

UNIVERSITY OF TEXAS TYLER
COLLEGE OF NURSING AND HEALTH SCIENCES
School of Nursing
Spring Semester, 2019

COURSE NUMBER AND TITLE: NURS 6337 Advanced Research Design & Methods

SECTION NUMBER: 6337.060

CPIRSE CREDIT: 3 Credits

PREREQUISITES: NURS 6322, NURS 6330, NURS 6333, and permission of the instructor.

CLASS MEETING DAYS: On line

FACULTY: Shih-Yu "Sylvia" Lee, RN, PhD

Professor

3900 University Blvd, Tyler, Texas 75799

BRB 2320

Office Telephone: 903-5655789

e-mail: shihyulee@uttyler.edu

Office Hours: Regular biweekly zoom meeting (TBA) for Qs & As, and by appointment.

Welcome and Introduction

Welcome to Advanced Research Design and Methods! I am [Shih-Yu "Sylvia" Lee](#), your faculty member for this course. I originally came from Taiwan, Republic of China and have practiced as a nurse in the area of perinatal nursing and served as nursing faculty in both Taiwan and the United States. I have been teaching the doctoral level nursing education since 2006. My program of research seeks to understand the risk factors and mechanisms involving women and medically fragile infants who experienced stress, in order to promote resilience process and optimize individual and family well-being.

The purpose of this course is to refine and expand your research skills. You will build upon the concepts covered in your qualitative and quantitative research courses. Important components of this course include refinement of skill in critiquing research and increased knowledge related to study design and methods. The outcome of this semester will be a research proposal that addresses gaps in knowledge related to your topic of interest.

The structure of this course has been arranged in four MODULES, all the weekly related materials will be available at least one week before the scheduled date. The learning outcomes for each module are:

Module 1 (1st-3rd week)

1. Identify gaps in the research knowledge base in the area selected to study.
2. Analyze the appropriateness of a quantitative, qualitative or mixed method research approach to the selected area of study.
3. Explore funding sources for nursing research.

Module 2 (4th-6th week)

1. Critique the usefulness of theory related to the selected area of study.
2. Critically analyze philosophical issues as they apply specifically to issues in research.

3. Formulate part I of a research proposal (introduction, literature review, theoretical/conceptual framework, study aims and research questions/hypothesis) using criteria for the UTT dissertation.

Module 3 (7th-10th week)

1. Describe principles of instrumentation.
2. Apply appropriate methods to determine the reliability and validity or precision and accuracy of physiologic measures.
3. Compare the usefulness of systematic review and meta-analysis on a clinical question.
4. Conduct prior- and post hoc power analysis.

Module 4 (11th- 13th week)

1. Critique the theoretical, methodological and ethical adequacy of research with selected population.
2. Formulate a full research proposal by using criteria for the UTT dissertation.
3. Identify strategies to apply research findings to influence health care delivery or health policies.
4. Identify issues and opportunities for research dissemination.

COURSE DESCRIPTION:

Theoretical, methodological, and procedural aspects of data generation and measurement are presented. Measurement theory, concept operationalization, and instrument development and testing for both qualitative and quantitative methods are explored.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, the student should be able to:

1. Critically analyze published research and research proposals/grant applications for research rigor.
2. Analyze research instruments for reliability and validity.
3. Develop a quantitative or qualitative research proposal to study a substantive transcultural health problem.

LINKAGE AMONG STUDENT LEARNING OUTCOMES, UTT PHD PROGRAM GOALS, AND COURSE ASSESSMENT METHODS

Student Learning Outcomes	UTT PhD Program Goals	Course Assessment Methods
1. Critically analyze published research and research proposals/grant applications for research rigor.	* Design, conduct, and disseminate research that contributes to the advancement of nursing science.	Article review, discussions, assignments (1, 2, 4, and non-graded assignments).
2. Analyze research instruments for reliability and validity.	* Design, conduct, and disseminate research that contributes to the advancement of nursing science.	Article review, discussions, assignments (2, 4, and non-graded assignments).
3. Develop a quantitative or qualitative research proposal to study a substantive transcultural health problem.	* Design, conduct, and disseminate research that contributes to the advancement of nursing science. * Conduct culturally competent research to guide nursing practice.	Article review, discussions, assignments (1, 2, 3, 4, and non-graded assignments).

TEACHNG METHODS: Lecture, seminar, discussion, audiovisual.

