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 an understanding of and ability to analyze, monitor, and evaluate evidence informed interventions and human service programs. In this course quantitative and qualitative research methods and approaches are applied to the scientific and ethical evaluation of evidence informed interventions and human service programs. Research skills and knowledge are presented from the perspective of promoting diversity and social and economic justice in the evaluation of social work. Prerequisite: Advanced Standing OR SOCW 5308.

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

Advanced courses at the MSW level incorporate advanced competencies that are specific to a student’s specialty area. This course is required of all MSW students, and addresses Competencies 1, 4, and 9 at the advanced specialty level, as indicated in the following tables.

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
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</thead>
<tbody>
<tr>
<td>Aging</td>
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</tbody>
</table>


Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.

Select and incorporate ethical decision-making frameworks that integrate Social work values.

Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.

Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.

Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.

Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

Develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Implement an effective decision making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.

Practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.

Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and decipher ethical dilemmas in health care practices affecting individuals, organizations, and communities.

Exercise personal reflection and self-regulation to manage personal values and maintain professional demeanor in behavior; appearance; and oral, written, and electronic communication in direct and indirect connection to the delivery of services.

Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective approach in health care service delivery.

Understand the ethical standards and applicable laws and regulations that impact their work with groups, organizations and communities.

Critically evaluate and apply various ethical frameworks to community and administrative practice, research and policy.

Understand the influence of their personal experiences and social identities in community and administrative practice and practice cultural humility to maintain professionalism.

Are knowledgeable about the history of community and administrative practice in the profession Value interdisciplinary collaborations.

Understand the role of CAP practitioners both within the profession and as part of interdisciplinary teams.

Seek out ongoing learning opportunities and practice ethical use of technology in all forms of communication.
### Competency 4: Engage in Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
<th>Community &amp; Administrative Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.</td>
<td>Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families. Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td>Use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients. Develop effective models, programs, policies and interventions and assess their effectiveness. Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.</td>
<td>Demonstrate an understanding of the role of evidence-based practice and practice-informed research in promoting health equity and reducing health disparities. Engage in critical analysis and apply it appropriately in health related settings to assess and intervene with individuals and families in health care settings. Have an understanding that their own personal beliefs or biases may influence interpretation of or translation of research.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
<th>Community &amp; Administrative Practice</th>
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<tbody>
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</table>
Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers. Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.

Contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.

Contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.

Integrate sources of knowledge—including but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends—within evaluation processes.

Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.

Value the importance of evaluation in interventions with groups, organization and communities and understand the role of evaluation in advancing efficient, effective, and policy-relevant interventions.

Distinguish between micro-level and macro-level evaluation, and apply macro-level theories to critically appraise both quantitative and qualitative evaluation methods.

For the purposes of Quality Matters Certification, the following course objectives apply:

1. Demonstrate ethical and professional behavior when designing and conducting research with clients and community partners.
2. Explain the major concepts in Single Subject Research Design (SSRD).
3. Demonstrate skills to conduct and assess a Single Subject Research Design.
4. Explain the major concepts in program evaluation.
5. Demonstrate skills to conduct a community-based program evaluation.
6. Demonstrate skills to collect, analyze, and interpret data.
7. Demonstrate skills to effectively communicate results of a community-based program evaluation.

D. Required Textbooks and Other Course Materials


Required Computer Software:

Microsoft Word 2007 or later

Microsoft Excel 2010 or later

Note on Computer Software:

We will use Excel for statistical analysis in this class. Although the use of the software will be demonstrated on many occasions in class modules, this is not a technology course. The focus of this class will be on the implementation, understanding, and interpretation of statistical findings used in practice and program evaluation research, not on instruction on how to use Excel software. Those students who are totally unfamiliar with EXCEL software may also want to consider:
There are excellent, free online EXCEL tutorials available via YouTube:
http://www.youtube.com/watch?v=8L1OVkw2ZQ8

Additional Reading Materials:

All readings other than textbook chapters, e.g., journal articles, will be available on the course site under the assigned learning module for that/those reading(s).

