Instructor Contact

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Office Hours: Tuesdays 6- 8:50 PM (On Zoom by appointment)  
Email: dhru.m@unt.edu

Communication Expectations: Canvas, emails through Canvas will be used to communicate directly with students. Students should send personal concerns or questions over Canvas email to the instructor. Students can expect to receive a response to emails within 24 hours. Students will be receiving feedback on assignments within 7 business days of the last day of submission. Grades of online quizzes will be posted immediately upon completion, and for discussion sections three days of the last day of submission, and for the assignments within 7 business days. Please review online communication etiquettes and standards on a webpage for students that provides Online Communication Tips (https://clear.unt.edu/online-communication-tips).

Course Description

Builds upon quantitative and qualitative methods and analysis in order to gain knowledge and skills about practice and program accountability and effectiveness. Focuses upon evaluation of social work practice and programs including single system design, needs assessments, and process and outcome evaluation. Covers use of logic model in program design and evaluation.

Course Structure

This course is 100% online. There is no face to face meetings. The content for this course is structured in a series of Learning Modules that include readings, assignments, discussions, activities, and exercises to assist you in achieving the learning objectives. Reading assignments are specified in the syllabus/modules and this material must be read to complete module assignments. The learning modules are released on Monday mornings at 8:00 a.m. and assignments are due on Sundays by 11:59 p.m. The length of this semester is 16 weeks.

Course Prerequisites or Other Restrictions

Students need to have completed an undergraduate/ generalist level social work research methods and a statistics course.

Course Objectives

By the end of this course, students will be able to:

1. Critically analyze and select various types of evidence as it relates to diverse contexts in order to improve decision making, practice, policy and services. (CC # 4 & 9)
2. Select, understand, and implement evaluation methods in order to assess and improve practice and policies. (CC # 1, 4, 5, 9)

3. Approach, plan and conduct evaluation in order to improve and refine services, policies, and organizations in order to better serve client systems. (CC#9)

4. Disseminate evaluation findings in order to positively impact both client systems and the larger professional service delivery network. (CC# 4 & 9)

5. Evaluate best practices involving trauma and substance use (CC # 9)

6. Remain aware of and sensitive to the diverse nature of their client systems, and select or design evaluation methods that accurately capture the effect of interventions, programs, and policies with all clients. (CC # 6, 7, 8, 79)

(CC = Council of Social Work Education Educational Policy and Accreditation Standards)

Required/Recommended Materials


Recommended Readings:


**Teaching Philosophy**

I come with a desire to spark my students’ interests in the world and its diversity, to shake up their presumptions, to recognize their own biases and consider the perspectives of others, and help them see the connections between the past and present in their own lives. I am focused on developing critical thinking skills through reading, deconstructing, discussing, and writing about primary and secondary sources, and my goal is to help my students garner an appreciation for the human condition as well as more sophisticated knowledge about specific historical debates and movements.

**Technical Requirements & Skills**

**Minimum Technology Requirements**

Provide a list of the minimum technology requirements for students, such as:

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- **Canvas Technical Requirements** ([https://clear.unt.edu/supported-technologies/canvas/requirements](https://clear.unt.edu/supported-technologies/canvas/requirements))

**Computer Skills & Digital Literacy**

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

**Netiquette**

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to your instructor by first name.
- Use clear and concise language.
• Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
• Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
• Use standard fonts such as Arial, Calibri or Times New Roman and use a size 10 or 12 point font.
• Avoid using the caps lock feature as it can be interpreted as yelling.
• Limit and possibly avoid the use of emoticons like :) or 😊.
• Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
• Be careful with personal information (both yours and other’s).
• Do not send confidential information via email.


Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. Consider providing tips for success based on your own online teaching and learning experiences. You can also include a link to or adapt tips from this webpage for students, “How to Succeed as an Online Student” (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

Getting Help

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
• Sunday: noon-midnight
• Monday-Thursday: 8am-midnight
• Friday: 8am-8pm
• Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services
• Registrar (https://registrar.unt.edu/registration)
• Financial Aid (https://financialaid.unt.edu/)
• Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
• Career Center (https://studentaffairs.unt.edu/career-center)
• Multicultural Center (https://edo.unt.edu/multicultural-center)
• Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
• Student Affairs Care Team (https://studentaffairs.unt.edu/care)
• Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
• Pride Alliance (https://edo.unt.edu/pridealliance)

Academic Support Services
• Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
• Academic Success Center (https://success.unt.edu/asc)
• UNT Libraries (https://library.unt.edu/)
• Writing Lab (http://writingcenter.unt.edu/)
• MathLab (https://math.unt.edu/mathlab)

Course Requirements
List all required assignments and graded activities for the course, along with a short description and the points possible. Best practice is to clearly indicate both points and percentages if you are using both in the course. Here is a table example below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>7 Weekly Quizzes (7 x 30 = 200)</td>
<td>210 points</td>
<td>21%</td>
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<tr>
<td>Logic Model</td>
<td>100 points</td>
<td>10%</td>
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<tr>
<td>Evaluation Paper</td>
<td>100 points</td>
<td>10%</td>
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<tr>
<td>Participation</td>
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<tr>
<td>• 12 Discussion Forums @ 20 points ea.</td>
<td>240 points</td>
<td>24%</td>
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<tr>
<td>• 7 Weekly Essays @ 50 points ea.</td>
<td>350 points</td>
<td>35%</td>
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Total Points Possible 1000 points 100%

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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</table>
| 1.   | A ug 24 Introduction to Program Evaluation | RR – Textbook Ch. 1  
The purpose of this chapter is to help students: |
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<thead>
<tr>
<th>Assignment</th>
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<tr>
<td></td>
<td>• understand not only why program evaluation is important, but why programs are evaluated. Along the way they will gradually see that making evaluative comparisons is something we all do. • acquire an understanding of the term “program” and especially to appreciate that programs may have more or less of certain definable characteristics. • differentiate between objective and subjective information. • grasp the philosophical underpinnings of the evaluative stance.</td>
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<tr>
<td>2. Aug 31</td>
<td>Needs Assessment RR Textbook Ch 3 The purpose of this chapter is to help students: • understand the concept of needs assessments and why they are conducted. • learn various approaches for conducting a needs assessment. • appreciate the strengths and weaknesses of different methods for assessing needs.</td>
<td>- Discussion 1 - Quiz 1 (Chapter 1 &amp; 2)</td>
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<tr>
<td>3 Sept 7</td>
<td>Qualitative and Mixed Methods Evaluation RR Textbook Ch 4 The purpose of this chapter is to help students: • learn how a qualitative approach to evaluation is uniquely different from a quantitative orientation. • acquire a basic vocabulary for discussing and conducting qualitative research. • learn ways of gathering qualitative data. • begin to think about analyzing qualitative data and how a qualitative evaluative report might be written.</td>
<td>- Discussion 2 - Essay 1 Problem Definition (What is the target problem that your program or intervention addresses?; Describe the problem. Who are affected by it?; what is the extent of this problem?)</td>
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<td>Does this problem has many dimensions? What are they? )</td>
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<tr>
<td>Sept 14</td>
<td>What are Formative and Process Evaluation</td>
<td>- Discussion 3</td>
</tr>
<tr>
<td>RR Textbook Ch 5</td>
<td>The purpose of this chapter is to help students:</td>
<td>- Quiz 2 (Chapters 4 &amp; 5)</td>
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<td>- understand the strategies involved in conducting formative and process evaluations</td>
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<td>- acquire a working knowledge of the types of data and sources of data that can be employed in formative and process evaluations</td>
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<td>- recognize the products, events, or activities that inform concerning who the program is serving and what it is providing to its clientele</td>
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<td>- acquire the ability to differentiate goals from objectives</td>
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<td>- learn how to write goals, objectives, and mission statements</td>
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<td>- understand how to develop a program logic model</td>
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<td>- to recognize and understand what goes into quality assurance and total quality management efforts</td>
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<td>5</td>
<td>Logic Model</td>
<td>- Essay 2 (Setting, Program/Intervention Description)</td>
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<tr>
<td>Sept 21</td>
<td>Identify core component of your program and develop a logic model</td>
<td>(Describe your field agency; what is its mission, goals and objectives? what kind of programs/interventions your agency has put together to addressed the</td>
</tr>
<tr>
<td>Assignment</td>
<td>Points Possible</td>
<td>Percentage of Final Grade</td>
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<tr>
<td><strong>Single System Design</strong>&lt;br&gt;RR Textbook Ch 6</td>
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<td>target problem you described in Essay 1? who the program is serving and what it is providing to its clientele? How do your agency conducts quality assurance? What kind of data do your agency regularly collects about clients? Are there any formal evaluation of the program?</td>
</tr>
</tbody>
</table>
| **Client Satisfaction**<br>RR Textbook Ch 7 | | - Discussion 5  
- Quiz 3 (Chapters 6 & 7) |

