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.

B. Student Learning Outcomes

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

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

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

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

Student Learning Outcomes

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

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

Rubin, A., & Babbie, E. (2013). *Research methods for social work* (8th ed.). Belmont, CA: Thomson Brooks/Cole. (This is a more advanced book and can provide more precise explanations and in-depth discussions about our course material.)

E. Descriptions of Major Assignments and Examinations

***DAILY QUIZZES (200 points, 20% of final grade)***

**MONDAYS** - Individual quizzes will be administered at the beginning of class on Mondays and will coincide with the assigned chapter(s) for the week. **You must arrive on or before the start of class to take the quiz.**

**WEDNESDAYS** - Group quizzes will be administered during class on Wednesdays and will be due at the end of class (by 6:50). The group quizzes may consist of mini-projects, written reflections, or traditional quizzes. You will have the same group throughout the semester for group quizzes. This will typically be the group you have chosen for the research proposal, but if you are doing an individual project, you may be in a group with others who have chosen the individual assignment option.

There are no pre-planned extra credit opportunities. However, during the course of the semester, there may be small assignments or activities for extra credit that can be used to drop a quiz grade from your average or be used as stand alone extra credit points.
**GROUP PROJECT SPEED DATING PROFILE (Not for a grade)**

To help form groups for the Research Proposal and for in-class group activities, we will do a Group Project Speed Dating Activity. This entails each student presenting a 30 second "profile" to the rest of the class. The profile will consist of the following items:

- Areas of interest
- Anything in particular you want potential group members to know about you
- You level of commitment/energy on a spectrum from low to high (Note, there is nothing wrong with being "low" on the spectrum, you may have circumstances that will limit the amount of time and energy you can commit to this class and that is fine. Be honest about this so you can form the most compatible group possible).

After each student presents his or her profile, we will have time in class for students to form groups.

**PLAGIARISM TUTORIAL (50 points, 5% of final grade)**

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. This assignment is expected to take approximately 15-30 minutes.

1. Complete the tutorial available at [http://library.uta.edu/plagiarism/index.html](http://library.uta.edu/plagiarism/index.html).
2. Then, complete the quiz at the end of the tutorial.
3. The tutorial provides an option to print your certificate. Select this option and then print the certificate to PDF. This allows you to make a PDF of your certificate. Upload the certificate PDF in the space provided in Blackboard. If you have difficulty obtaining a PDF, take a screenshot of the completion/certificate and upload the screenshot to Blackboard.

**IRB HUMAN SUBJECTS TRAINING (50 points, 5% of final grade)**

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 (Student Learning Outcome 3). This assignment is expected to take 1-2 hours.

1. Follow the steps at [https://www.uta.edu/ra/real/loginscreen.php](https://www.uta.edu/ra/real/loginscreen.php).
2. Complete the online training.
3. Upload your certificate to Blackboard. You may take a screenshot of the certificate and save it as a .jpg, .pdf, or related format for uploading if needed.

**TEAM CONTRACT (Group Quiz Grade)**

This assignment has two purposes: (1) to help you function optimally in your groups and (2) to help you develop engagement, communication, and contracting skills to use as a social worker.

Each group will submit a contract that they have worked on to govern their activities together as a group. The contract is a working document that can be changed by the group as needed. Many group members encounter unexpected situations as they work together and the contract provides guidance on how to handle issues. Be
AS SPECIFIC AS POSSIBLE in terms of expectations, communication, accountability, etc. as you write the contract. Try to imagine hypothetical "worst case scenarios" so you can be prepared for whatever decisions and discussions you may need to have as a group.

***RESEARCH PROPOSAL (400 points, 40% of final grade)

This is a 3 part assignment in which you or your group writes a research proposal section of a grant proposal seeking funding for a social work research project associated with a specific social problem.

The research proposal is presented at the end of class as a presentation seeking funding from a panel of potential funders. During the presentations, students in the audience will serve as employees of foundations that provide research funding for social workers. In your groups (or individually if individual option chosen), you will assess each presentation and determine how to allocate up to $10,000 of research funds. FYI, you cannot allocate resources to your own group/self.

