



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2017

Course Title: Research and Evaluation Methods I

Course Prefix/Number/Section: SOCW 5308 (formerly SOCW 5322)-004

Instructor Name: Ly-Huong Barrett, LMSW, JD

Faculty Position: Adjunct

Faculty Profile: N/A

Office Number: N/A

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Email Address: lyhuong.barrett@uta.edu

Office Hours: By appointment only.

Day and Time of Class (if applicable): 8:00 A.M - 10:50 A.M.

Location: University Hall, Rm 321

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

A. Description of Course Content

This course is designed to provide students with an understanding of and ability to use the evidence-informed practice process to identify, analyze and apply evidence-informed interventions. Students will be able to comprehend both quantitative and qualitative research and to synthesize strengths and weaknesses of the social work literature. Students will be able to synthesize and evaluate research in terms of its content, quality, and applicability to clients. Students will understand scientific and ethical approaches to building knowledge to apply to and evaluate the impact of interventions on clients or clients' presenting problems.

B. 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 (Relevant assignments: Article Critiques, Research Proposal Paper)
2. Analyze models of assessment, prevention, intervention, and (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 Textbooks and Other Course Materials

Engel, R. J., & Schutt, R. K. (2014). *Fundamentals of social work research* (2nd ed.). Thousand Oaks, CA: Sage Publications.

D. Additional Recommended Textbooks and Other Course Materials

Rubin, A., & Babbie, E. (2013). *Research methods for social work* (8th ed.). Belmont, CA: Thomson Brooks/Cole.

E. Descriptions of Major Assignments and Examinations

Plagiarism Tutorial (50 points): This tutorial is designed to make you aware of what constitutes plagiarism. This will assist you in avoiding plagiarism in your papers for this class and others.

1. Complete the tutorial available at <http://library.uta.edu/plagiarism/index.html>.
2. Then, complete the quiz at the end of the tutorial.
3. The tutorial provides you with an option to email your certificate to your instructor. Please upload the certificate in Blackboard by the due date.

IRB Human Subjects Training (50 points): Social sciences research generally includes data obtained through the use of human subjects. Due to the sensitivity of this issue, all human subjects research conducted at the University must be approved by the school's Institutional Review Board (IRB) before beginning. The major goals of the IRB are to minimize the risk to human subjects (beneficence); ensure all subjects consent and are fully informed about the research and any risks (autonomy); and promote equity in human subjects research (justice). Therefore, this course requires students to take the human subjects protection course. Complete the training at <http://www.uta.edu/ra/oric/training> and then upload the certificate in Blackboard by the due date.

Weekly Quizzes/Discussions Covering Assigned Readings (180 points): Students are expected to come to class prepared to discuss the reading materials. In general, I will not be lecturing the materials, but will participate in the discussions with you.

You will come to class with **two** well thought out (typewritten) questions, and your answers, per chapter read as detailed in the class outline. Your questions and answers will also be submitted on Blackboard and due on Monday at 11:59pm prior to the beginning of class on Tuesday. The questions will come directly from the assigned readings. One of the most important skills in research is the formulation of questions. Your questions should be open ended and offer the group an opportunity to thoughtfully discuss the reading material. Questions should not be closed questions and should not be detail based (i.e. questions about definitions or lists of items from a particular chapter) but should be open questions about the relevant theories, issues, or techniques associated with the research topics presented in the chapter. Questions should not be scenario based (presenting a hypothetical situation and asking "what would you do?").

Written questions for each reading will be worth up to 4 points each for a possible total of 80 points - 10 readings/2 questions each/4 points per question.

Each class discussion will be worth up to 10 points per chapter discussed for a total of 100 points possible - 10 readings/10 points per discussion: Each student will be asked to evaluate and assign themselves points for their level of participation in each discussion. There will be no make-ups for class discussion points missed.

Research Proposal. 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 instructor 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 instructor 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.

It is recommended that you check the rubrics provided on this syllabus before turning in your paper to ensure you have covered all areas.

1st Portion of Proposal: Literature Review and Purpose Statement (100 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.
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.
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] 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).

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 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. For assistance in finding journal articles, visit the Social Sciences/Social Work Resource Librarian, John Dillard (see Section M of syllabus for contact information). There are ways in the UTA academic databases to limit searches to journal articles. See also: <http://www.library.vanderbilt.edu/peabody/tutorials/scholarlyfree/>
10. Check the rubric on this syllabus to ensure you 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.

