THE UNIVERSITY OF TEXAS AT ARLINGTON
School of Social Work

<table>
<thead>
<tr>
<th>Semester/Year:</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>SOCIAL WORK RESEARCH METHODS</td>
</tr>
<tr>
<td>Course Prefix/Number/Section:</td>
<td>SOCW 3308-012</td>
</tr>
<tr>
<td>Instructor Name:</td>
<td>Marcela Nava, MSSW, MPP</td>
</tr>
<tr>
<td>Faculty Position:</td>
<td>Assistant Professor in Practice</td>
</tr>
<tr>
<td>Faculty Profile:</td>
<td><a href="http://www.uta.edu/profiles/marcela-gutierrez">http://www.uta.edu/profiles/marcela-gutierrez</a></td>
</tr>
<tr>
<td>Office Number:</td>
<td>Social Work Complex B</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>682-999-8189 (voicemail and text)</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:marcela.nava@uta.edu">marcela.nava@uta.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment</td>
</tr>
<tr>
<td>Day and Time of Class (if applicable):</td>
<td>Thursday 1:00 PM - 3:50 PM</td>
</tr>
<tr>
<td>Location:</td>
<td>UTASF112</td>
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<tr>
<td>Equipment:</td>
<td>A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.</td>
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<tr>
<td>Canvas:</td>
<td><a href="https://uta.instructure.com">https://uta.instructure.com</a></td>
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</table>

**A. 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; SOCW 3325 OR SOCI 3352, or permission of the instructor. BSW Majors only.

**B. 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.

C. Required Textbooks and Other Course Materials:


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


Additional readings may be added throughout the course to respond to important developments in current research. Any additional readings will be provided online.
E. Descriptions of Major Course Assignments and Examinations

Approach to the Classroom
My approach to teaching is to see the classroom as a democracy of adult learners. As the instructor, I have the power to execute the rules of the classroom. However, you have the authority to propose, eliminate or change the rules of the classroom. This can include almost anything on this syllabus, from the due dates to assignments. In this classroom, official announcements or important changes will always be posted online and sent out by email. It is your responsibility to review your email and Canvas on a regular basis to keep up with these changes. Whenever there is a lot of support for an idea that can improve the classroom experience, I will strive to implement any reasonable changes. If any decision is considered unfair, you always reserve the right to appeal my decisions in writing.

Instructional Methods
This course is inspired by the Team-Based Learning, or TBL, approach. TBL is focused on small group learning and focuses on students coming to class prepared, as well as applying the course concepts in interesting and real-world approaches. This approach is designed to enable you to come up with decisions as a team and discuss them, with the goal of understanding “why” some have a different perspective. Generally this means you will prepare before class by reading the material ahead of time. The instructor will then ensure you have the basic concepts from the reading, fill in any gaps, and move into application activities.

Groups are designed to include diverse strengths. Group members will be accountable to each other, which means a large part of your grade will be determined by your group members and their evaluation of your communication, reliability, contributions, cooperation, attitude, etc. Small groups are not without their problems, and I address this in three ways. First, small groups will be given lots of in-class time to work together on team activities and other group assignments to minimize the hassle of trying to get together. Secondly, writing assignments will be completed on an individual basis, though you can collaborate to a limited extent within your group.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Proposed Weight*</th>
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<tbody>
<tr>
<td>IRB Human Subjects Training</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>10 points each</td>
<td>5% - Individual</td>
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<tr>
<td></td>
<td></td>
<td>15% - Group</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100 points</td>
<td>15%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>(400 points total, including):</td>
<td>15%</td>
</tr>
<tr>
<td>Problem Statement</td>
<td>75 points</td>
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</tr>
<tr>
<td>Literature Review</td>
<td>125 points</td>
<td>40%</td>
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<tr>
<td>Methods</td>
<td>150 points</td>
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<tr>
<td>Poster Presentation</td>
<td>50 points</td>
<td>15%</td>
</tr>
<tr>
<td>Application Activities</td>
<td>100 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</table>

*Weights are used to adjust how much each assignment affects your final score. You may also have certain scores dropped from your final score as described below.
1. **IRB HUMAN SUBJECTS TRAINING**

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). This course requires you to take the human subjects protection course by following the steps at the link below. Upon completion, you will save the certificate as a PDF and submit the certificate through the appropriate section online.