- **Step 1**: Problem Statement & Literature Review (200 points) which entails at least one (1) consultation with the Writing Resource Coordinator (20 points)
- **Step 2**: Methodology (150 points)
- **Step 3**: Presentation (50 points). 30 points for presenting research proposal to hypothetical panel of grant awardees. 20 points for critiquing (strengths and weaknesses) each research proposal and providing an allocation of grant dollars.

Students will decide whether to form a group (maximum of 3) or complete the research proposal project individually. Students will report this decision with proposed research topic to the instructor at the beginning of the second week. If you choose a group assignment, equal grades will be given to each group member.

The research proposal can be quantitative or qualitative. 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. The individual/group will prepare a class presentation to present the final proposal (Student Learning Outcome 3-4). The text and references for the research paper must be written in APA style (APA Publication Manual, 6th ed.)

NOTE: For most students, writing a problem statement, literature review, and research proposal will be a new experience. We will go over the basics of this type of writing style in class. I am available during office hours and class-time Q&A to explain the mechanics of the papers and to provide help. However, you are expected to take initiative in learning about this writing style and meeting the objectives of the course. Writing guides (https://www.uta.edu/ssw/student-resources/writing-resources/writing-guide/index.php) are available online as is information about research papers in particular (https://www.uta.edu/ssw/student-resources/writing-resources/writing-guide/students/common-assignments/research-oriented.php). Students are HIGHLY encouraged to meet with Dr. Kilgore individually and in your groups throughout the class to refine and improve your papers. One meeting is required to earn 20 of the 200 points for the Problem Statement & Literature Review Paper. Dr. Kilgore is available for in-person and email appointments.

***EXAMS (300 points, 30% of final grade; 150 points each)

The exams are developed to test your knowledge of the material presented in your reading assignments, lectures, classroom discussions, and in-class assignments. The midterm exam (150 points, 15% of final grade) will be over everything covered through week 7 (Chapters 1 - 5 and portions of Chapter 14). The final exam (150 points, 15% of final grade) will include everything covered after the midterm, but knowledge from the first half of the book will be needed to understand the content in the latter half. The format of the exams will be mixed, potentially including multiple choice, true/false, short answer, and essay.

**Midterm Exam**: February 28, 2019 during class
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 an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

FOR THIS COURSE (SW 3308-001), attendance will be taken at the beginning of each class.

Student are expected to arrive on time, meaning they are seated and ready to begin class activities by 5:30 pm.

You will not be graded on your attendance, but will need to be present and on time to earn points toward your final grade in the form of daily quizzes. If you are tardy or miss a class, you will earn 0 points for the quiz/activity.

G. Grading

Scores will NOT BE ROUNDED up to determine a numeric grade. For example, if you have a 89.9 this will be considered a B; that is, in order to make an A you must earn 90.000% or higher of points.

Letter grades will be determined as follows:

A: 90 - 100
B: 80 - 89.999
C: 70 - 79.999
D: 65 - 69.999
F: Less than 65

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.

H. Make-Up Exams

Make up mid-term shall be completed within one week (7 days) of the missed exam. Requests for extensions may be granted if the request is made prior to the end of the 7 day period after the missed exam and if there is a reasonable expectation that the make up exam cannot be completed within 7 days. This determination is made by the instructor.