The purpose of this chapter is to help students:
- learn how to set up and apply a single system research design in a variety of evaluative contexts (needs assessments, formative evaluation, quality assurance, summative evaluations)
- acquire the skills to identify useful outcomes measures and knowledge of the length of time required to measure progress
- learn how to graph an SSRD
- understand the requirements for an experimental SSRD
<table>
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<tr>
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| The purpose of this chapter is to help students:  
• understand the value and limitations of client satisfaction studies  
• acquire sufficient knowledge to conduct client satisfaction studies that would provide useful and suitable data for their agency’s needs | - Discussion 6  
- Essay 3 Sampling  
(Suppose you are creating an evaluation plan for your study, what would be the goal of that evaluation? How would you recruit your samples? Would the sample be randomized? If not why? What kind of sampling technique will you use? How would you access data? Is this sampling plan feasible? What sample size you will try to attain? Would there be a qualitative component to your study? In that case how would your recruit participant for it? Is there a single system design component to your study and how you would you gather sample for that?) | - |
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<tr>
<td><strong>Group Research Design</strong>&lt;br&gt;RR Textbook Ch 9&lt;br&gt;Oct 19</td>
<td>- Discussion 7&lt;br&gt;- Quiz 4 (Chapters 8 &amp; 9)&lt;br&gt;- Essay 4 Evaluation Research Design&lt;br&gt;- (Write down your study group design, write down the notation, is this a longitudinal design or a cross-sectional one? Is this experimental, quasi-experimental or pre-experimental design?)</td>
<td>-</td>
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<tr>
<td><strong>Measurement Tools and Strategies</strong>&lt;br&gt;RR Textbook Ch 11&lt;br&gt;Oct 26</td>
<td>- Discussion 8</td>
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The purpose of this chapter is to help students:
- understand how the different types and choice of a group research design strongly affects the rigor of the study
- comprehend that planning an evaluation study involves many decisions that are influenced by pragmatic and feasibility issues as well as the amount of control possessed by the evaluator
- learn the threats to the internal validity of evaluation studies and how, in some instances, to guard against these by creating a stronger design

- appreciate the importance of quantification that measurement instruments bring to the evaluation process
- consider that behavioral, attitudinal, or knowledge outcomes could be assessed and the evaluator’s role is to make a decision based on how best to determine the success of the program given realistic and pragmatic constraints.
- understand the advantages and limitations of paper-and-pencil instruments as opposed to other behavioral assessments
- understand the concepts of reliability and validity (of instruments and procedures) and how these contribute to the information obtained during a study
<table>
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<tbody>
<tr>
<td>Learn how various procedures can be undertaken to establish (or confirm) reliability and validity</td>
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<td>Nov 2</td>
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<td>Grasp the various decisions involved when choosing assessment instruments</td>
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<td>Obtain information about how to locate instruments</td>
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<td>Understand the difficulties in constructing a questionnaire and the pitfalls to avoid</td>
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<td>Understand level of measurement that derive from how variables are measured</td>
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10 Nov 2