2. **READING QUIZZES**

It is important to keep up with the readings in order to facilitate your ability to apply the concepts from this class in a practical and meaningful way. To ensure that your review of the reading is taking place on a consistent basis, various quizzes will be given during the semester. You take each quiz two different times, and each attempt is graded. You will complete the first attempt by yourself at the beginning of class but you will not know your score. Immediately after your individual quiz, you will work with a group to complete the quiz a second time and receive immediate feedback. On the second attempt, the entire group will receive the same score.

Following the second attempt, we will discuss the answers as a class. I will use the results of this discussion to guide a mini-lecture or subsequent discussion about the topic. This will also be an opportunity to explore whether there were any questions that were unclear, that had more than one possible answer, or that were misleading. Your group is encouraged to appeal a quiz question if you encountered confusing wording or answer choices, or inconsistency with the text. The appeal form is available online.

Each attempt will be timed but will only cover material from the readings. Questions are all multiple choice and there will be 12 in-class electronic quizzes administered during the semester. In order to accommodate for unexpected challenges that may occur, the instructor will drop your 2 lowest Reading Quiz grades at the end of the semester.

*You must have access to an electronic device (smartphone, tablet, laptop, etc.) in order to complete the Reading Quizzes. Please contact the instructor as soon as possible if you anticipate any concerns with this.*

3. **ANNOTATED BIBLIOGRAPHY**

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief descriptive and evaluative paragraph (the “annotation”). The purpose of this annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

You will select six (6) peer-reviewed scientific journal articles describing an original empirical research study. Refer to the resources provided online to distinguish between a research study and other types of peer-reviewed articles (such as systematic reviews or theoretical papers). For an article to be eligible for inclusion in your assignment, it must meet all of the following criteria:

- It is the report of a study written by the researchers who actually did the study.
- The researchers describe their hypothesis or research question and the purpose of the study.
The researchers detail their research methods.
The results of the research are reported.
The researchers interpret their results and discuss possible implications.

Structure of the Paper

Following APA style for written assignments, you will list each citation. Below each citation, you will include two brief paragraphs (4-6 sentences each) that answer the following questions:

1. What is the main research question that the authors are asking?
2. How did the authors collect the sample for their study? What type of sampling method did they use?
3. What are the main measures (independent and dependent variables) examined in the study? How were they operationalized? How did the researchers collect the data used in the study?
4. How did the researchers design the study? What type of design was used?
5. What were the main conclusions or observations reached by the author?
6. What are the main strengths of this study? What are the main weaknesses?
7. How relevant is this study to your research question?

4. RESEARCH PROPOSAL

Understanding how to write a research proposal can help a social worker better understand research in general and apply it to improve the well-being of their clients. Social workers frequently use research to answer important questions such as: (1) Will this program actually work to help prevent intimate partner violence among adolescents? (2) What should I keep in mind when working with transgender youth? or (3) Are there proven ways to help refugees adapt to life in the United States?

What am I writing about? Research proposals are used by social workers to explain to others how they plan to answer the types of questions presented above. The very process of sitting down and writing a research proposal is incredibly helpful in working out the details of a research study, and—when this is explained well—it can lead to grant funding, donations, or other resources for research or interventions that actually address client needs. The purpose of the research proposal is therefore to synthesize what you learn in this course by integrating and combining your ideas into a plan for how you will carry out a research topic of your choice. Keep in mind you will not actually conduct a research study—you will only be describing how you would do so using either quantitative or qualitative methods. In order to complete the Research Proposal, you will be given a detailed rubric of what to write. Roughly, this breaks down as follows: (1) What’s the problem? (2) What is already known about the problem? (3) How can I design a study to study this problem? and (4) How do I convince others that my study is worth doing?

