and partnerships | 04/28 04/30 | Readings  
Interrupting the cycle of oppression: the role of allies as agents of change  
Reflection Paper II  
Due 04/30 at 1159pm via Canvas |
| 15 | Course wrap up and self-care | 05/05 05/07 | **Assessments**  
Self-care assessment  
ProQOL-5  
Maintenance self-care worksheets  
Emergency self-care worksheets |

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*
J. Expectations for Out-of-Class Study

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

K. Grade Grievances


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.

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. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway.
When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

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 or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.  

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

Q. Non-Discrimination Policy

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

R. Title IX Policy

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

S. Academic Integrity

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

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

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

T. Electronic Communication

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

U. Campus Carry

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

V. Student Feedback Survey

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

W. Final Review Week

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