COURSE REQUIREMENTS:

EXPECTATIONS OF STUDENTS:

1. Complete all the required readings and ask questions in a timely manner for clarification about assignments/topics.
2. Self-directed in meeting learning needs.
3. Active class participation. This includes contributing to discussions in a meaningful way, staying focused on the discussion at hand with relevant questions or comments, demonstrating that assignments have been read, and asking appropriate questions.
4. Routinely checking email/blackboard for any updates/changes.
5. Contribute to a positive learning environment.
6. Create a schedule that commits you to **at least 6 hours weekly** in which you check for recently published research on your variables/topic, read recent studies/assigned readings, and work on your proposal.
7. **On time for all assignments (5 points per day deducted for late assignments, contact faculty member as soon as possible if you are experiencing any challenging).**

COMMUNICATION:

Faculty-student communication is ESSENTIAL for an effective learning environment. Students can communicate with course faculty via e-mail, telephone, zoom meeting, in person or set up time for an appointment

- Private or individual communication: you can call or e-mail (see p.1 for contact information)
- Group communication: We will use the UTT email for communication unless you specifically tell me your preferred email address.
- Faculty is available to talk with you about course-related issues and questions. It is important to contact me early in the process

GRADING POLICY AND CRITERIAL TO DETERMIN FINAL GRADE:

Assignment Percentage

1. Funding sources	10%
2. Full research proposal	60%
3. Presentation of proposal	15%
4. Lead critique of article	15%

And

Satisfactory completion of non-graded periodically written assignments and Canvas discussion activities are required to be successful in the course. For the discussion questions, each student needs post one original post for each question and respond to at least two of your peers. These must be satisfactorily completed to receive a passing course grade.

1. FUNDING SOURCES: Each student will identify at least two funding sources for research projects. Identify funding agencies criteria and priorities and state how your research proposal fits these criteria. The student is encouraged to review private and federal sources for funding. Each student needs to post the information on discussion board to describe the agencies and funding opportunities to fellow students. No special required format for this assignment. **Due 2/03 at 11:59 pm.**

2. FULL RESEARCH PROPOSAL: Each student is expected to complete a research proposal on a research problem relevant to his/her research interests (double spaced, APA version 6 format, and not more than 25 pages). The entire proposal and specifically the design/methodology needs to be logical, feasible, rigorous and well-linked to the specific aims/hypotheses or research questions, theoretical framework, and review of the literature. The review of the literature must be comprehensive and reflect the state of the science for the area of interest. The proposal should conform to the UTT dissertation guidelines.

During the semester there are times identified (see class calendar that follows) that students must submit drafts of portions of the proposal in progress. These provide opportunities for students to receive feedback to strengthen the proposal prior to submitting the final proposal. These drafts must be satisfactorily completed.

The drafts will provide an opportunity for students to receive feedback to strengthen their proposal prior to submitting the final proposal. Along with the written proposal, students will give a formal presentation of their proposal to the class for feedback. **Due 4/7 at 11:59 pm.**

3. PRESENTATION: Student will present a summary of their final proposal via zoom at the end of the semester with a focus on the design aspects of the study. This is a timed presentation and will be simulated as a professional presentation at a conference or meeting. Students will be evaluated on their presentation skills (e.g. presentation pace, verbal clarity, completing within the given time), the content of the PowerPoint presentation itself, and accuracy in use of research terminology. Students will receive the rating sheet that will be used prior to the presentation and need to provide feedback to their classmates. The 50% of the grade for this assignment will come from your classmates, and 50% from your faculty member. **Due 4/11 via zoom.**

4. LEAD CRITIQUE OF ARTICLE: Each student will sign up to lead the critique of a selected research article (2/7, 2/21, 3/7, 3/21). Students will lead the class discussion on Zoom sessions, students need to sign up the lead critique date by January 20th. The evaluation is based on the quality of the responses and how well the student leads the class discussion of the article. The lead person is required to:

1) Send the selected article along with your research questions/hypotheses via the discussion board to the faculty member for approval. **Due 1/20 at 11:59 pm.**

2) Submit 3-4 discussion questions (include in the areas of study design, measurements/data collection methods, and internal reliability/credibility issues) via discussion board for approval. **Due 1/27 at 11:59 pm.** You may revise the questions in two weeks before the signed up lead session. The faculty member will post the approved discussion questions along with the selected article in the "discussion board" for your classmates to post their responses. The lead person is no need to answer and respond the questions via discussion board.

3) Gather the responses from your classmates, and generate responses for all questions and submit it to the faculty member via assignment in Canvas, at least, one day before your lead session.

