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

Examines major themes in disability and social work. Topics include basic understandings of disability, lived experiences of people with disabilities, legal and policy perspectives, working with adults and children with a variety of disabilities, history of disability policy and disability rights, disability advocacy, and resources in the community, among others. Offered as DS 3312 and SOCW 3312; credit will only be granted in one department.

C. Student Learning Outcomes

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Specifically, while this course addresses competencies 1, 2, 3, and 6, it mainly focuses on 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.

**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

**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.

**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.

**D. Required Textbooks and Other Course Materials**

D. Required Textbook and other Course Materials:


**E. Additional Recommended Textbooks and Other Course Materials**

Supplied via Learning Management System.

**F. Descriptions of Major Assignments and Examinations**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes (Self-Assessments)</td>
<td>must complete for participation points. (10 points)</td>
<td>Sunday 11:59PM CST</td>
</tr>
<tr>
<td>Discussion Board (8)</td>
<td>18 points (1.5 points)</td>
<td>Sunday 11:59PM CST</td>
</tr>
<tr>
<td>Midterm</td>
<td>16 points</td>
<td>March 14</td>
</tr>
<tr>
<td>Interview Paper</td>
<td>16 points</td>
<td>April 4</td>
</tr>
<tr>
<td>Presentation</td>
<td>20 points</td>
<td>April 25</td>
</tr>
<tr>
<td>Reflective Journal (2)</td>
<td>20 points (10pts each)</td>
<td>January 31, &amp; May 9</td>
</tr>
</tbody>
</table>
Total: 100 points

Reading Quizzes:

- The quizzes will act as participation and reviewing the concepts of the reading of the week. The quizzes will be taken each class as listed on the syllabus. *Addresses Competencies: 1, 2, 3, 4, 5, & 6.*

Discussion Boards:

- The discussion boards are due on Sunday at 11:59pm CT; due dates are listed on the calendar below as to when they are due. Each student needs to complete one original post of at least 250 words and two responses to classmates in the class of at least 100 words each. Discussion boards will open on Monday and need to be completed by Sunday at 11:59pm CT. *Address Competencies: 1, 2, 3, 5, & 6.*

Reflective Journal:

- *Reflective Journal 1:* Describe your perspective of disability in your personal life or in
- *Reflective Journal 2:* Integrate analysis of the course content and personal experience, what have you learned over the course of this semester that you will use in working with individuals with a disability? *Addresses Competencies: 1, 2, 4 & 5.*

Reflective Journal Rubric: #1

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow APA guidelines / Grammar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Discuss the experience:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happened? What did you observe? How has this experience impacted you?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Explain your experience using one or more of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory of Disability</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Legal and Policy Perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inequality, Oppression, and Disability Perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Future Plans/Self Reflection:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What have you learned? What can you take with you in the future in working with people with disabilities?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Reflective Journal Rubric: #2

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow APA guidelines / Grammar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Used at least 3 journal articles or scholarly sources</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Discuss the experience:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happened? What did you observe? How has this experience impacted you?</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td><strong>Explain your experience using one or more of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory of Disability</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Legal and Policy Perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inequality, Oppression, and Disability Perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Future Plans/Self Reflection:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What have you learned? What can you take with you in the future in working with people with disabilities?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Points: 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interview Paper:

Part 1. Interview someone with a disability (intellectual or physical). If you have a disability, you must interview someone with a different disability other than your own. For example, if you have a physical disability, interview someone with an intellectual disability. The paper summarizing the interview must be at least 3 pages long. *Addresses Competencies: 1, 2, 5, 6, & 7.*

Sample questions for the interview:

1. What is your disability?
2. How does the disability impact your daily life?
3. What are the biggest challenges you face as an individual with a disability?
4. What, if anything, would you change about your disability?
5. What would you want to share with others, if ever in your same situation?
6. What do you wish social workers knew about assisting you in regard to your disability?
7. Is there anything else you would like to share as an individual with a disability to others who may be assisting you with future needs?

Part 2. Summarize the interviewee’s experiences. Analyze what you have learned from this interview using one of the theories presented in the textbook.