### Selecting the best evaluation measure for your project

**RR Textbook Ch 12**

- Understand the concept of treatment fidelity and ways to ensure it
- Grasp the evaluative problems that result when treatment fidelity has been compromised
- Comprehend the problems presented by “program drift”
- Understand that evaluative activities can be threatening to many associated with a program and that they are not immune from political pressures or ethical challenges
- Learn how to manage political pressures and respond to ethical issues
- Acquire an appreciation for culturally sensitive evaluation practice

- Quiz 5 (Chapters 11 and 12)
- Essay 5 Measurement (Write down all your important variables, state their operational definitions and how you plan to measure them. What kind of measurement tools you would use for what kind of variables? How would you ensure treatment fidelity? What kind of problems you may encounter while ensuring treatment fidelity?)

11 Nov 9

### Ethical Issues and Pragmatic issues in Program Evaluation

**RR Textbook Ch 2 & Ch 13**

The purpose of this chapter is to help students:

- Quiz 6 (Chapters 2 & 13)
- Essay 6 Ethical Issues
- (Describe what ethical measure}
<table>
<thead>
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</table>
| • appreciate the non-coercive nature of ethical research with adults, children and special populations.  
• understand the mission and function of Institutional Review Boards.  
• learn basic ethical guidelines for research and evaluation (including informed consent).  
• anticipate potential ethical problems.  
• understand the concept of treatment fidelity and ways to ensure it  
• grasp the evaluative problems that result when treatment fidelity has been compromised  
• comprehend the problems presented by “program drift”  
• understand that evaluative activities can be threatening to many associated with a program and that they are not immune from political pressures or ethical challenges  
• learn how to mange political pressures and respond to ethical issues  
• acquire an appreciation for culturally sensitive evaluation practice  
• you plan on taking on your study, would this study be cleared by IRB? Do you expect any political pressures? Comment on confidentiality, anonymity, data storage and safety and informed consent. Does this study needs to be culturally sensitive? | |
| 12 Nov 16 | **Cost Effectiveness and Cost Analysis Design**  
**RR Textbook Ch 10** | - Discussion 10  
- Essay 7 Cost Analysis (write down a section on cost effectiveness of your program? Is this a good return on investment? Is the benefit provided at the lowest possible cost? Compare the cost of running the program and the benefit it generates and comment if it worth it.) |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>13 Nov 23</td>
<td>Writing Evaluation Proposals, Reports, and Journal Articles RR Textbook Ch 15</td>
<td>- Putting it all together - Discussion 11 - Quiz 7 (Chapters 10 &amp; 15)</td>
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<td></td>
<td>- learn the components that go into writing evaluation proposals and reports - understand the importance of respectable literature reviews, what needs to be stated under the methodology section, the purpose of the findings and discussion sections - avoid making the kind of mistakes that would mark the proposal or report as amateurish or incompetent - self-assess whether they have included all the required components for an evaluation report - understand how to increase the utilization of their evaluation reports - understand the responsibility to write for professional journals</td>
<td></td>
</tr>
<tr>
<td>14 Nov 16</td>
<td>Final Class Putting the paper together: Trouble Shooting and connecting the dots In this class we are going to put all the essays together into a cohesive paper</td>
<td>- Discussion 12</td>
</tr>
<tr>
<td>14 Nov 30</td>
<td>Putting it all together</td>
<td>- Final Paper Due - December 6</td>
</tr>
</tbody>
</table>

Grading

Include the grading scale (A-F) along with the point totals/percentages you will use to calculate the final grade. For example:
A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = 500-599

Include a list that details the point/percentage values for each assignment/type of assignment. You might also include descriptive grading criteria that describes the quality of work that constitutes an A, B, C, etc. Lastly, it is best practice to provide your policy on late work here as well as details regarding the presence or lack of extra credit opportunities.
Course Evaluation

The Student Perception of Teaching (SPOT) is required for all classes at UNT. SPOT is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. I am very interested in the feedback I get from students, as I work to continually improve my teaching. The SPOT survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. The survey will be made available during weeks 13, 14 and 15 (Dates of administration 13 – April 30) of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IAS System Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Course Policies

Assignment Policy

Students must complete assignments as specified in this syllabus, learning modules, or other informational materials. You are required to read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, or other assignments. Make every effort to clearly understand the expectations for all assignments and deadlines as located in this syllabus or posted online.