2nd Portion of Proposal (Research Design Table) (110 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 should fill in all cells of this template in the actual format of the template. **Papers written in paragraph form or otherwise not using the provided template will not be graded.** You may use “Save as” to save the template with another name. 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?
 1. Quantitative: Assessment of Internal and External Validity: Discuss **EACH threat** and why you think it is or isn't present in your study.
 2. 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**.

3rd Portion of Proposal - Presentation (75 points). On occasion, professional social workers present their work experience and research at local, state, and national conferences. On scheduled days, everyone will present approximately 20 minute presentations highlighting their research proposal. PowerPoint slides and handouts should be used to present your materials. Please submit an electronic copy of your presentation on Blackboard.

A list of references is essential to document the sources of information. Presentations will be graded by class participants in combination with me.

Extra Credit - (Maximum 30 points total)

Article Review. Utilize the optional reading materials provided on the syllabus or find a peer reviewed scholarly journal article related to research. Write a 2-4 page summary of the article's findings and the relevance to social work research. Use APA format. Each article examined is worth up to 15 pts.

In your article review, you will need to address the following areas:

- title, author, date, and source.
- a summary of the study.
- discuss the strengths and limitations.
- discuss your interpretation of the findings or conclusions.
- discuss how you would apply the findings of this research to your work with clients.
- discuss how and to what extent this research addresses issues of diversity and oppression (if at all).
- discuss what future research this might involve, preferably not already mentioned in the article.

****Please note:** The course instructor reserves the option to modify the course syllabus throughout the course by adding guest speakers, audio-visual media, instructional technology, or supplemental materials and/or modify assignments or make substitutions so long as course objectives are met and the overall grading criteria are maintained.

RUBRIC: 1st portion of proposal

Item	Points Possible	Points Earned
Follows APA Rules (Websites are provided for each bullet for assistance): <ul style="list-style-type: none">• Margins, page numbers, and font: http://owl.english.purdue.edu/owl/resource/560/01/• Cover Page, running head: http://owl.english.purdue.edu/owl/resource/560/01/• Formatting of Headings: http://owl.english.purdue.edu/owl/resource/560/16/n• Citations (in-text and reference page)<ul style="list-style-type: none">• When to cite: http://libraries.uta.edu/ebarker/flashPlag/• In-text: http://owl.english.purdue.edu/owl/resource/560/03/• Reference page: http://owl.english.purdue.edu/owl/resource/560/01/• Electronic resources: http://owl.english.purdue.edu/owl/resource/560/10/• Properly formatted quotations where applicable: http://owl.english.purdue.edu/owl/resource/560/02/	10	
Headings Used: Current Knowledge of the Problem Problem or Purpose Statement Ethical Issues Relevance to Social Work Practice	2	
Grammar, Usage, and Writing Style <ul style="list-style-type: none">• Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs• Is concise & clear; does not overuse quotations• Uses proper sentence structure, length with correct punctuation, especially commas & apostrophes• Uses correct grammar/ spelling/ no typos; uses terms correctly; good word choice• Introduces acronyms correctly (e.g. spells out the acronym the first time it is mentioned in the paper)	4	

Current Knowledge of the Problem: Was existing knowledge on the topic extensively discussed?	20	
Properly States Problem Statement: Was it stated in simplest form?; were variables being investigated identified?; was the relationship between variables of investigation indicated?	8	
Ethics: 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? (Be sure to cite the NASW code of ethics.)	30	
Relevance to Social Work Practice: 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?	16	
Uses At Least 10 Journal Articles	10	
Total	100	

RUBRIC and Template: 2nd portion of proposal

Research Design

	Quantitative Design	Qualitative Design
Type of Study (6 pts)	<<Is your study descriptive? Exploratory? Explanatory? A program evaluation? Explain why you think it is what you have identified.>>	
Desired Sample Size (4 pts)	<<How many people do you hope to participate in the quantitative portion of your study?>>	<<How many people do you hope to participate in the qualitative portion of your study?>>
Accessible population (4 pts)	<<Where will you draw your sample from?>>	<< Where will you draw your sample from?>>
Sampling Plan (8 pts)	<<Will you use probability or nonprobability sampling? Which of the sampling strategies will you use? (e.g. simple random, systematic random, purposive, etc.)?>>	<<Will you use probability or nonprobability sampling? Which of the sampling strategies will you use? (e.g. simple random, systematic random, purposive, etc.)?>>
Data Collection (20 pts)	<<How will you collect your data? (e.g. Will you use surveys? Secondary data? A treatment and with a pre- and post-test?)>>	<<How will you collect your data? (e.g. Interviews? Participant observation? Immersion?)>>
Design (12 pts)	<<What will happen in your study (please give sufficient detail such as whether you will give a survey or have an intervention with a control group, etc.)? What is your design? Experimental? Quasi-Experimental?>>	<<What is your selected qualitative approach? (e.g. Will you use ethnography? Phenomenology? Grounded Theory?)>>