You will rely on information from the textbook and the presentations in order to understand the concepts in the rubric that you will need to include in your Research Proposal (i.e. internal and external validity, reliability, confidentiality, sampling, etc.) and apply them to your research topic. You will also seek out peer-reviewed sources (academic journal articles and textbooks) that relate to your research topic, and incorporate this information into your Research Proposal. You can also rely on your peers and your instructor to provide you with feedback along the way.

Who should I keep in mind as I write the proposal? You will prepare all steps of your research proposal as if you were writing it for a government agency that is giving out research grants. A limited number of grants will be awarded, regardless of how many people apply. There is a grant review committee that will review the grants using the same rubric that you receive. In other words, your research proposal needs to convince the people reviewing the research grant that your research proposal is the best place to invest their limited funds.
How do I write the proposal? Rather than being one major assignment that is due at the end of the semester, the Research Proposal will be submitted in four different steps. Each step builds on the next, so it is important that you complete one step before submitting the next. You will submit each part of the proposal through the appropriate section online.

**Step 1:** Problem Statement (75 points)
**Step 2:** Literature Review (125 points)
**Step 3:** Methods (150 points)
**Step 4:** Poster Presentation (50 points)

Students can decide whether to work within a group (maximum of 4) or complete the research proposal project individually. Students will email a list of group members and a research title as indicated in the syllabus. If you are working in a group, you should set deadlines by when you will each complete your part and designate one person to combine your different contributions. If you choose a group assignment, equal grade will be given to each group member. Even if you choose to work together as a group, each person will still be required to submit an assignment online.

The research proposal can be quantitative or qualitative. However, be advised that the grading rubric is set up mostly for quantitative research studies, so if you plan to pursue a qualitative research study, then you will need to pay particular attention to the module on Qualitative Research and reach out to the instructor for additional guidance.

In the fourth step, the individual/group will prepare a poster presentation. The instructor will provide the a PowerPoint template for the poster presentation. You are free to tweak the design of the PowerPoint, but you must follow the content outline provided in the PowerPoint without removing or adding additional sections. Poster Presentations will take place during class and will be graded by a panel of judges. You must also submit your Poster Presentation online.

**So exactly what will I write?** Please see the rubric provided online for a detailed overview of exactly what you’ll include in each step of your Research Proposal and how your grade will be determined. It is strongly recommended that you check the rubric provided for each part of this assignment before submitting, in order to ensure you cover all areas.

5. APPLICATION ACTIVITIES

Social workers must possess the skills to review, comprehend and synthesize research concepts for the benefit of their clients. Therefore various in-class activities will be carried out to practice different skills associated that will be necessary to complete the Research Proposal. This will most often include critiquing a research article, but may include a news article, program evaluation, videos, etc. depending on current events and emerging research.

To complete Application Activities, students will be randomly sorted into different groups and complete the activity together. Each Application Activity may include a link to a research article or other resource, along with a series of questions relating to that article or resource. In completing each research critique, you’ll need to refer to the textbook and the article to and properly apply the research concepts from the course. Questions may be multiple choice, matching, true/false, or short answer. Each question will be discussed and answered as a group. The answers to these questions will be shared and discussed within class.

Application Activities will not be graded by the instructor. Instead, each group will develop its own set of grading criteria surrounding group participation in Application Activities. Group members will then score each other through a Peer Review process, and the combined score will be applied as the final grade for all Application Activities.
F. 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. This date is reported to the Department of Education for federal financial aid recipients.

