



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Summer 11-week 2016

Course Title: Social Work Research Methods

Course Prefix/Number/Section: SOCW 3305-002/003

Instructor Name: Donna Schuman, LCSW

Faculty Position: Adjunct

Faculty Profile: N/A

Office Number: 817-272-3181 (main office)

Phone Number: N/A

Email Address: donna.schuman@mavs.uta.edu

Office Hours: by appointment

Day and Time of Class (if applicable): Online

Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.
Blackboard: <https://elearn.uta.edu/webapps/login/>

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings)

This course is designed to provide students with the fundamental skills to understand, use, and conduct research to advance the knowledge base of the social work profession and assess the effectiveness of social work interventions in generalist social work practice. The course addresses elements of the research process, quantitative and qualitative methods, research ethics, and approaches to data analysis. Particular attention will be given to the role of research with populations-at-risk, social and economic justice, and cultural diversity. Prerequisite: SOCW 2311; SOCW 3325 OR SOCI 3352, or permission of the instructor.

B. Measurable Student Learning Outcomes

Section 2.1.3 Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (Relevant assignments: Article Critiques, Research Proposal Paper)
2. Analyze models of assessment, prevention, intervention, and evaluation. (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)

Section 2.1.6 Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

1. Use practice experience to inform scientific inquiry and (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)
2. Use research evidence to inform practice. (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)

Student Learning Outcomes

1. Identify elements of an evidence-based practice model, the research process and social work research methods with application to the process of evidence-based practice and evaluation of social work practice and programs.
2. Use and critically examine existing literature with emphasis on issues regarding cultural diversity, gender, sexual orientation, and sensitive topics (i.e., social and economic justice, oppression, and populations at risk).
3. Apply relevant social, cultural, economic and other diversity factors in the selection of topics, the methods employed, the nature of analysis, and the conclusions drawn in the research endeavor.
4. Apply scientific methods to issues of concern for social workers, including how to formulate meaningful research questions, select appropriate research designs, develop and employ basic methods of data collection and conduct quantitative and qualitative analysis.
5. Use empirical studies as a knowledge base to support professional interventions and decisions for the enhancement of client well-being.
6. Interpret statistical concepts and present results as they apply to social work.

C. Required Text(s) and Other Course Materials

Maschi, T., & Youdin, R. (2012). *Social worker as researcher: Integrating research with advocacy*.

D. Additional Recommended Text(s) and Other Course Materials

Trochim, W.M. (2006). *The Research Methods Knowledge Base* (2nd ed.). Retrieved from <http://www.socialresearchmethods.net/kb/>

E. Major Course Assignments & Examinations

1. **Plagiarism Tutorial** (15 points). This tutorial is designed to make you aware of what constitutes plagiarism. Completion of the tutorial will assist you in avoiding plagiarism in your papers for this class and others. Your name must be on the certificate.
 - a. Complete the tutorial available at <http://library.uta.edu/plagiarism/index.html>.
 - b. Then, complete the quiz at the end of the tutorial.
 - c. Upload the certificate in the space provided in Blackboard so your grade will automatically be recorded. Emailing it to your professor requires the grade be entered manually.
2. **Human Subjects Training** (20 points). This training is offered by the University of Texas at Arlington's Institutional Review Board. It is required of all faculty and students who conduct research at the university. It will assist you in understanding research ethics and in preparing for the Ethics Quiz. Complete the training at <http://www.uta.edu/ra/oric/training> and then upload the certificate in the space provided in Blackboard under Course Materials so your grade will be automatically recorded.
3. **Ethics Quiz** (50 points). The quiz is designed to test your knowledge of the material presented in your reading assignments and lecture on research ethics. Refer to the Course Calendar in this document for date. (Learning Outcomes 1, 3, 4)
4. **Article Critiques (Quizzes)** (50 points each). The instructor will assign a quantitative and a qualitative

empirical article that address the same topic. In each of these quizzes, read questions carefully. Refer to the Course Calendar in this document for dates. Quiz on Blackboard. Access quiz feedback in Blackboard. (Learning Outcomes 1-5)

5. Research Proposal (Part 1 & Part 2, 105 points). Students will develop a research question or hypothesis and propose a mixed methods (i.e. qualitative and quantitative) research study to answer the research question. This proposal will be submitted in two parts, outlined below. The first part of the proposal is to follow APA style. Text citations and reference lists must be in correct APA (6th ed.) format. There are useful websites for assistance with APA in the rubrics provided for the papers. ONLY use these websites; the professor does not approve of other websites nor of computer programs which automatically construct citations for you. These usually have errors. The websites on the rubrics are hand-picked by the professor and match her grading criteria. All sentences should be carefully comprised of a student's own words. Ideas, information, and concepts that originated from any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline. If you are not sure when to cite something, visit the website on the rubric about when to cite. Assignments should be carefully proofed for spelling and grammar. You will receive an email notifying you when the respective papers are graded so that you can access feedback on your papers. Feedback will be provided using rubric in Blackboard.