Carefully review the syllabus or instructions outlined in each module for official due dates. Assignments are typically due before midnight on the due date and will be closed and locked after this time period. However, the learning modules and course content will remain open and available for your ongoing educational needs. For organizational purposes, keep track of all important assignment due dates in your own personal calendar! All assignments must be submitted in Canvas during the established timeframes and when the available assignment links are open. The modules or syllabus usually provide descriptions of assignments. In addition, assignment guidelines may be available to provide extended details. Always carefully review and follow instructions before submitting assignments!

Assignments completed for this course should first be saved on your computer and then submitted in a readable format that is friendly to an online environment (for example, PDF, Microsoft Word, Word for Mac, or Rich Text). Assignments will be submitted using the Canvas Assignment drop box.

Late Work

Late assignments will not be accepted in this class. All written assignments will be turned in on Canvas. There will be no exceptions so please pay attention to all due dates on this syllabus. Do not wait until the last day to submit assignments – as potential problems are unpredictable! Also, do not submit assignments after the deadline thinking there will be some exception made for you. Instead, work on the next assignment to ensure it is submitted on time! Always allow yourself a minimum of several hours to upload documents – many students report their computers freeze! Remember, even one minute late means it is late! (Note: rarely will university policies supersede these requirements).

Examination Policy
Students are responsible for ensuring they have a reliable Internet connection before they test online. There will be no “do-overs allowed” due to technical failures unless the failure is universal and affects all students. Online exams are due by their respective due dates and times. Your exam must be complete by this time. Any exam that all, or in part, is submitted late will receive a zero (0). Exams will be timed and no backtracking is allowed.

Instructor Responsibilities and Feedback

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Using proper grammar in written communications is very important. It demonstrates professionalism and helps to establish your credibility. Turning in a professional product that you can be proud of should be a priority EVERY TIME! Make sure that all of your work is carefully proofread and is typed, double spaced, and has one-inch margins, 12 font size, a cover page and pages are numbered, following APA 7th guidelines. It should be easy for the reader to understand your line of reasoning. Excessive grammatical/syntactical errors will result in a lower grade. Please proofread.

For written assignments, the instructor has the goal of providing feedback to students within two weeks. The instructor will help students grow and learn; providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, providing grading rubrics, reviewing and updating course content, etc.

Attendance Policy
State your attendance policy. An attendance policy is required for every UNT syllabi. Visit the University of North Texas’ Attendance Policy (http://policy.unt.edu/policy/15-2-) to learn more.

Class Participation
Include your classroom participation policy here.

Syllabus Change Policy
Provide information as to policies regarding changes to the syllabus, course information, due dates.

UNT Policies

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University’s expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.
Sexual Assault Prevention
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses
Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G). The paragraph reads:
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student’s physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.
If such an on-campus activity is required, it is the student’s responsibility to do the following: (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification
UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying
students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work
A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

   Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

   No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

JMSW Classroom Policy (some policies here are applicable for Face to Face environment)

Conduct: It is the policy of the program to report all incidents of academic dishonesty and other violations of the TWU Student Code of Conduct to the Office of Civility and Community Standards.
Attendance Policy: Attendance and Professionalism are vital in Social Work education. It is an expectation that students attend class, seminar meetings, faculty appointments, and other obligations. It is the general policy of the Social Work program that students who miss the equivalent of more than two (2) sessions of a Social Work class (3 hour class) will be awarded a failing grade for that class. An absence is defined as missing all or part of a class period.

Statement on Civility: Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors.

