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

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; and MATH 1308, SOCW 2325, or SOCI 3352. BSW majors only.

C. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1, 2, 3, 4, and 9, the main foci are competencies 4 and 9: Engage in Practice-informed Research and Research-informed Practice; and Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Social workers understand that evaluation 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

D. Required Textbooks and Other Course Materials

Textbooks

Both of the required textbooks are Open Educational Resources (OER). OERs are freely available to you at no cost. From the links provided, you can access the textbooks online or download them in a variety of formats (PDF, MOBI, ePUB, etc.)


APA
You will need to become familiar with writing in APA format, below are links to resources that will assist you. APA format is not just providing references but also a whole style of scientific writing, from writing in a formal academic voice to identifying the margins on your paper. Be sure to understand this format as it is a tool that is required throughout your professional academic career as well as when you enter the workforce!

- UTA SW Writing Library Page APA UTA APA Help
- Other APA resources: APA tutorial link
- APA Blog APA Blog Link

**UTA SSW Library**

You will also want to become very familiar with the Social Work page of the UTA Library! Below are some links you will need to explore and review for assignments.

- Follow this link and explore the page. SOCW Database Page
- Finding Sources Link to finding sources UTA library
- Make sure to watch the videos on this tab Using Library Resources for Social Work: Helpful Resources
- This next link will take you directly to the library page that has been developed specifically for this course SOCW Research Methods Library Guide

**Did you know...?**

We have our very own Social work librarian? She is here to help you! 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

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

**A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required.**

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

**IRB Human Subjects Training (5 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 by following the steps at https://www.uta.edu/ra/real/loginscreen.php Addresses competencies 1 and 3.

- Navigate to the webpage and use your username (not your email) to login.
- Once you log in, look for several tabs titled in bright blue font "My Profile", "Blue Sheet", "IRB" --FIND THE TAB TITLED "Training"
- Once you are on the Training tab click on the link to Human Subjects Protection Training (HSP)
- Then, complete the tutorial. Be sure to save it if you do it in more than one sitting. The tutorial provides you with an option to email you certificate to your professor. **DO NOT EMAIL ME YOUR CERTIFICATE** take a screenshot or create a PDF and then upload the picture/certificate to the Plagiarism assignment tab.

**Plagiarism Tutorial (2 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. Addresses competency 1.

- Complete the tutorial available at [http://library.uta.edu/plagiarism/index.html](http://library.uta.edu/plagiarism/index.html).
- Then, complete the quiz at the end of the tutorial. The tutorial provides you with an option to email you certificate to your professor. **DO NOT EMAIL ME YOUR CERTIFICATE** - take a screenshot or create a PDF and then upload the picture/certificate to the Plagiarism assignment tab.

**APA Scavenger Hunt (2 points)**

- Review the websites listed in Section D related to APA, along with any other resources you may have used in the past. Within module 2 there will be an assignment to respond to a set of questions to help you become familiar with APA formatting. Each correct answer will earn you .2 points for a maximum total of 2 points. Addresses competency 1.

**Assignments (26 points)**

Several Smaller assignments allow you to earn a total of 26 points and will help you develop the larger sections of the proposal. Think of this process as if you are constructing a house there are main components that create the whole house such as the plumbing, the foundation, the electricity and the walls. But that is not all that is involved in building a house, you have to pick a wall color, you must install light switch plates, you must install flooring, and sinks and faucets. Just as each of the smaller components make up the whole (i.e. faucet and sink make up plumbing) the smaller assignments help you to reach the whole proposal. These smaller assignments are posted to the classroom Discussion board so that you can get feedback from others who may be able to point out perspectives you had not considered... *using our house example; a peer might provide you with the feedback about the kitchen, consider granite countertops instead of tile because they last longer.* This process allows you to learn from others work too. Social work is usually about working in a team collaboratively. That is what we want to create in our class. This means it’s a shared learning process but ultimately you are responsible for your own grade. This process of developing a proposal is very fluid and your perspective will change several times throughout the semester. The smaller assignments are listed below and more details are provided in the CANVAS Module assignment tab.

1. **Concept Mapping Narrowing your social problem (discussion board)** - this process allows you to brainstorm and link ideas together about your research topic/subject.
2. **Article Search/ Lit review Table and Detailed Outline** - This encompasses 3 different assignments. This assignment helps you find articles that are related to your problem and then you will organize the information you learn from the article by entering it into a Literature Review Table. The last part of the assignment entails writing an integrated detailed outline using those 5 articles. This is the first step in writing your literature review. You will complete this process for your social problem, your population, and the third will be focused on the dependent variable/theory.
3. **Sampling & Measures (discussion board)** - this particular assignment will help you to create your methodology paper which is the last portion of the official proposal
4. **Qualitative Study (discussion board)** - this assignment helps you to discern the differences between the two types of designs. You will explore a community agency Bonton Farms and create a mini qualitative study

**Quizzes Covering Assigned Readings (40 points)**

Quizzes will be available online and will coincide with the assigned chapter for each week or the module. A total of 4 quizzes will be given throughout the semester- they are due at midnight on the date listed and they are not timed. Addresses competencies 4 and 9.