It is recommended that you check the rubrics at the end of this syllabus before turning in your paper to ensure you have covered all areas. (Learning Outcomes 1-4)

Part 1 of Proposal: Literature Review and Purpose Statement (50 pts). In this paper, you should:

1. Select a topic of interest to you. You could start with a particular population, setting or presenting issue and then identify an issue of interest to be researched related to that. As you read the related literature on the topic, a research question should emerge for you. One area where research questions often emerge is in the Discussion section of journal articles where researchers will identify future research needed. If you are unsure of a topic, please email the instructor for suggestions.

2. Use the following headings (more may be added but these are the minimum):

- Current Knowledge of the Problem
- Problem or Purpose Statement
- Ethical Issues
- Relevance to Social Work Practice

3. Summarize existing knowledge on the topic; your 10 journal articles apply to this portion of the paper.

4. Present a purpose statement following the guidelines for properly stated problem statements given in the relevant powerpoint available in the "Course materials" area.

5. Discuss possible Ethical Issues that might arise when conducting research on this topic: What are the possible ethical issues [based on the code of ethics and the IRB regulations discussed in book and powerpoints] you think you might encounter with your study? Is the population you chose considered vulnerable by IRB regulation? Will the study be anonymous or confidential? Is assent required? Is informed consent required? Might mandatory reporting come into play with keeping confidentiality? (Be sure to cite the NASW code of ethics and, if applicable, article by Malone available in respective Module on ethics in "Course materials").

6. Identify what the proposed study would contribute to the current understanding of the issue.

7. Explain why the proposed study is important to the field of social work.

8. To a certain extent, length varies related to the topic you choose and your personal writing style. A good strategy is to ensure you cover the items listed in both rubrics provided in the syllabus. Typical papers in past semesters have ranged from 10-15 pages.

9. You should reference at least 10 journal articles (make sure you have at least two quantitative and two qualitative studies). Websites, magazines, and newspapers do not count as journal articles. If you go to "Student Resources" in our course and the rubric for the paper later in this document, you will see websites to help you find journal articles. Instructions for limiting your search are included there.

10. Check the rubric at the end of this syllabus to ensure you've included everything! Websites given in the rubric are good "checks" for different aspects of your paper. For example, the website given for the reference page will help you identify errors in your reference page and prevent you from losing points.

Part 2 of Proposal (Research Design) (55 pts.).

This portion of the research proposal will be completed using the template at the end of this syllabus designed to guide you in mapping out a mixed methods (quantitative and qualitative) study on your topic. You will provide the answers to these questions in Blackboard through a quiz. The quiz will be in the "Course Materials" area of Blackboard in the Module for the week it is due. Questions that will be covered include:

1. What will be your sampling plan? (Probability or non-probability? Which strategy?)
2. How will you find participants? (Is there a sampling frame readily available?)
3. How will you gather quantitative and qualitative data? Please give sufficient detail so I know what your study would entail. (Quantitative Hints: Will you conduct a survey? Use secondary data? Evaluate an intervention?; Qualitative Hints: Will you use phenomenology with interviews? Ethnography with participant observation? Historical Research with content analysis?)
4. How will you demonstrate trustworthiness of your research design?
 - Quantitative: Assessment of Internal and External Validity: Discuss EACH threat and why you think it is or isn't present in your study.
 - Qualitative: Describe the credibility of your study focusing on Patton's three major things that a researcher can do to enhance the credibility from the chapter "Enhancing Credibility of Qualitative Research" available in the respective module folder in "Course materials". These include rigorous methods (be sure to discuss four types of triangulation), demonstrating credibility of the researcher (discuss your own credibility), and demonstrating understanding of and commitment to the qualitative method chosen (discuss why you think there should be a qualitative study of your topic).