Specific guidelines and grading criteria are located in the respective modules. Final grades for the course will be determined based upon the following point assignments:

- A - 90-100
- B - 80-89
- C - 70-79
- D - 60-69
- F - Below 60

REQUIRED AND RECOMMENDED TEXTBOOKS AND MATERIALS:

The required textbooks for this course are:

This course uses the same texts required in the Quantitative Research Design course, so you do not need to purchase any required texts.

Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5thedition). Thousand Oaks, CA: Sage Publications, Inc. ISBN 978-1-5063-8670-6.

Portney, L.G., & Watkins, M.P. (2009). *Foundations of clinical research: Applications to practice*, 3rd edition. Upper Saddle River, NJ: Pearson Education, Inc. ISBN 0-13-17460-9.

Recommended (not required) texts and resources:

Burns, N., & Grove, S. K. (2009). *The practice of nursing research: Appraisal, synthesis, and generation of evidence*, 6th Edition. Elsevier Publishing. ISBN 978-1-4160-5468-9.

Wilson, J. H., & Joye, S.W. (2017). *Research methods and statistics: An integrated approach*. Sage Publications. ISBN 978-1-4833-9214-1.

Waltz, C., Strickland, O. L., & Lenz, E. R. (2017). *Measurement in nursing and health research*. 5thedition. NY: Springer Publishing Co. ISBN 13: 978-0826170613 or 10: 0826170617.
<http://www.r2library.com/resource/title/0826170617>

Dilorio, C. (2005). *Measurement in health behavior*. San Francisco: Jossey-Bass. ISBN 0-7879-7097-2.

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rded.). New York, NY: McGraw-Hill, Inc. ISBN 0-07-047849-X.

Patton, M.Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Los Angeles: Sage. ISBN 978-1412972123 or 1412972124.

Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research*. Thousand Oaks, CA: Sage Publications, Inc. ISBN 978-0-7619-3012-9.

Littell, J. H., Corcoran, A., & Pillai, V. (2008). *Systematic reviews and meta-analysis*. New York: Oxford University Press. ISBN 978-0-19-532654-3.

Field, A. (2013). *Discovering statistics using SPSS, (4th edition)*. Sage Publications. ISBN 978-1-4462-4917-8 or 978-1-4462-4918-5.

American Psychological Association. (2009). *Publication manual of the American Psychological Association. (6th ed.)*. Washington, D.C.: Author. ISBN 1-4338-0561-8.

SYLLABUS AS GENERAL OUTLINE

This course syllabus is a general outline of course assignments and activities, subject to change if needed during the course of the semester.

COURSE CONTENT/CALENDAR (tentative)

WEEK	MODULE/TOPICS	READING AND ASSIGNMENTS
1 st week (1/14-18)	Module 1 Introduce the course Garnering support for a program of research through development of proposal with high scientific merit for submission to funding source: a hallmark of scholarship.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch. 4, 32 2. Creswell (2018) Ch. 7 <u>Activities:</u> 1. Review the dissertation guidelines to become familiar with the recommended format for dissertation proposals. 2. Post the following to the Discussion Board: At least two hypotheses or research questions for your research area of interest. These should be specific and conform to criteria for well-written hypothesis or research question. Due 1/20 at 11:59 pm. 3. Upload the selected lead critique article along with your research question to the Discussion Board. Due 1/20 at 11:59 pm.
2 nd week (1/21-25)	Module 1 Elements of research design, levels of design, causal inference, internal and external validity. Experimental vs. non-experimental design.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch.1,13-14 2. Creswell (2018) Ch. 1, 8-9 3. Goyal, Gay, & Lee (2009) <u>Activities:</u> 1. Revise research questions or/and hypotheses. 2. Discuss Goyal et al. (2009) article. 3. Submit the discussion questions for your lead critique article via Discussion Board. Due 1/27 at 11:59 pm. 4. Zoom meeting Qs & As (1/24, 7 pm): Discuss NIH funding mechanisms and tips for a successful proposal.
3 rd week (1/28-2/1)	Module 1 Synthesizing the state-of-the science through review of the literature.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch. 10-11, 31 2. Creswell (2018) Ch. 2, 10 3. Sargent et al. (2010) <u>Activities:</u> 1. Funding sources due 2/3 at 11:59 pm (submit it through assignment and post it in the discussion board) 2. Discuss Sargent et al. (2010).
4 th week (2/4-8)	Module 2 Creating a rigorous, logical foundation to guide research using theoretical frameworks.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch. 2 2. Creswell (2018) Ch. 3 3. Dulock & Holzemer (1991). <u>Activities:</u> 1. Apply Dulock & Holzemer's substruction to your own study. If your study is qualitative in nature then use Goyal et al. (2009) article for this practice. 2. Zoom meeting: students lead critique article (2/7, 7 pm).