Learning Modules:

Weeks are organized by learning modules. Students will be responsible for accessing each week’s learning modules, which will generally contain a PowerPoint that corresponds with the week’s topics and reading assignments (per the syllabus). There may also be additional materials for review in the learning module. The PowerPoints will contain all of the tasks for this week’s learning module, e.g., discussion board prompt, assignments, quiz, etc.

E. Additional Recommended Textbooks and Other Course Materials


F. Descriptions of Major Assignments and Examinations

1. Reading Quizzes (20 points): A ten-question quiz will be administered online each session. The quiz will cover information for that session’s readings (textbooks and journal articles) and PowerPoint materials. You will have 60 minutes to complete the quizzes. You may complete the weekly quiz at any time during the session, but once you have opened the quiz, you must complete it within the designated 60 minutes. Quizzes cannot be re-accessed once submitted. Quizzes are due on Friday of the assigned week no later than 11:59pm. Addresses competencies 1, 4, and 9.

2. Written Assignments (50 points): You will be required to complete two written assignments during the semester. For the first assignment, you will be asked to complete a single-system evaluation project (SSRD). This is an independent written assignment. The second assignment will require you to work in a group to conduct a program evaluation and prepare a written report of the evaluation and the results. The instructor will assign students to groups during the first session of the semester. As part of this assignment, you will also be asked to evaluate your group members through a peer evaluation. Addresses competencies 1, 4, and 9. Please note that Due to Covid-19 the program evaluation group assignment will be presented as a proposal instead of conducting a full evaluation. Details on assignment expectations can be found on Canvas.

3. Class Presentations (10 points): As part of the group program evaluation, groups will prepare a visual presentation of their final report. At a minimum, please use PowerPoint for these presentations, but alternative software/formats, e.g., Prezi, YouTube, etc, are also allowed. Groups are encouraged to incorporate video and other multi-media components into these presentations. Addresses competencies 1 and 9.

4. Data Analysis Exercises (10 points): You will be asked to complete two data analysis exercises. Instructions for each exercise will be contained, in detail, on the assignment sheet, which will be available
under the designated Learning Module for that session. You may work in pairs for the second and third data analysis assignments. *Addresses competency 4.*

5. **Online Discussion Forums (10 points):** You will be asked to participate in online discussion forums every other session. The purpose of these discussions is to help students connect the course content to the written assignments, allow the instructor to gauge student learning, and encourage cross-dialogue among students and the instructor. You will be expected to respond to the instructor’s prompt and to also respond to two other students’ responses. Discussion Responses are due on Friday of the assigned week no later than 11:59pm. *Addresses competencies 1, 4, and 9.*

**All papers submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association.* Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident in all written work. Grammar and APA style will be considered in grading. **

**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 course is online and asynchronous however, students are expected to check email and Canvas email announcements regularly and post assignments and quizzes on the due date.

**H. Grading**

Grades

<table>
<thead>
<tr>
<th>Points Needed</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59-0</td>
<td>F</td>
</tr>
</tbody>
</table>

**Breakdown of Total Semester Assignments/Points**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes</td>
<td>20 points</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>50 points</td>
</tr>
<tr>
<td>Class Presentations</td>
<td>10 points</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Data Analysis Exercises</td>
<td>10 points</td>
</tr>
<tr>
<td>Online Discussion Forums</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Success Services,” below.

