

**UNIVERSITY OF TEXAS TYLER
COLLEGE OF NURSING AND HEALTH SCIENCES
School of Nursing
Spring Semester, 2017**

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

SECTION NUMBER: 6337.060; 6337.061

CPIRSE CREDIT: 3 Credits

PREQUISITES: NURS 6322, NURS 6330, and NURS 6333

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- 14th 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.

The last two weeks (15th-16th week) of this course will be for the Doctoral Preliminary Exams.

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, qualitative, or mixed methods 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, 6, 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 (3, 4, and non-graded assignments).
3. Develop a quantitative, qualitative, or mixed methods 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 (4, 5, 6, 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	5%
2. Part I of proposal	20%
3. Critique of instrument	15%
4. Full research proposal	35%
5. Presentation of proposal	10%
6. Written critique of a peer proposal	15%

And

Satisfactory completion of non-graded periodically written assignments and blackboard discussion activities are required to be successful in the course. These must be satisfactorily completed to receive a passing course grade.

1. FUNDING SOURCES: Each student will identify at least 2 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 a handout on blackboard (discussion board) to describe the agencies and funding opportunities to fellow students. **Due February 1st at 11:59 pm.**

2. PART I OF PROPOSAL: Each student is expected to complete sections of a research proposal on a research problem relevant to his/her research interests (double spaced, APA version 6 format, and not more than 10 pages). The proposal should conform to the UTT dissertation guidelines. The following sections must be included: introduction/significance of the problem, specific aims/research questions/hypotheses, theoretical/conceptual 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 sections of the proposal must be well-written with few grammatical errors or typographical errors, theory clearly presented, content organized with logical links among ideas, and a synthesis of the existing literature including appropriate critique of the theoretical and/or methodological issues in the literature. **Due 2/22 at 11:59 pm.**

3. CRITIQUE OF INSTRUMENT: Each student is expected to complete a critique instrument paper. This paper is a critical comparison of theoretical foundation, validity, reliability and appropriateness of two assigned instruments/measures (DUFSS and MOS-SSS) that examine similar constructs or are reflective a particular phenomenon, including recommendations for further testing. Limitation of the instruments should be discussed (double spaced, APA version 6 format, and not more than 10 pages). **Due 3/8 at 11:59 pm.**

4. 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 part I of proposal and critique of instrument assignments 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 and will receive a written peer critique. **Due 3/29 at 11:59 pm.**

5. PRESENTATION OF PROPOSAL: Students will record and post her/his presentation on the blackboard to address their proposal at the end of the semester. This presentation will be with a focus on the design aspects of the study. Students will be evaluated on their presentation skills (e.g. presentation pace, verbal clarity, completing within the given 20 minutes), the content of the PPT presentation itself, and accuracy in use of research terminology. **Due 4/5 at 11:59 pm.**

6. WRITTEN CRITIQUE OF A PEER PROPOSAL: Near the end of the semester, students will receive a copy of a classmate's research proposal. These will be assigned. This critique will follow the provided guidelines for reviewers. The components of the critique will include a brief summary of the proposed study and overall evaluation. Students are encouraged to ask the instructor questions for any clarification needed for this assignment. **Due 4/12 at 11:59 pm.**

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. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th edition. Thousand Oaks, CA: Sage Publications, Inc. ISBN 978-1-4522-2610-1.

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 Publication. ISBN 978-1-4833-9214-1.

Waltz, C., Strickland, O.L., Lenz, E.R. (2017). *Measurement in nursing and health research*. 5th edition. NY: Springer Publishing Co. ISBN 13: 978-0826170613 or 10: 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* (3rd ed.). 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

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 COTNET/CALENDAR (tentative)

WEEK	MODULE/TOPICS	READING AND ASSIGNMENTS
1 st week (1/17-21)	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 (2014) Ch. 7 <u>Activities:</u> 1. Review the dissertation guidelines (this is available on Blackboard PhrnDz site under “Important Stuff” tab/dissertation folder) to become familiar with the recommended format for dissertation proposals. 2. Post the following to the Discussion Board: Your research questions/hypotheses and type of research design you plan to address the question. Due 1/18 (Wednesday) at 11:59 pm. 3. The first biweekly zoom meeting Qs & As: 1/19 (Thursday) at 5 pm (meeting will be recorded; however, try to attend if possible)
2 nd week (1/22-28)	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 (2014) 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 rd week (1/29-2/4)	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 (2014) Ch. 2, 10 3. Sargent et al. (2010) <u>Activities:</u> 1. Funding sources due 2/1 at 11:59 pm 2. Discuss Sargent et al. (2010) 3. Zoom meeting Qs & As (TBA): Discuss NIH funding mechanisms and tips for a successful proposal.
4 th week (2/5-11)	Module 2 Creating a rigorous, logical foundation to guide research using theoretical frameworks.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch. 2 2. Creswell (2014) Ch. 3 3. Dulock & Holzemer (1991). <u>Activities:</u> 1. Apply Dulock & Holzemer’s sustruction to Goyal et al. (2009) article