WEEK	MODULE/TOPICS	READING AND ASSIGNMENTS
5th week (2/11-15)	Module 2 Theory testing using explanatory models with mediating, moderating, and control variables.	<u>Readings:</u> 1. Wilcken et al. (2017) 2. Broadhead et al. (1988) <u>Activities:</u> 1. Submit rough draft of introduction/significance, specific aims and research hypotheses/questions for proposal (3-4 pages double-spaced). Due 2/17 at 11:59 pm. Discuss Wilcken et al. (2017) article 2. Discuss Broadhead et al. (1988) article.
6th week (2/18-22)	Module 2 Improving the linkage from theory to method	<u>Readings:</u> 1. Creswell (2018) Ch. 5-7 2. Sherbourne & Stewart (1991) <u>Activities:</u> 1. Discuss Wilcken et al. (2017) article 2. Discuss Broadhead et al. (1988) article. 3. Zoom meeting: students lead critique article (2/21, 7 pm)
7th week (2/25-3/1)	Module 3 Conceptualization and operationalization of study variables, instrument selection.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch.4-5 2. Norman (2010). 3. Varni et al. (2010) <u>Activities:</u> 1. Explore PROMISE 2. Submit draft of theoretical framework or philosophical basis and how it relates to your research proposal topic (3-4 pages). Due3/3 at 11:59 pm.
8th week (3/4-8)	Module 3 Instrument design and construction.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch.6, 15 2. Tsai et al. (2014) <u>Activities:</u> 1. Discuss Tsai et al. (2014) article. 2. Zoom meeting: students lead critique article (3/7, 7 pm)
9th week	Spring Break (3/11-15)	
10th week (3/18-22)	Module 3 Translation of instruments and cross-cultural considerations in measurement. Revisit power analysis.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch.26 2. Sammarco & Konecny (2010) 3. Grammatikopoulos et al. (2010) <u>Activities:</u> 1. Submit draft review of the literature and evidence table (6-7 pages, excluded table). Due 3/24 at 11:59 pm. 2. Discuss Grammatikopoulos et al. (2010) article. 3. Zoom: students lead critique article (3/21, 7 pm)

WEEK	MODULE/TOPICS	READING AND ASSIGNMENTS
11 th week (3/25-29)	Module 3 Use of secondary data analysis. Synthesizing evidence through meta-analysis. Developing rigorous, feasible and ethical approaches to sampling, inclusion/exclusion criteria, subject participation, recruitment, and retention of human subjects to strengthen internal and external validity.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch.8, 16 2. Creswell (2018) Ch. 4 3. Cappuccio, D'Elia, Strazzullo & Miller (2010) 4. Dunbar et al. (2016) <u>Activities:</u> 1. Use Sammarco & Konecny (2010) article to conduct effect size and post hoc power analysis. 2. Discuss Dunbar et al. (2016) article.
12 th week (4/1-5)	Module 4 Peer review-an essential process for rigorous science.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch 33-34 2. Grainger (2007) 3. Cochrane et al. (2016) <u>Activities:</u> 1. Discuss data analysis methods. 2. Brainstorming project management for your own dissertation project.
13 th week (4/8-12)	Module 4 Good practice principals of project management. Disseminating research knowledge through publishing in Journals and presentations.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch 30 2. Aycock et al. (2016) 3. Sobell (2016) <u>Activities:</u> 1. Full proposal due 4/7 at 11:59 pm 2. Discuss Cochrane et al. (2016) article 3. Zoom meeting: presentation (4/11, 7 pm)
4/12-26	DPE	
16 th week (4/29-5/3)	Final week	

Learning Resources:

1. [Purdue Online Writing Lab](#)
2. [Statistics](#)
3. [SPSS on-line Training Workshop](#)
4. [Publishing in peer reviewed journals](#)

Extra Reading Articles

Aycock, D. M., Clark, P. C., Thomas-Seaton, L., Lee, S. Y., & Moloney, M. (2017). Tools to facilitate project management in nursing research. *Western Journal of Nursing Research, 39*(3).

doi:10.1177/0193945916656605

Broadhead, W.E., Gehlbach, S.H., De Gruy, F.V., & Kaplan, B.H. (1988). The Duke-UNC functional social support questionnaire. *Medical Care, 26*, 709-723.