Note: You will not be conducting a research study! You will only be telling me how you would do so using both quantitative and qualitative methods. After you receive feedback, you may make suggested corrections for UP TO a one letter grade increase, depending on the quality of the corrections made.

5. Final Exam (30 points). The exam will be open book and timed. Refer to the Course Calendar in this document for date.

6. Optional Extra Credit Films. You can view one or both of the following films (available on DVD) and upload a one paragraph film critique and comments on ethical issues in Blackboard for up to 10 points (each), added to your final total:

- a. Michael Almereyda's *Experimenter* (2015), which stars Peter Sarsgaard as Milgrim

b. Kyle Patrick Alvarez's *The Stanford Prison Experiment* (2015), which stars Billy Crudup as Zimbardo.

F. Grading Policy

Assignment	Point Value
Plagiarism Tutorial	15
Human Subjects Training	20
Ethics Quiz	50
Article Quizzes (2 @50 points each)	100
Research Proposal, Part 1	50
Research Proposal, Part 2	55
Final Exam	30
Optional Extra Credit Films (@ 10 each)	20
Total Points (excluding extra credit)	320

The following # of points corresponds to the adjacent letter grade:

A = 288-320 = Unusually good and outstanding performance; excellent

B = 255-287 = Very good performance; exceeds the acceptable standard

C = 222-254 = Adequate performance; meets the acceptable standard

D = 189-221 = Barely adequate performance

F = 188 and below = Unacceptable performance

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.

G. Make-Up Exam or Assignment Policy

Make-up exams/quizzes will only be permitted in extreme circumstances. All assignments must be turned into SafeAssign in BlackBoard on the scheduled due date by 11:59 PM CST. Late assignments will be assigned a five (5) point penalty for each day late.

H. Attendance Policy

At The University of Texas at Arlington, taking attendance is not required. Rather, 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. As the instructor of this section,

Participation is considered a crucial aspect of learning course material, and is a critical component of online classes. Attendance in online classes is determined by full completion of the assigned activities before the next scheduled online class.

I. Course Schedule:

Reading: Maschi & Youdin, Ch. 5 -Online Textbook Design (and the linked sections):

<http://www.socialresearchmethods.net/kb/design.php> Analysis (and the linked sections):

Jun 6	1	Social Work Research and Evaluation: Foundations in Human Rights	<p>Required Readings:</p> <p>Maschi & Youdin, CH 1 -Online Textbook (Trochim)</p> <p>Language of Research (and the linked sections): http://www.socialresearchmethods.net/kb/language.php Philosophy of Research (and the linked sections): http://www.socialresearchmethods.net/kb/philosophy.php Assignments:</p> <p>Post an introduction and a picture on Introduction Forum in Blackboard; Post any syllabus questions on Syllabus thread.</p> <p>Accompanying journal articles, web links, and videos will be posted each week on Blackboard under the weekly lesson plan. Hint: Just follow the Weekly Lesson Plans in Blackboard under Course Materials tab.</p>
Jun 13	2	The Value of Values and Ethics in Social Work Research and Evaluation Plagiarism Tutorial and Human Subject Training Due; Certificates due by 6/13/16, 11:59pm (upload on Blackboard; Your name must be on the certificate with a current date for credit)	<p>Reading: Maschi & Youdin, Ch. 2</p> <p>-Online Textbook Ethics:</p> <p>http://www.socialresearchmethods.net/kb/ethics.php</p> <p>-Malone, S. (2003). Ethics at home: Informed consent in your own backyard. International Journal of Qualitative Studies in Education, 16(6), 797-815</p> <p>Ethics Quiz posted on Blackboard and open one week.</p>
Jun 20	3	Problem Solving, Critical Thinking, and Evidence Based Practice & Problem Formulation: From Conceptualization To Operationalization Ethics Quiz (on Blackboard) due by 6/20/16, 11:59 pm.	<p>Reading: Maschi & Youdin, Ch. 3-4</p> <p>Online Textbook</p> <p>Conceptualizing (and the linked sections): http://www.socialresearchmethods.net/kb/resprob.php Measurement (and the linked sections): http://www.socialresearchmethods.net/kb/measure.php Accompanying webpages and videos linked in Week 3 Lesson Plan on Blackboard.</p> <p>How to find Journal Articles</p> <p>http://www.uta.edu/faculty/frierson/findingPeerReviewed/ http://ask.uta.edu/a.php?qid=62976 http://ask.uta.edu/a.php?qid=37751 http://libraries.uta.edu/video/instruction/pr/intro.htm</p>