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**

No Make Up Exams will be given

**J. Course Schedule**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Assignment with Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #1 08/26-08/28</td>
<td>Introduction</td>
<td>Course Syllabus online&lt;br&gt;Despard, M. R. (2016).&lt;br&gt;Royse et al., Ch. 1: Introduction</td>
<td><strong>Course Introductions Due 08/28/20 at 11:59pm.</strong>&lt;br&gt;Syllabus Quiz &amp; Discussion Board 1 Due 09/04/20 at 11:59pm.</td>
</tr>
</tbody>
</table>
| Module #3 | Single System Research Designs | Royse et al. Ch. 6: Single System Research Designs
Discussion Board 3
Quiz 2
Due 09/18/20 at 11:59pm. |
|---|---|---|---|
| Module #4 | Conceptualization and Measurement | Royse et al. Ch. 11: Measurement Tools and Strategies
Royse et al. Ch. 12: Selecting the Best Evaluation Measure for Your Project
Pritzker, S., & Minter, A. (2014). | Practice: Reliability and Validity
Discussion Board 4
Quiz 3
Data Assignment #1
Due 09/25/20 at 11:59pm. |
| Module #5 | Needs Assessments Introduction to Data Analysis | Royse Ch. 3: Needs Assessment
Discussion Board 5
Data Assignment #1
Due 10/02/20 at 11:59pm. |
| Module #6 | Qualitative and Mixed Method Approaches to Program Evaluation | Royse et al. Ch. 4: Slaten (2005) | Discussion Board 6
Quiz 4
Due 10/09/20 at 11:59pm. |
| Module #7 | Formative and Process Evaluations and Client Satisfaction Surveys | Royse et al. Ch. 5
Spreeuwenberg, et. al. (2016) | Discussion Board 7
Quiz 5
Due 10/16/20 at 11:59pm. |
| Module #8 | Sampling | Royse et al. Ch 8
Wolbring, T., & Treischl, E. (2016). | Quiz 6
Due 10/23/20 at 11:59pm. |
<table>
<thead>
<tr>
<th>Module #9</th>
<th>Group Research Design</th>
<th>Royse et al. Ch. 9</th>
<th>Discussion Board 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26-10/30</td>
<td>Hamel, J., Ferreira, &amp; Buttell, F. (2017)</td>
<td>Quiz 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due 10/30/20 at 11:59pm.</td>
<td></td>
</tr>
<tr>
<td>Module #10</td>
<td>Cost Effectiveness and Cost Analysis</td>
<td>Royse et al. Ch. 10</td>
<td>Quiz 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(SSRD) Paper</td>
<td></td>
</tr>
<tr>
<td>11/06 Last Day to Drop</td>
<td></td>
<td>Due 11/06/20 at 11:59pm.</td>
<td></td>
</tr>
<tr>
<td>11/16-11/20</td>
<td></td>
<td>Due 11/20/20 at 11:59pm.</td>
<td></td>
</tr>
<tr>
<td>Module #13</td>
<td>Politics of Program Evaluation and Disseminating Findings</td>
<td>Royse et al. Ch. 13</td>
<td>Discussion Board 9</td>
</tr>
<tr>
<td>11/23-11/27</td>
<td></td>
<td>Due 11/30/20 at 11:59pm.</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/26-11/27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #14</td>
<td>Group Program Evaluations - Bringing It All Together</td>
<td>No assigned readings</td>
<td>Group Program Evaluation: Final Report</td>
</tr>
<tr>
<td>11/30-12/04</td>
<td></td>
<td>Due 12/04/20 at 11:59pm.</td>
<td></td>
</tr>
<tr>
<td>Week #15</td>
<td>Conclusion</td>
<td>No assigned readings</td>
<td>Discussion Board 10</td>
</tr>
<tr>
<td>12/07-12/11</td>
<td></td>
<td></td>
<td>Program Evaluation Final Report</td>
</tr>
<tr>
<td>12/08 Last Day of Classes</td>
<td></td>
<td></td>
<td>Program Evaluation Peer Evaluations Due 12/08/20 at 11:59pm.</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:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides.......................... http://libguides.uta.edu
Subject Librarians....................... http://library.uta.edu/subject-librarians
Course Reserves........................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ......................... http://library.uta.edu/how-to
Connecting from Off-Campus......... http://libguides.uta.edu/offcampus
Ask a Librarian.......................... http://ask.uta.edu

O. Drop Policy

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

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://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](http://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](http://www.uta.edu/titleIX) *or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu*

**S. Academic Integrity**

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

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

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*
UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

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

U. Campus Carry

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

V. Student Feedback Survey

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

W. Final Review Week

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