As the instructor of this section, I will not take attendance. However, attendance (as measured by your participation in weekly assignments and logging into Canvas) will be considered with any requests to submit late assignments. Good communication is the secret key to minimizing the impact of being absent. Even if you only THINK you might have circumstances that impede your participation (i.e. you have a family member who is very ill, you are in the midst of serious family problems), it is advisable to reach out to me ahead of time and make sure that you have an understanding of how/when to complete any missed assignments.

G. Grading

The instructor provides a grading rubric for each assignment and students are expected to be familiar with the grading rubric before submitting an assignment. However, grading is also considered a collaborative process, and it is important to keep in mind that even with a rubric, grading written assignments inevitably requires a certain degree of discretion. As adult learners, students in this course are also expected to take an active role in determining the fairness of each rubric, and to provide the instructor with suggestions and feedback in how to structure the grading criteria. If a student is confused or disagrees with how a score was calculated, they are encouraged to email the instructor or set up a time to discuss your score and negotiate a score that better fits with the instructions and grading rubric provided. If a student can provide evidence of critical thinking, even if they do not have the "correct answer," they might be able to earn back some of the points for an assignment.

\[
\begin{align*}
A: & \quad 90\% - 100\% \\
B: & \quad 80\% - 89\% \\
C: & \quad 70\% - 79\% \\
D: & \quad 60\% - 69\% \\
F: & \quad \leq 59\%
\end{align*}
\]

Final grades will generally be rounded up or down to the closest integer. Grades that fall right on the edge of the next letter grade (e.g. 89.4%) may be rounded up at the professor's discretion. Factors that will be considered in this situation include regular online access, timely submission of assignments, submission of all course assignments, communication with instructor and respectful interactions/communication with peers in the course. Extra credit assignments are not generally provided in this course, as students are expected to monitor their grade throughout the course and reach out to the instructor in a timely way with any questions or concerns.

Expectations for Written Assignments. The text and references for all written assignments must be in APA style (APA Publication Manual, 6th ed.). General APA guidelines require the use of 1" margins, 12 pt. Times New Roman font, and a page header/running head. The four major sections of APA papers include: Title Page, Abstract, Main Body, and References. Text citations and reference
lists must be in correct APA format. All sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated with 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.

The APA writing style also includes careful attention to the proper use of first-person or third-person point of view, encourages use of an active instead of a passive voice, and requires clear and concise details, consistent terms, and avoidance of poetic/creative language. Assignments should also be carefully proofed for spelling and grammar.

A free APA guide and sample APA paper is available at the OWL Purdue Online Writing Lab https://owl.english.purdue.edu/owl/resource/560/01/. If you are uneasy about APA or writing in general, I am happy to refer you to the Social Work Writing Resources Office, though you are free to schedule a consultation on your own. More information here: https://www.uta.edu/ssw/student-resources/writing-resources/

H. Make-Up Exam or Assignment Policy

Due to the structure of the class, it is not an option to make up Quizzes or Application Activities. Please review the guidelines for both of these assignments to understand how many of these assignments you can drop. Any written assignment that is submitted late may be marked down up to 10% for each day past the due date. Issues with web access may occur, due to weather or circumstances such as travel, which severely impede your ability to complete assignments. Most circumstances that compromise your web access are foreseeable and should be planned for accordingly by completing assignments prior to the due date or by ensuring back-up web access. Generally, the professor will not grant an “incomplete” grade. The professor assigns "incomplete" grades only in rare circumstances.