Jun 27	4	The Literature as Source Evidence: From Search To Appraisal	<p>Reading: Maschi & Youdin, Ch. 5</p> <p>-Online Textbook Design (and the linked sections):</p> <p>http://www.socialresearchmethods.net/kb/design.php Analysis (and the linked sections):</p> <p>http://www.socialresearchmethods.net/kb/analysis.php</p>
Jul 4	5	July 4th Holiday	Enjoy your holiday!
Jul 11	6	<p>Sampling In Evidence-Based Practice Research</p> <p>Research Proposal Paper Part 1 Due, 7/11/16, 11:59pm (50 points) Use the rubric as a checklist for your paper before you submit in Blackboard. Visit websites on rubric to ensure you have formatted correctly per APA guidelines.</p>	<p>Reading: Maschi & Youdin, Ch. 6</p> <p>Sampling (and the linked sections):</p> <p>http://www.socialresearchmethods.net/kb/sampling.php</p> <p>Use the Part 1 rubric below as a checklist for your paper before you submit in Blackboard. Visit websites on rubric to ensure you have formatted correctly per APA guidelines.</p>
Jul 18	7	Tapping the Scientist Within: Quantitative Research Methods for Social Work	<p>Reading: Maschi & Youdin, Ch. 7</p> <p>Read article assigned for quantitative critique and complete quiz: Feigelman, B., & Feigelman, W. (2011). Suicide survivor support groups: Comings and goings, Part I. Illness, Crisis, & Loss, 19, 57-71. Quantitative Critique Quiz open on Blackboard and due by next week.</p>
Jul 25	8	<p>Causation-Experimental, QuasiExperimental, and Non-Experimental Designs & Tapping the Evidence-Based Practitioner Within: Single Subject Design</p> <p>Quantitative Article Critique Quiz Due (upload to Blackboard; due by 7/25/16, 11:59pm), 50 points</p>	<p>Reading: Maschi & Youdin, Ch. 8-9</p> <p>-Online Textbook Design (and the linked sections):</p> <p>http://www.socialresearchmethods.net/kb/design.php</p> <p>http://www.socialresearchmethods.net/kb/analysis.php</p>

Aug 1	9	The Qualitative Approach: Tapping the Artist and Scientist Within	Reading: Maschi & Youdin, Ch. 10 Online Textbook Qualitative Research: http://www.socialresearchmethods.net/kb/qual.php http://www.socialresearchmethods.net/kb/qualdeb.php http://www.socialresearchmethods.net/kb/qualdata.php http://www.socialresearchmethods.net/kb/qualapp.php http://www.socialresearchmethods.net/kb/qualmeth.php http://www.socialresearchmethods.net/kb/qualval.php -Patton, M. (1990). Enhancing the quality and credibility of qualitative analysis. In Patton, M. (Ed.). (1990). Qualitative evaluation and research methods. London: Sage. Read article assigned for qualitative critique (will be available in Blackboard,): Feigelman, B., & Feigelman, W. (2011). Suicide survivor support groups: Comings and goings, Part II. Illness, Crisis, & Loss, 19, 165-185. Qualitative Critique Quiz open on Blackboard and due by next week. Research Proposal, Part 2, open on Blackboard and due by next week.		
Aug 8	10	Evaluation as a Theory of Change & Writing for a Change and Other Advocacy Tips Qualitative Article Critique Quiz Due (upload to Blackboard; due by 8/8/16, 11:59pm), 50 points Research Proposal Part 2 Due , on Blackboard, due by 8/8/16, 11:59pm (55 points)	Reading: Maschi & Youdin, Ch. 11-12 Online Textbook Evaluation (and the linked sections): http://www.socialresearchmethods.net/kb/evaluation.php Final Exam Review posted on Blackboard.		
Aug 15	11	Final Exam on Blackboard	Final Exam, timed (3 hours), open book and notes, on Blackboard under Final Exam Tab		
Part 1 Proposal Rubric			Points Possible	Points Earned	

