A. Description of Course Content

This course will give students an overview of the principles of thanatology from anthropological, sociological, psychological, medical, historical, spiritual, cultural, and political perspectives and the role(s) that social work can play in helping individuals, families, and communities to face death and loss across contexts. Using life course and life span approaches, course content will include personal death awareness, the integration of theoretical perspectives and evidence-based practice interventions in working with dying, death, and bereavement with emphasis on cultural and religious/spiritual perspectives, bioethical principles and end of life decision making, social justice, and advocacy for the dying. Therefore, the class content promotes individual self-reflection and discussion of diverse views across the developmental life span and life course about the meaning of life and death and implications for social work practice. This dialog is a precursor to engagement with clients, caregivers, grieving persons, and health care personnel about sensitive issues around the experience of dying and death. Co-requisite: SOCW 5311.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. **Demonstrate Ethical and Professional Behavior**
2. **Engage Diversity and Difference in Practice**
3. **Advance Human Rights and Social, Economic, and Environmental Justice**
4. **Engage in Practice-informed Research and Research-informed Practice**
Specifically, while this course addresses competencies 1-9, it mainly focuses on competencies 1, 2, 7, and 9.

### Competency 1: Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</td>
<td>Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.</td>
<td>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.</td>
<td>Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and decipher ethical dilemmas in health care practices affecting individuals, organizations, and communities.</td>
</tr>
<tr>
<td>Select and incorporate ethical decision-making frameworks that integrate social work values.</td>
<td>Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>Develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
<td>Exercise personal reflection and self-regulation to manage personal values and maintain professional demeanor in behavior; appearance; and oral, written, and electronic communication in direct and indirect connection to the delivery of services.</td>
</tr>
<tr>
<td>Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.</td>
<td>Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.</td>
<td>Implement an effective decision making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.</td>
<td>Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective approach in health care service delivery.</td>
</tr>
</tbody>
</table>

### Competency 2: Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appraise their own values related to diversity in aging.

Analyze how diversity and oppression impact older adults and families.

Address the cultural and spiritual histories, values, and beliefs of older adults and their families.

Defend the impact of structural inequalities and the value of diversity among older adults as part of their roles on interprofessional teams and in organizations and communities.

Understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

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.

Practice self-awareness and self-regulation to manage the influences of personal bias and values, including but not limited to age, class, color, culture, disability and ability, gender identity, religion, and immigration status in working with diverse populations in connection with the delivery of health care services. Recognize and respect different values related to health and health care beliefs. Promote diversity and equity in health and health care service delivery amongst diverse populations, particularly persons who are vulnerable, oppressed, or living in poverty.

| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities |
|---|---|---|---|
| Aging | Children & Families | Mental Health & Substance Abuse | Health |
Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk.

Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities.

Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.

Use multidimensional bio-psycho-social-spiritual assessment tools.

Assess the quality of interactions between family members within their social environment.

Compare and assess the various etiology and interventions relevant to children and families.

Describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

Understand theories of human behavior in the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.

Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies and value inter-professional collaboration.

Use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings and utilize assessment data to inform appropriate intervention goals and strategies.

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

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers.</td>
<td>Contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.</td>
<td>Contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.</td>
<td>Integrate sources of knowledge—including but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends—within evaluation processes.</td>
</tr>
<tr>
<td>Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.</td>
<td></td>
<td></td>
<td>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.</td>
</tr>
</tbody>
</table>
C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


Additional readings and other course materials (videos and podcasts) will be made available on an ongoing basis throughout the semester on Canvas.

E. Descriptions of Major Assignments and Examinations

**Values/Attitudes/Opinions About Death and Dying (10 points)**

A personal reflection on your values, attitudes, and opinions regarding death and dying will be requested at two time points: (1) second class of the semester, and (2) last class of the semester.

- Each assignment will be worth 5 points and should be about 2 pages double spaced.
- Can be bullet point if this is easier to describe your thought process (but only for this assignment)

Your entry should include reflection on the following:

1) What are some of the values, attitudes, and beliefs you hold toward the process of dying and death (and for the final review: how has this changed? What have you learned?)

2) How do you think your values, attitudes, and beliefs might affect your assessment of, and relation with clients, families, and fellow staff members?