I. Course Schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 14</td>
<td>Introduction to course</td>
<td>Review syllabus</td>
<td>Group project &quot;speed dating&quot; profile</td>
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<tr>
<td></td>
<td>January 16</td>
<td>Introduction to research</td>
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<td></td>
<td></td>
<td>Science, society, and social work research</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>January 23</td>
<td>Science, society, and social work research (cont'd)</td>
<td>Ch. 14 pp. 314-318; pp. 326-327 Ethical Considerations. Shankar et al., 2017 up to Method section on p. 180</td>
<td>In class, submit list of group members or intent to work individually on Research Proposal with tentative research topic (DUE WEDNESDAY, JAN 23 AT THE BEGINNING OF CLASS - 5:30 PM) ***Plagiarism Tutorial (DUE SUNDAY, JAN 27 BY 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td>January 28</td>
<td>Process and problems in social work research</td>
<td>Ch. 2</td>
<td>***IRB Human Subjects Training (DUE SUNDAY, FEB 3 BY 11:59 PM)</td>
</tr>
<tr>
<td></td>
<td>January 30</td>
<td>Library presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>February 4</td>
<td>Catch up day/Research ethics</td>
<td>Ch. 3</td>
<td>***Team Contract (DUE in-class WEDNESDAY, FEB 6 BY 6:50 PM)</td>
</tr>
<tr>
<td></td>
<td>February 6</td>
<td>Research ethics</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>February 11</td>
<td>Conceptualization and measurement</td>
<td>Ch. 4</td>
<td>***Draft Problem Statement (DUE WEDNESDAY, FEB 13 BY 6:50 PM)</td>
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<tr>
<td></td>
<td>February 13</td>
<td></td>
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<tr>
<td>5</td>
<td>February 18</td>
<td>Sampling</td>
<td>Ch. 5</td>
<td>Schedule appointment with Writing Resource Coordinator to go over Problem Statement/Literature Review</td>
</tr>
<tr>
<td></td>
<td>February 20</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>February 25</td>
<td>Midterm Review</td>
<td></td>
<td>Schedule appointment with Writing Resource Coordinator to go over Problem Statement/Literature Review</td>
</tr>
<tr>
<td></td>
<td>February 28</td>
<td>Midterm Exam</td>
<td></td>
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<tr>
<td></td>
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<td><strong>FEBRUARY 28</strong></td>
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<tr>
<td>7</td>
<td>March 4</td>
<td>Systematic Reviews</td>
<td></td>
<td>Schedule appointment with Writing Resource Coordinator to go over Problem Statement/Literature Review</td>
</tr>
<tr>
<td></td>
<td>March 6</td>
<td>Writing Resource Presentation</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>March 18</td>
<td>Experimental design</td>
<td>Ch. 6</td>
<td>Schedule appointment with Writing Resource Coordinator to go over Problem Statement/Literature Review</td>
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<tr>
<td></td>
<td>March 20</td>
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<tr>
<td></td>
<td>March 25</td>
<td>Single-subject design</td>
<td>Ch. 7</td>
<td>Schedule appointment with Writing Resource Coordinator to go over Problem Statement/Literature Review</td>
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<tr>
<td>11</td>
<td>April 1</td>
<td>Survey research</td>
<td>Ch. 8</td>
<td>Schedule appointment with Writing Resource Coordinator to go over Problem Statement/Literature Review</td>
</tr>
<tr>
<td>12</td>
<td>April 8</td>
<td>Qualitative methods</td>
<td>Ch. 9 and 13</td>
<td>***Research Proposal – Problem Statement/Literature Review (DUE FRIDAY, APRIL 12 BY 11:59 PM)</td>
</tr>
<tr>
<td>13</td>
<td>April 15</td>
<td>Evaluation research</td>
<td>Ch. 11</td>
<td></td>
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<tr>
<td>14</td>
<td>April 22</td>
<td>Research proposals and presentations</td>
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<td></td>
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<tr>
<td>15</td>
<td>April 29</td>
<td>Research proposals and presentations Final Review</td>
<td></td>
<td>***Research Proposal – Methodology (DUE FRIDAY, MAY 3 BY 11:59 PM) ***Presentation Evaluations and Funding Allocation Recommendations (DUE SUNDAY, MAY 5 BY 11:59 PM)</td>
</tr>
<tr>
<td>16</td>
<td>May 8</td>
<td>Final Exam - 5:30 to 8:00 pm</td>
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</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 http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is 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

N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

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

P. Disability Accommodations
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). 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](mailto: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/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism/](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.