Trustworthiness of the Design (56 pts)	<<Discuss each of the threats to internal and external validity and why each does or does not exist in your design. Please use numbers or bullets.>>	<<Discuss each of the three aspects of credibility. >>
Total (110 pts)		

RUBRIC: 3rd portion of proposal - Presentation

Item	Points Possible	Points Earned
Tools utilized (e.g. PowerPoint slides)	25	
Clear and articulate discussion of research proposal (well-prepared?)	15	
Utilized and discussed resources/journal articles.	10	
Within 18-20 minute time limit (not including questions after the presentation)	10	
Peer and instructor evaluation (one point per person)	15	
Total	75	

F. Grading

Grades - Final grades will be based on an accumulation of points (As opposed to averages).

Points	Assignment				
50	Plagiarism Tutorial				
50	IRB Human Subjects Training		A=	565	507
180	Quiz questions/Discussion participation		B=	506	449
100	1st Portion of Proposal - Paper		C=	448	392
110	2nd Portion of Proposal - Research Design Table		D=	391	335
75	3rd Portion of Proposal - Presentation		F=	334	below
565	Total				

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 Exams

There will be no make-ups for class discussion points missed.

Note: All assignments are to be submitted on Blackboard and also to be handed in as hard copy. *No late assignments will be accepted.*****

H. 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,

Attendance is not taken in this class. Each class missed is a significant loss of instruction and can affect your grade. I encourage you to maximize the learning opportunity by attending classes and participating in class discussions. The natural consequence for missing class is missing an opportunity to earn points.

I. Course Schedule

Week	Week Beginning	Topics	Required Readings	Assignments
1	January 16	Introduction to course; Introduction to research	Review syllabus	
2	January 23	Science, society, and social work research	Review syllabus Ch. 1	All quizzes/questions for respective chapters are due on Blackboard on Monday by 11:59pm prior to class on Tuesday.
3	January 30	Process and problems of social work research	Ch. 2	Plagiarism Tutorial due on 1/31/17 by 11:59pm.
4	February 6	Ethical and scientific guidelines for social work research	Ch. 3	IRB Human Subjects Training due on 2/7/17 by 11:59pm Optional reading - Malone, S. (2003). Ethics at home: Informed consent in your own backyard. <i>International Journal of Qualitative Studies in Education</i> , 16(6), 797-815. Recommended Additional Reading: 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 Ethics: http://www.socialresearchmethods.net/kb/ethics.php
5	February 13	Conceptualization and measurement	Ch. 4	Optional reading - Feigelman, B., & Feigelman, W. (2011). Suicide survivor support groups: Comings and goings, Part I. <i>Illness, Crisis, & Loss</i> , 19, 57-71.
6	February 20	Sampling	Ch. 5	Recommended Reading: Sampling (and the linked sections): http://www.socialresearchmethods.net/kb/sampling.php

7	February 27	Experimental design	Ch. 6	
8	March 6	Single-subject design	Ch. 7	Research Proposal Paper Part 1 due 3/7/17 by 11:59pm Optional reading-(Example Study) Henriksson, C., Carlberg, U., Kjällman, M., Lundberg, G., & Henriksson, K. (2004). Evaluation of four outpatient educational programmes for patients with longstanding fibromyalgia. <i>Journal of Rehabilitative Medicine</i> , 36, 211-219.
9	March 13	SPRING BREAK		
10	March 20	Survey research	Ch. 8	
11	March 27	NO CLASS		Spend this time working on your research proposal and presentation.
12	April 3	Qualitative methods	Ch. 9	Optional reading-Patton, M. (1990). Enhancing the quality and credibility of qualitative analysis. In Patton, M. (Ed.). (1990). <i>Qualitative evaluation and research methods</i> . London: Sage.
13	April 10	Evaluation methods	Ch. 11	Research Proposal Paper Part 2 due 4/11/17, 11:59pm.
14	April 17	Research proposals and presentations		Presentations. Last Date To Turn in Extra Credit; 4/18/17, 11:59pm.
15	April 24	Research proposals and presentations		Presentations.
16	May 1	Research proposals and presentations		Presentations.

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

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, 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 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://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. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@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/>.

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.