- Cappuccio, F. P., D'Elia, L., Strazzullo, P., & Miller, M. A. (2010). Quantity and quality of sleep and incidence of type 2 diabetes: a systematic review and meta-analysis. *Diabetes Care*, 33(2), 414-420. doi:dc09-1124 [pii] 10.2337/dc09-1124
- Cochrane, B., Foster, J., Boyd, R., & Atlantis, E. (2016). Implementation challenges in delivering team-based care ('TEAMcare') for patients with chronic obstructive pulmonary disease in a public hospital setting: A mixed methods approach. *BMC Health Services Research*, 16, 347, doi:10.1186/s12913-1592-2.
- Dulock, H. L. & Holzemer, W. L. (1991). Substruction: Improving the linkage from theory to method. *Nursing Science Quarterly*, 4, 2, 83-87.
- Dunbar, S. B., Clark, P. C., Stamp, K. D., Reilly, C. M., Gary, R., Higgins, M., & Kaslow, N. (2016). Family partnership and education interventions to reduce dietary sodium by patients with heart failure differ by family functioning. *Heart & Lung*, 45(4), 311-318. doi:10.1016/j.hrtlng.2016.04.001
- Goyal, D., Gay, C., & Lee, K. (2009). Fragmented maternal sleep is more strongly correlated with depressive symptoms than infant temperament at three months postpartum. *Archives of Women's Mental Health*, 12(4), 229-237. doi:10.1007/s00737-009-0070-9
- Grammatikopoulos, I. A., Sinoff, G., Alegakis, A., Kounalakis, D., Antonopoulou, M., & Lionis, C. (2010). The Short Anxiety Screening Test in Greek: Translation and validation. *Annals of General Psychiatry*, 9(1), 1. doi:10.1186/1744-859X-9-1.
- Grainger, D. W. (2007). Peer review as professional responsibility: A quality control system only as good as the participants. *Biomaterials*, 28(34), 5199-5203. doi:10.1016/j.biomaterials.2007.07.004
- Norman, G. (2010). Likert scales, levels of measurement and the "laws" of statistics. *Advances in Health Science Education*, 15(5), 625-632. doi:10.1007/s10459-010-9222-y.
- Sammarco, A., & Konecny, L. M. (2010). Quality of life, social support, and uncertainty among Latina and Caucasian breast cancer survivors: A comparative study. *Oncology Nursing Forum*, 37, 93-99. doi:10.1188/10.ONF.93-99
- Sargent, J. D., Tanski, S., Stoolmiller, M., & Hanewinkel, R. (2010). Using sensation seeking to target adolescents for substance use interventions. *Addiction*, 105(3), 506-514. doi:10.1111/j.1360-0443.2009.02782.x.
- Sherbourne, C. D., & Stewart, A. L. (1991). The MOS social support survey. *Social Science & Medicine*, 32(6), 705-714.
- Sobell, L. C. (2016) Bridging the gap between scientists and practitioners: The challenge before us—republished article. *Behavior Therapy*, 47(6), 906-919. doi:10.1016/j.beth.2016.11.007
- Tsai, S. Y., Shun, S. C., Lai, Y. H., Lee, Y. L., & Lee, S.Y. (2014). Psychometric evaluation of a Chinese-version of the Lee Fatigue Scale-short form in women during pregnancy and postpartum. *International Journal of Nursing Studies*, 51(7), 1027-1035. doi:10.1016/j.ijnurstu.2013.10.023
- Wilckens, K. A., Erickson, K. I., & Wheeler, M. E. (2017). Physical activity and cognition: A mediating role of efficient sleep. *Behavioral Sleep Medicine*, 00: 1-18. doi:10.1080/15402002.2016.1253013
- Varni, J. W., Stucky, B. D., Thissen, D., DeWitt, E. M., Irwin, D. E., Lai, J. S., Yeatts, K. & DeWalt, D. A. (2010). PROMIS pediatric pain interference scale: An item response theory analysis of the pediatric pain item bank. *The Journal of Pain*, 11(11), 1109-1119. doi:10.1016/j.jpain.2010.02.005

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as learning disabilities, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to visit the <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, #3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks

violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

UT Tyler Resources for Students

- [UT Tyler Writing Center](#) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](#) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](#) (903.566.7254)