I. Course Schedule

Each week you will focus on a different topic, as outlined in the table below. Below is a tentative schedule for how I plan to approach each topic, although this is subject to change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Modules &amp; Topic</th>
<th>Preparation</th>
<th>Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 23</td>
<td>Getting Started and Overview of Course</td>
<td>Review syllabus and information about the class</td>
<td>● Course Introductions (online)</td>
</tr>
<tr>
<td>Jan 30</td>
<td>Module 1: Introduction to Research</td>
<td><em>(Available online) Gehlert, Hall &amp; Palinkas (2016). Preparing our next generation...</em></td>
<td>● Module 1 Quiz</td>
</tr>
<tr>
<td>Feb 6</td>
<td>Module 2: Science, Society and Social Work Research</td>
<td>Ch. 1</td>
<td>● Module 2 Quiz</td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Chapter</td>
<td>Assignment/Activity</td>
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<tr>
<td>Feb 13</td>
<td>Module 3: Process and Problems in Social Work Research</td>
<td>Ch. 2</td>
<td>• Module 3 Quiz&lt;br&gt;• Due Feb 16: Outline of Research Proposal (submit online)</td>
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<td></td>
<td><strong>Unit II: Designing a Research Project</strong></td>
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<tr>
<td>Feb 20</td>
<td>Module 4: Research Ethics</td>
<td>Ch 3</td>
<td>• Module 4 Quiz&lt;br&gt;• Application Activity: Ethics&lt;br&gt;• Due Feb 23: IRB Human Subjects Training</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Module 5: Conceptualization and Measurement</td>
<td>Ch. 4</td>
<td>• Module 5 Quiz&lt;br&gt;• Application Activity: Conceptualization &amp; Measurement</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Module 6: Sampling</td>
<td>Ch. 5</td>
<td>• Module 6 Quiz&lt;br&gt;• Due Mar 8: Research Proposal (Problem Statement)</td>
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<tr>
<td>MARCH 12th</td>
<td><strong>SPRING BREAK - NO CLASS</strong></td>
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<td></td>
<td><strong>Unit III: Exploring Popular Methods in Social Work</strong></td>
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<tr>
<td>Mar 19</td>
<td>Module 7: Experimental Design</td>
<td>Ch. 6</td>
<td>• Module 7 Quiz&lt;br&gt;• Application Activity: Quantitative Article</td>
</tr>
<tr>
<td>Mar 26</td>
<td>Module 8: Survey Research</td>
<td>Ch. 8</td>
<td>• Module 8 Quiz&lt;br&gt;• Application Activity: Survey Research&lt;br&gt;• Due March 29: Annotated Bibliography</td>
</tr>
<tr>
<td>Apr 2</td>
<td>Module 9: Single-Subject Design</td>
<td>Ch. 7</td>
<td>• Module 9 Quiz</td>
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<td></td>
<td><strong>Unit IV: How to Disseminate Research</strong></td>
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<tr>
<td>Apr 9</td>
<td>Module 10: Qualitative and Mixed Methods</td>
<td>Ch. 9 &amp; 10</td>
<td>• Module 10 Quiz&lt;br&gt;• Application Activity: Qualitative Research&lt;br&gt;• Due April 12: Literature Review</td>
</tr>
<tr>
<td>Apr 16</td>
<td>Module 11: Evaluation Research</td>
<td>Ch. 11</td>
<td>• Module 11 Quiz&lt;br&gt;• Application Activity: Evaluation Research</td>
</tr>
<tr>
<td>Apr 23</td>
<td>Module 12: Reporting Research</td>
<td>Ch. 14</td>
<td>• Module 12 Quiz</td>
</tr>
<tr>
<td>Apr 30</td>
<td>Final Research Presentations</td>
<td>Poster Template</td>
<td>• Due April 30: Research Poster Presentations (In-Class)&lt;br&gt;• Due May 3: Group Peer Review</td>
</tr>
<tr>
<td>May 7</td>
<td>Wrap-Up and Reflections</td>
<td></td>
<td>• Student potluck</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.

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


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 https://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 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
N. 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/](http://wweb.uta.edu/aao/fao/)).

O. 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.

P. 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).*

Q. 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. Jean Hood, Vice President and Title IX
Coordinator at (817) 272-7091 or titleix@uta.edu.

R. Academic Integrity

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

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

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

UT Arlington faculty members may employ the Honor Code 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/.

S. Electronic Communication

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

T. 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/.

U. 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.

V. 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.