**Research Proposal (20 points)**

The research proposal will be composed over the semester with small assignments which allow you to write a
full research proposal. These assignments culminate into a final proposal paper to be submitted. There are three main parts of the proposal as described in Steps 1 to 3 below. Addresses competencies 1, 2, 3, 4 and 9.

- **Step 1:** Problem Statement and Research Question (5 points)
- **Step 2:** Literature Review (5 points)
- **Step 3:** Methodology (10 points) - includes step 1 & 2 equaling a full paper

**Presentation (5 points)**

Students will decide whether to form a group (maximum of 2) or complete the research proposal project individually. Students will report this decision with research title to the instructor at the beginning of the second week. If you choose a group assignment, equal grade will be given to each group member. However, there will be a group evaluation after the group presentation, and the results of the evaluation will be reflected in your personal grade.

The research proposal must be quantitative. The purpose of this assignment is to challenge you to integrate and apply a majority of the information that you will learn through this class over the course of the semester. You will complete this assignment in multiple steps. After each step, you will get feedback within two weeks.

The individual/group will prepare a powerpoint/visual presentation of the final proposal. Addresses competencies 1, 2, 3, 4 and 9.

The text and references for the research paper must be written in APA style (APA Publication Manual, 6th ed.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Subjects Training</td>
<td>5</td>
</tr>
<tr>
<td>Plagiarism Tutorial</td>
<td>2</td>
</tr>
<tr>
<td>APA Scavenger Hunt</td>
<td>2</td>
</tr>
<tr>
<td>3 Assignments/ 3 Discussion Board (4 points each)</td>
<td>26</td>
</tr>
<tr>
<td>4 Quizzes (10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Research Proposal (3 separate assignments; problems statement, lit review, methodology)</td>
<td>20</td>
</tr>
<tr>
<td>PowerPoint for Final Proposal</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**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.
This is a Monday/Wednesday synchronous course that meets online through CANVAS Conference or Teams Platform.

Our first meeting will be using CANVAS.

You will be notified via announcement/email which platform will be utilized. Students are expected to attend both sessions and to participate. If you have trouble with CANVAS or TEAMS or do not know how to access conferences please seek assistance through this page Student Canvas Resources.

This may or may not be your first synchronous course. My goal is to make this as easily accessible as possible to everyone. Please know that I expect you to participate in class discussions by reflecting on materials presented, reading ahead of time, participating in polls during the lecture and asking questions using the chat buttons and or asking via voice microphone. There may be classes when I ask you to please turn on your webcams, so please be aware and comply.

Please understand that I teach better when you participate!

In the same way in which we work with clients, we use similar skills when teaching. These skills are usually those of interpreting and assessing how accurate and effective the communication has been through non-verbal cues and behaviors. However in today's COVID environment that is much harder to do via technology. It is difficult to teach without interaction from students. I do understand that you may be distracted from time to time but I strongly suggest that you use all your skills and tools to attend to the information presented and the best way to do that is to participate! I will be passing along vital information to each assignment during the lectures, these tips will help decrease your frustrations and anxiety with this research class. I do understand online learning is different and everyone has different attention spans and rates at which they tire of the use of technology right now. I encourage you to read the BBC article (2020) titled "The reason Zoom calls drain you". Here is the link to the article BBC Link.


H. Grading

This is a fast-paced, course and you will fall behind if you are not engaging with the materials. I recommend, logging in every couple of days to make sure you are on track. If you choose to work in a group setting, Canvas has tools that will make the process easier. However you still will need to be engaging with the materials, I usually always provide supplemental materials to address questions as they arise with each class. If you are struggling, and you have reviewed the materials and used the other resources at your disposal I am ALWAYS HAPPY TO TALK WITH YOU INDIVIDUALLY, should you have a need to connect over the phone, need clarification, or have questions please email me or use the GROUP ME app or other communication tools that have been added to the online teaching platforms. Just keep in touch!

Because this course is fast paced and different from your other social work classes you there is no late work accepted, unless there is an EXTREME emergency for which you can provide documentation.