<p>Follows APA Rules (Websites are provided for each bullet for assistance):</p> <ul style="list-style-type: none"> • Margins, page numbers, and font (1 point): http://owl.english.purdue.edu/owl/resource/560/01/ • Cover Page, running head (1 point): http://owl.english.purdue.edu/owl/resource/560/01/ • Formatting of Headings (1 point): https://owl.english.purdue.edu/owl/resource/560/16/ • Citations (in-text and reference page) (3 points): • When to cite: http://library.uta.edu/plagiarism/ • In-text: • https://owl.english.purdue.edu/owl/resource/560/02/ • http://owl.english.purdue.edu/owl/resource/560/03/ • Reference page (print resources): • https://owl.english.purdue.edu/owl/resource/560/05/ • https://owl.english.purdue.edu/owl/resource/560/06/ • https://owl.english.purdue.edu/owl/resource/560/07/ • https://owl.english.purdue.edu/owl/resource/560/08/ • https://owl.english.purdue.edu/owl/resource/560/09/ • Reference page (electronic and other non-print resources): • http://owl.english.purdue.edu/owl/resource/560/10/ • https://owl.english.purdue.edu/owl/resource/560/11/ • Properly formatted quotations where applicable: http://owl.english.purdue.edu/owl/resource/560/02/ 	6	
<p>Headings Used:</p> <p>Current Knowledge of the Problem</p> <p>Problem or Purpose Statement</p> <p>Ethical Issues</p> <p>Relevance to Social Work Practice</p>	1	
<p>Grammar, Usage, and Writing Style</p> <ul style="list-style-type: none"> • Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs • Is concise & clear; uses terms correctly; good word choice • Does not overuse quotations (for a guide: https://owl.english.purdue.edu/owl/resource/563/01/) • Uses proper sentence structure and length with correct punctuation, especially commas & apostrophes • Uses correct grammar/ spelling; writing is free of typos • Introduces acronyms correctly (e.g., spells out the acronym the first time it is mentioned in the paper) 	2	
<p>Current Knowledge of the Problem: Was existing knowledge on the topic extensively discussed based on the literature (10 required journal articles and other sources)?</p>	10	
<p>Properly States Problem Statement (as explained in respective module) (2 points per each bullet below):</p> <ul style="list-style-type: none"> • Was it stated in simplest form? • Were variables being investigated identified? • Was the relationship between variables of investigation indicated? 	6	
<p>Ethics (2 points for each bullet below):</p> <ul style="list-style-type: none"> • Were possible ethical issues that might arise when conducting research on this topic discussed? • Were both the IRB regulations and NASW code of ethics discussed in relation to these issues? • Is the population you chose considered vulnerable by IRB regulation? • Will the study be anonymous or confidential? • Is assent required? Is informed consent required? • Might mandatory reporting come into play with keeping confidentiality? 	14	

Relevance to Social Work Practice (See respective module) (1 point per each bullet below): · Did student identify what the proposed study would contribute to the current understanding of the issue? · Was an explanation provided of why the proposed study is important to the field of social work? · Did this explanation include a description of a social worker's typical role with clients experiencing this issue?	6	
Uses At Least 10 Journal Articles Go to these websites for help in finding journal articles suitable for your paper. · http://www.uta.edu/faculty/frierson/findingPeerReviewed/ · http://ask.uta.edu/a.php?qid=62976 · http://ask.uta.edu/a.php?qid=37751 · http://libraries.uta.edu/video/instruction/pr/intro.htm	5	
Total	50	

RUBRIC and Template: 2nd portion of proposal (To be completed through a quiz in Blackboard in respective Module)

Research Design

	Quantitative Design	Qualitative Design
Type of Study (3 pts)	<>	
Desired Sample Size (2 pts)	<>	<>
Accessible population (2 pts)	<>	<< Where will you draw your sample from?>>
Sampling Plan (4 pts)	<>	<>
Data Collection (10 pts)	<>	<>
Design (6 pts)	<< What is your design? (e.g., Experimental? Quasi-Experimental? Why/How?) (Refer to Design portion of Online Book and the linked sections: http://www.socialresearchmethods.net/kb/design.php)>>	<>
Trustworthiness of the Design (28 pts)	>	>
Total (55 pts)		

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 Grievance Policy

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources

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 self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-2-3-TALK or visit <http://www.suicidepreventionlifeline.org/> for a live chat. 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 John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: **(817) 675-8962**, 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://www.uta.edu/library/help/subject-librarians.php>
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
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://wweb.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)**. 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.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX

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. For information regarding Title IX, visit www.uta.edu/titleIX.

R. Academic Integrity

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

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

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

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) 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.

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after

graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

T. Student Feedback Survey

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. Final Review Week

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. 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.