Social Media/Cell Phone Policy: Cell phones should be turned off prior to class except students on “emergency on-call” with an employer or placement. This includes texting. Students may not leave class to make or receive calls. Use of laptops during class is at the discretion of the instructor.

Intellectual Property: All course materials and course content are the intellectual property of the instructor and/or your classmates. As a result, recording audio or video of the class, as well as the duplication of or forwarding of e-mail and Blackboard postings is prohibited without written permission. This means, for example, that you may not post materials from the class, audio of lectures, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may, however, request permission from the instructor to record course lectures for personal academic use.

Written Assignments: All assignments and written work submitted in the program may be included by JMSW faculty as part of a review to determine if sufficient progress is being made by the student to continue in the program.

Grading in the JMSW Program: Decisions regarding the methods of grading are made by the individual instructors for each course. These grading methods are made available in the course syllabus each semester. It is the student’s responsibility to understand the grading method used by the instructor and to familiarize him/herself with this method at the beginning of the semester. Each student should read each course syllabus at the beginning of the semester and seek clarification if any portion of the syllabus is not clear. Instructors differ in the weight assigned to different class assignments, whether late assignments will be accepted or receive a lower grade, etc.

If a grade of “C” is earned in a practice course or field practicum or seminar, the course must be retaken. If a grade of “D” or “F” is earned in any JMSW course, a review of student performance will be undertaken in order to determine if the student should continue in the program or be terminated.

Professional Demeanor: In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to
participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc...

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at UNT have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

Disability Support Policy Statement: Accommodation for Students with Disabilities

Students who require accommodations can access services at both institutions. Students should make an appointment to establish services at their home institution. See links: TWU Disability Services for Students (https://www.twu.edu/disability-services/) and UNT’s Office of Disability Accommodation (https://disability.unt.edu/). Then they will make an appointment to establish services at the other University. It is the student’s responsibility, within the first two weeks of the semester, to make appointments to meet with each professor in order to bring and discuss their accommodation forms.

Academic Integrity: JMSW students are expected to comply with all portions of the Student Codes of Conduct of their respective home institution, including academic dishonesty.

Those codes of conduct are available here:


UNT: https://policy.unt.edu/policy/07-012

Academic dishonesty includes cheating, plagiarism, collusion, fabrication, falsification, and falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student, and/ or the attempt to commit such acts.

Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct. Dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s) also constitutes cheating.

Plagiarism occurs when a student obtains portions or elements of someone else’s work, including materials prepared by another person or agency, and presents those ideas or words as her or his own
academic work. The intentional or unintentional use by paraphrase or direct quotation of the published work of another person without full and clear acknowledgement shall constitute plagiarism. Students are responsible for following guidelines of the appropriate course or discipline (for example, APA for Social Work).

Collusion occurs when a student collaborates with another person without authorization when preparing an assignment. Fabrication occurs when a student makes up data or results and records or reports them.

Falsification occurs when a student manipulates research materials, equipment or methods, or changes or omits results such that the research is not accurately reflected in the research record.

Falsifying academic records includes, but is not limited to, altering grades or other academic records. Altering or assisting in the altering of any official record of the University, and/or submitting false information or omitting requested information that is required for or related to any academic record of the University. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. Forgery allegations, such as forging a signature on add/drop forms, may be separate from academic dishonesty and subject to further sanctions.

In the event of alleged academic dishonesty, the faculty member who discovers evidence or receives reports of academic dishonesty will refer the matter to the JMSW program director or designee and the Office of Student Life or Student Affairs at the appropriate institution. Students who commit student code of conduct violations will be reported to and investigated by their home institution.

The sanctions for Academic Dishonesty include the following:

- Written reprimand
- Assignment of a 0 on an assignment
- Assignment of a lower grade on the test/paper/project in question, with an explanation from the instructor.
- Assignment of a grade of F in the course.
- Removal from the course with the assignment of a failing grade (WF)
- Disciplinary Probation
- Suspension from the University
- Expulsion from the University
- Withholding of a degree
- Revocation of a degree