You must take quizzes on time (there is no time limit on quizzes), answer discussion boards on time, and turn in assignments on time. Each assignment really builds on the next assignment and in my experience in teaching this course, students who get behind usually have a hard time keeping up and digesting the materials so that it makes sense. This is not a class that you can wait until the last minute to do the assignments, it just doesn't work that way. Do yourself a big favor and stay on top of every assignment, get organized, use a calendar, work ahead. I will always have a due date on your assignments within canvas as well as listed in the syllabus. If I fail to identify a due date due to my error, I will send a notification and be fair about providing you time, (usually 5-7 days) however you must be aware that due dates are also listed on the syllabus so if the date is not assigned in Canvas - technically, you are still responsible to turn it in on time!
90-100 points = A
89-80 points = B
79-70 points = C
69-60 points = D
590 or below = F

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

Please read the information above in the grading section.

Quizzes, discussion boards and assignments are due at midnight on the date listed in the syllabus and in Canvas. If the date is changed for an unforeseen circumstance, you will be notified through the canvas system.

All quizzes, discussion boards and assignments will be completed and/or turned in via Canvas, do not email them to me.

Make-up quizzes and late assignments are only provided when appropriate significant/legitimate documentation of emergent circumstances is provided within a timely manner of the missed exam/assignment due date. This is left up to the discretion of the professor based on individual circumstances and documentation.

J. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments with Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday Aug 26</td>
<td>Introduction to Course Research</td>
<td>Read Syllabus, Read Textbook - Ch. 1, Read Guidebook - Ch. 1</td>
<td>Review syllabus, Intro to important research concepts</td>
</tr>
</tbody>
</table>
| 2      | Mon/Wed Aug 31/Sept 2 | Linking Methods with Theory | Read Textbook - Ch. 2, Review other course materials presented in the module | Due Friday Sep 4
|        |            |                                 |                                                             | 1. Plagiarism Tutorial                               |
|        |            |                                 |                                                             | 2. APA Scavenger hunt                                |
| 3      | Mon/Wed Sep 7 & Sep 9 | Ethics in Social Work Research | Read Textbook - Ch. 3, Review other course materials presented in the module | Due Friday Sept 11
<p>|        |            |                                 |                                                             | 1. IRB/Human Subjects Training Tutorial (HSP)       |
|        |            |                                 |                                                             | 2. Quiz over Ch.’s 1, 2 &amp; 3                          |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic/Concept</th>
<th>Read Textbook</th>
<th>Review other course materials presented in the module</th>
<th>Due Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Mon/Wed Sep 14 &amp; Sep 16</td>
<td>Design and Causality</td>
<td>Ch. 4</td>
<td>Ch. 2</td>
<td>Sep 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mon/Wed Sep 21 &amp; Sep 23</td>
<td>Defining and Measuring Concepts</td>
<td>Ch. 5</td>
<td>Ch. 6</td>
<td>Sep 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mon/Wed Sep 28 &amp; Sep 30</td>
<td>Sampling</td>
<td>Ch. 6</td>
<td>Ch. 7</td>
<td>Oct 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mon/Wed Oct 5 &amp; Oct 7</td>
<td>Midterm Exam</td>
<td>Guidebook</td>
<td>Ch. 3 &amp; Ch. 4</td>
<td>Oct 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mon/Wed Oct 12 &amp; Oct 14</td>
<td>Survey Research</td>
<td>Ch. 7</td>
<td>Ch. 8</td>
<td>Oct 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mon/Wed Oct 19 &amp; Oct 21</td>
<td>Experimental Design</td>
<td>Ch. 8</td>
<td>Ch. 9</td>
<td>Oct 23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mon/Wed Oct 26 &amp; Oct 28</td>
<td>Qualitative Research</td>
<td>Ch. 9</td>
<td>Ch. 10</td>
<td>Oct 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mon/Wed Nov 2 &amp; Nov 4</td>
<td>Unobtrusive Research</td>
<td>Ch. 10</td>
<td>Ch. 11</td>
<td>Nov 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mon/Wed Nov 9 &amp; Nov 11</td>
<td>Real-world Research</td>
<td>Ch. 11</td>
<td>Ch. 12</td>
<td>Nov 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mon/Wed Nov 16 &amp; Nov 18</td>
<td>Reporting Research</td>
<td>Ch. 12</td>
<td>Ch. 13</td>
<td>Nov 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mon Nov 23 Thanksgiving week</td>
<td>Research proposals and presentations</td>
<td></td>
<td>Review for Proposals</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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.

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:
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. 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.

P. 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/).

Q. 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.

R. 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.

S. 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

T. 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/

U. 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.

V. 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/

W. 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](http://www.uta.edu/sfs).

X. 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.