Interview Paper Rubric:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow APA guidelines / Grammar</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Summarize and Discuss the interview - I do not want the questions and answers. I want you to summarize the interview and what you have learned. 4

Analyze what you have learned using one of the theories/models presented in the textbook. 4

Analyze the person’s experience from a policy perspective using the textbook and ADA materials covered in class as a guide:
- Is ADA sufficient?
- What could be improved related to the policy?
- What could be improved related to the policy’s implementation? 4

Future Plans/Self Reflection: What have you learned? What can you take with you in the future in working with people with disabilities? 2

Total Points: 16

Presentation

You will record a 3:00-5:00 minute presentation about the disability of choice. It could be a Powerpoint, YouTube video, or other presentation platform. You must be speaking in the video. Please provide a transcript of what is spoken in the video. My suggestion would be to use Canvas Studio located on the blue menu on the left. It will help you make closed captioning. Also, you must include a reference page meeting APA standards. Make sure to cite your images in your presentation. For a YouTube, you can include the references in the description of the video.

You will review 2 peer presentations. (Total of 4 points) The peer evaluations rubric is attached to this announcement and will be posted. You will have to turn in presentation evaluation for 2 peers into the assignment. Review peers that do not have the same topic as you. Learn more about different disabilities. Addresses Competencies: 1, 2, 3, 4, 5, 6, & 7.

Points: 16 for presentation; 4 points for peer reviews

Integrate what you have learned throughout this course and how it applies to the topic:

- Elements that need to be covered:
- Disability and definition
- % of individuals impacted by disability
- Describe the disability across the lifespan and issues to be aware of at different periods of times (*look at each week’s topic)
- Policies/Legislation impacting the topic
- What type of accommodations may be needed from a social work perspective to help this type of client?
- 3 Specific resources in the community for that type of disability

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.

You must login to the course and complete assignments on-time.

**H. Grading**

No late work will be accepted. If you feel like you are not going to be able to turn in an assignment on time for whatever reason, you must communicate before the due date.

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**

Proper documentation is required to make-up exams. For instance, doctor's notes.

**J. Course Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings and Assignment</th>
<th>DUE by 11:59pm CST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: January 19</td>
<td><strong>Topic:</strong> Syllabus, Course Overview, What is Disability? Understanding Disability in the US</td>
<td><strong>Post to the Introduction Discussion Board 1</strong></td>
<td>January 24: DB1</td>
</tr>
</tbody>
</table>
| 2: January 25 | **Topic:** Lived Experience of Impairment, Disability & Social Work | **Reading:** Simcock & Castle (2016). Chapter 1 pg. 6-12.  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3: February 1</td>
<td><strong>Topic:</strong> Theories &amp; Models of Disability</td>
<td><strong>Reading:</strong> Simcock &amp; Castle (2016). Chapter 2 pg. 13-32. <strong>Reading Quiz #2; Discussion Board 2</strong></td>
<td>Feb. 7: DB 2 &amp; Quiz 2</td>
</tr>
<tr>
<td>4: February 8</td>
<td><strong>Topic:</strong> Disability from a Life Course Perspective</td>
<td><strong>Reading:</strong> Simcock &amp; Castle (2016). Chapter 3 pg. 33-53 <strong>Reading Quiz #3; Discussion Board 3</strong></td>
<td>Feb. 14: DB 3 &amp; Quiz 3</td>
</tr>
</tbody>
</table>
| 7: March 1 | **Topic:** Advocacy  
**Movie:** Best of Men | **Reading**  
<p>| 8: March 8 | <strong>Topic:</strong> Disability &amp; Diversity | <strong>Reading:</strong> Simcock &amp; Castle (2016). Chapter 6 pg. 91-103. <strong>Assignment: Midterm</strong> | March 14: Midterm |
| 9: Spring Vacation | | | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 March 29</td>
<td>Working with Children with Disabilities</td>
<td>Reading: Simcock &amp; Castle (2016). Chapter 8 pg. 118-139. Assignment: Interview; Reading Quiz #8</td>
<td>April 4: Interview &amp; Quiz 8</td>
<td></td>
</tr>
<tr>
<td>15: April 26</td>
<td>Universal Design</td>
<td>Reading: Module video and web links</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16: May 3</td>
<td>Resources in the Community Wrap up &amp; Future Plans</td>
<td>Assignment: Reflective Journal #2</td>
<td>May 9: Reflective Journal #2</td>
<td></td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

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

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

**L. Grade Grievances**


**M. Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).
The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) 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

### 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/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
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.