3) What are some ethical dilemmas you might face as a result of value and belief differences with clients; and

4) Your plan for continuing education, supervision, professional development for continued growth in working with dying, death, and bereavement in social work.

**Cultural Reflection (20 points)**

While death is inevitable and universal, the rituals, behaviors and feelings associated with grief and mourning are culturally bound. Identify and research a specific culture on how they respond to death and loss.

Your paper should include responding to the following questions:

1. How does the culture understand death and dying? For example, what are the attitudes and values associated with the death and the dying process?

2. How does the culture experience death and dying? For example, what are some cultural practices, beliefs, and traditions that accompany when someone is in the process of dying or when someone has died?

3. Are there any specific grief, bereavement and mourning practices? For example, what happens after someone dies and what do funeral rites, burials or cremations, and commemorations look like.

Some things to consider in your write-up may deal with encounters of death, definitions of death, funerals and mourning practices, attitudes surrounding death and dying, as well as cultural practices regarding death and after death.

This paper should be roughly 3-5 pages double spaced utilizing APA 6th edition formatting. Consider the use of
in-text citations, a reference list, and subheadings to strengthen the paper.

**Obituary and Advanced Directive (15 points)**

Please complete the Thinking Ahead: My Way, My Choice, My Life at the End (PDF). The aim of this assignment is to facilitate understanding of your own preferences and values with regards to advance care planning.

Accompanying this assignment, you will also complete your own obituary (1 page maximum). Write your obituary from the vantage point of your wishes, hopes, dreams, and accomplishments. In other words, write your obituary as the fully actualized self you want to be and are becoming. This task requires patience, honesty, fantasy, hope, and promise. What’s particularly tough about writing an obituary is that they must be brief; generally, no more than a couple of paragraphs. You can have a full typed page, which is about two columns in an average newspaper.

Along with these two write-ups, you will submit a one page reflection on how you personally felt to complete both assignments. There is no structure to this reflection or specific points I am looking for you to include. Some of your thoughts may be around the difficulty or ease of this assignment, the discomfort or awkwardness that you may have experienced, and some additional thoughts regarding how you think your personal reflections influence your professional social work practice. For example, did completing this assignment make you more aware of what your patients and/or future patients might be going through? Did it provide you with any useful tools or questions that you may utilize within your practice when dealing with end of life care? Did it shift any of your previous thoughts with regards to end of life conversations or advance care planning?

**Movie/Book/Song Critique (20 points)**

Select a movie, book, or song that engages with the theme of death and dying – and centered on issues that have been brought up in class.

Utilizing classroom discussions, the textbook, and external sources, please address the following points:

1. **Provide a synopsis of the film or book**. Please do not provide an in-depth, scene by scene, description but rather concentrate on the plot points and context that is relevant to issues pertaining to death and dying. You want to draw on what is critically relevant and what will inform your analysis.

2. **Define what issue is being discussed** – is this, for example, an end-of-life scenario, pediatric hospice, cultural funeral rites of passage, or intervention or treatment plans. Provide a brief description of the central issue in the movie. The central issue cannot be death and dying but has to be more specific on what sub-issue this entails.

3. **Critically engage with a discussion on**: (1) how death (or grief/loss) is reflected, (2) lessons taught regarding death, life, and love, (4) specific cultural or historical identifiers, (5) if any interventions or therapies were utilized to assist in the death and dying process or with respect to grief and bereavement; (6) if it was - how the healthcare system is represented (6) social work implications for your own practice and advocacy work in the field of death and dying.

- This paper is to be 5-7 pages double spaced utilizing APA 6th edition formatting. Please consider the use of in-text citations, a relevant and recent reference list, and the utilization of sub-sections to clarify your points.
- Please have all selections approved by the instructor prior to writing the paper. Please submit these at least a week in advance of the assignment's due date.
- If you would like to have an outline reviewed for feedback, please provide this to the professor at least 2 weeks prior to the assignment due date.