WEEK	MODULE/TOPICS	READING AND ASSIGNMENTS
5 th week (2/12-18)	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. Discuss Wilcken et al. (2017) article 2. Discuss Broadhead et al. (1988) article. 3. Zoom meeting Qs & As (TBA): Discuss Goyal et al. article by using Dulock & Holzemer's sustruction approach.
6 th week (2/19-25)	Module 2 Improving the linkage from theory to method	<u>Readings:</u> 1. Creswell (2014) Ch. 5-7 2. Sherbourne & Stewart (1991) <u>Activities:</u> Part I proposal due 2/22 at 11:59 pm.
7 th week (2/26-3/4)	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. Zoom Meeting (TBA): Analyze your study by using Dulock & Holzemer's sustruction approach
8 th week (3/5-11)	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. Critique of instrument due 3/8 at 11:59 pm. 2. Discuss Tsai et al. (2014) article.
9 th week (3/12-18)	Module 3 SPRING BREAK	
10 th week (3/19-25)	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. Use Sammarco & Konecny (2010) article to conduct effect size and post hoc power analysis. 2. Discuss Grammatikopoulos et al. (2010) article. 3. Zoom meeting Qs & As (TBA): Discuss principles for cross-cultural study.

WEEK	MODULE/TOPICS	READING AND ASSIGNMENTS
11 th week (3/26-4/1)	Module 4 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 (2014) Ch. 4 3. Cappuccio, D'Elia, Strazzullo & Miller (2010) 4. Dunbar et al. (2016) <u>Activities:</u> 1. Full proposal due 3/29 at 11:59 pm.
12 th week (4/2-8)	Module 4 Peer review-an essential process for rigorous science.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch 33-34 2. Grainger (2007) <u>Activities:</u> 1. Presentation of proposal due 4/5 at 11:59 pm. 2. Zoom meeting Qs & As (TBA): Discuss how to provide scholarly peer review.
13 th week (4/9-15)	Module 4 Good practice principals of project management.	<u>Readings:</u> 1. Portney & Watkins (2009) Ch 30 2. Aycock et al. (2016) 3. Cochrane et al. (2016) <u>Activities:</u> 1. Critique of a peer proposal due 4/12 at 11:59 pm. 2. Discuss Cochrane et al. (2016) article 3. Brainstorming project management for your own dissertation project
14 th week (4/16-22)	Module 4 Disseminating research knowledge through publishing in Journals and presentations.	<u>Readings:</u> 1.Sobell (2016) <u>Activities:</u> 1. Zoom meeting Qs & As (TBA): Discuss how to effectively disseminate research and round up the class.
15 th week (4/23-29)	Doctoral Preliminary Exams	
16 th week (4/30-5/6)	Doctoral Preliminary Exams	

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. (2016). Tools to facilitate project management in nursing research. *Western Journal of Nursing Research*.
- 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 Service Research*, 16:347, doi 10.1186/s12913-1592-2.
- Dulock, H.L. & Holzemer, W.L. (1991). Sustruction: 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, 311-318.
- Goyal, D., Gay, C., & Lee, K. (2009). Fragmented maternal sleep is more strongly correlated with depressive symptoms than infant temperament at three months postpartum. *Arch Womens Ment 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, DW (2007). Peer review as professional responsibility: A quality control system only as good as the participants. *Biomaterials*, 28,5199-5203.
- Norman, G. (2010). Likert scales, levels of measurement and the "laws" of statistics. *Advanced in Health Science Education*, 15, 625-632.
- 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.
- 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 and Medicine*, 32, 705-714.
- Sobell, L.C. (2016) Bridging the gap between scientists and practitioners: the challenge before us-republished article. *Behavior Therapy*, 47, 906-919.
- 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.
- 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, 1109-1119.

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.

Student Accessibility and Resources

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 chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the [Student Accessibility and Resources](#) (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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 instructor 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](https://www.uttyler.edu/writingcenter) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](https://www.uttyler.edu/tutoring) (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](https://www.uttyler.edu/counseling) (903.566.7254)