**Canvas Video (20 points)**

**15 points**: The goal of this assignment is to select one of your assignments - either the cultural reflection, the Thinking Ahead and obituary, or movie/book/son critique - and create a 5 minute video that discusses what you wrote on, your reflections on the piece and a current research paper or news article that speaks to the issue.
Then, submit this video to Canvas. This assignment will attempt to meet diverse learning needs and styles – so you can present a PowerPoint presentation, a poem or song, just read a script, or just talk. This can be as creative as you wish or, if you prefer, you can present in line with traditional classroom etiquette in terms of the use of slides and videos.

This assignment is due at the end of the semester so you do not have to complete it at the same time as you complete the assignment unless you wish to. Having the opportunity to present the video later might provide you with a chance to talk about some of the instructor's feedback or comments you may have missed.

5 points: Each student is required to respond to at least one student's video with a thoughtful response on what was learned or what can be taken away from the presentation. The response should be roughly 7-10 sentences (much like a paragraph) or longer.

**Assignment Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>values/attitudes papers</td>
<td>10 (5 each)</td>
</tr>
<tr>
<td>Cultural reflection</td>
<td>20</td>
</tr>
<tr>
<td>Obituary &amp; Advance Directive</td>
<td>20</td>
</tr>
<tr>
<td>Movie/Book Critique</td>
<td>20</td>
</tr>
<tr>
<td>Canvas Video</td>
<td>20</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

it is the student's responsibility to come to class ready to participate and prepared for the week's lecture and classroom discussion. Attendance does not only include being on time and attending class but it also involves contributing to conversations, providing feedback, and engaging with the rest of your cohort. Participation can also include contributing to discussion boards on canvas, posting interesting articles, and asking insightful questions. Your participation in class discussions is not only helpful for your own learning, processing and understanding, but it is also meaningful for your classmates. Through dialogue, we learn from each other.

Please note that if you have to miss class, you must inform your instructor prior to the start of class. Missing more than two class periods during the semester will subject the student's grade to be decreased by 2 points per absence.

Participation is worth 10 points of your final grade.
G. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>values/attitudes papers</td>
<td>10 (5 each)</td>
</tr>
<tr>
<td>Cultural reflection</td>
<td>20</td>
</tr>
<tr>
<td>Obituary &amp; Advance Directive</td>
<td>20</td>
</tr>
<tr>
<td>Movie/Book Critique</td>
<td>20</td>
</tr>
<tr>
<td>Canvas Video</td>
<td>20</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</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.

H. Make-Up Exams

There will be no final exams in this class. All assignments are due at the start of class. If assignments are late, 2 points will be deducted per day that the assignment is late. If, for any reason, a student requires an extension, this has to be requested well in advance of the assignment due date and with the instructor's permission and at the instructor's will. The instructor has the option to refuse this request.

If the student is going to be late to class or miss class for any reason, the assignment should be emailed to the instructor prior to the start of class. An absence or lateness does not excuse the paper being late.

I. Course Schedule

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATE</th>
<th>CONTENT</th>
<th>READINGS/ASSIGMENTS</th>
</tr>
</thead>
</table>
| Module 1 | 01/22 | · Review Syllabus  
· Awareness and attitudes towards death | The Last Dance: Chapter 1 |
| Module 2 | 01/29 | · Death across the life span  
· Teachable moments | The Last Dance: Chapter 2  
**Due: Values & Attitudes** |
| Module 3 | 02/05 | · Historical and sociocultural perspectives | The Last Dance: Chapter 3 |
| Module 4 | 02/12 | · Death systems: Mortality and Society  
· Defining death  
· Determination of death | The Last Dance: Chapter 4 |
| Module 5 | 02/19 | · Healthcare: Patients, staff and institutions  
· Caregiving and caregiver burden  
· Hospice, palliative, elder care | The Last Dance: Chapter 5  
**Due: Cultural Reflection** |
| Module 6 | 02/26 | · End of life issues and decisions  
· Advance Care Planning  
· Medical Aid in Dying and Euthanasia  
· Medical Ethics | The Last Dance: Chapter 6 |
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.

O. Drop Policy

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

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

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

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

Q. Non-Discrimination Policy

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

R. Title IX Policy

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

S. Academic Integrity

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

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

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

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/
T. Electronic Communication

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

U. Campus Carry

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

V. Student Feedback Survey

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

W. Final Review Week

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