

King's University College at Western University
SOCWORK 2206A (570): Research Methods for Social Workers
Fall 2026

Instructor: Dr. Adrienne Sauder
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Office Hours: Virtually by appointment

Course Description

A study of the empirical method to provide students with the basic knowledge and skills required to design and implement elementary research projects. Students will also learn how to evaluate research reports to be able to utilize the results in their professional practice.

Class Format IN-PERSON

Course Objectives

Research is not separate from social work practice. Social workers encounter research when assessing needs, selecting interventions, evaluating programs, advocating for policy change, and deciding whether available evidence is relevant to a particular client, family, organization, or community. This course develops the methodological literacy needed to understand how knowledge is produced, evaluate the strengths and limitations of research claims, and make appropriately cautious use of evidence in professional contexts. Students will examine quantitative, qualitative, mixed-methods, participatory, and program evaluation approaches. Throughout the course, methodological decisions will be considered in relation to ethics, power, positionality, structural vulnerability, and the consequences of representing communities through research. The goal is not to turn students into statisticians or independent researchers in a single term, but to help them become thoughtful consumers and beginning designers of research that is credible, ethically responsible, and useful to social work.

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

1. Explain foundational terminology and concepts related to quantitative, qualitative, mixed-methods, participatory, and program evaluation approaches.
2. Identify the research question, design, sample, recruitment strategy, data-collection procedures, analytic approach, and ethical considerations within published research.
3. Critically evaluate the credibility, limitations, representation, practice relevance, and appropriate use of research findings without overstating what a study can establish.
4. Explain how paradigms, theoretical frameworks, positionality, social location, and relationships of power shape research questions, methods, interpretations, and consequences.
5. Apply foundational research concepts to make and justify methodological decisions involving research questions, sampling, measurement, recruitment, data collection, and methodological fit.
6. Recognize and analyze ethical issues involving consent, confidentiality, coercion, vulnerability, dual relationships, service dependency, researcher well-being, community representation, and dissemination.
7. Explain the purposes and basic components of program evaluation, including needs assessment, logic models, process and outcome evaluation, indicators, data sources, and intended uses of findings.
8. Interpret introductory quantitative and qualitative findings cautiously, with attention to uncertainty, context, limitations, and deficit framing.
9. Communicate evidence appraisals and methodological decisions clearly to academic, professional, and community audiences.

Structure of the Course

This course begins on Wednesday, September 9, 2026, and continues until Wednesday, December 9, 2026, honouring all important dates derived from University approved guidelines and academic policies (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm>).

This course incorporates lectures, dialogic discourse, and in-class labs and is designed to promote engaged critical thinking. It is important to complete all required readings, videos, and any other materials BEFORE CLASS in order to best engage your colleagues in a discussion of various methodological problems relating to research in the field of social work. Students are expected to participate by asking relevant questions and/or by providing appropriate critiques. The responsibility for a successful learning experience is shared by all the participants – students and professor alike. I am trusting that you will share in the responsibility in making this a successful learning experience for everyone.

Engaging Sensitive Material

Research in social work frequently addresses experiences of inequity, violence, loss, discrimination, illness, family disruption, and other sensitive topics. Personal disclosure is never required. Students may draw on lived or professional experience when they choose, but discussion should remain respectful, analytically focused, and attentive to privacy and professional boundaries.

Texts and Readings

Required readings, as per the schedule below, are accessible via the OWL Brightspace course website.

Strongly Recommended Text

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Attendance

In accordance with Western University policies

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=5&Command=showCategory&Keywords=attendance&SubHeadingID=68&SelectedCalendar=Live&ArchiveID=#SubHeading_68,

attendance is expected in Social Work courses: “Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of Registration. The School of Social Work considers “too many classes” to be three classes. You may receive written warning from your instructor after your second missed class advising you that after a third missed class they may request that you be barred from writing the final exam.

Students are expected to attend class having read assigned readings and prepared to engage in discussions and lab activities. Attendance will be monitored via sign-in sheet before the end of every class. Students will be responsible for making sure that they have signed the attendance sheet each week. If you need to leave class early, please speak with the instructor before class or during the break.

Assessments

- | | |
|-----------------------------------|-----|
| 1) Library Search | 15% |
| 2) Midterm Exam | 30% |
| 3) Applied Research Labs (5 of 6) | 25% |

Library search assignment (October 7, 2026)

Social workers need to be able to locate credible research that is relevant to practice. The purpose of this assignment is to develop students' ability to translate a social work practice concern into a focused question, search academic databases systematically, and select appropriate empirical research. Assignments are due by 6:30pm on the date indicated unless an extension is granted **prior** to the deadline. All written assignments turned into OWL via the assignment tab **must be in Word or PDF format (not any other format)**. If submitted in any other format, it will be marked as late and the student will be asked to resubmit. Detailed instructions are available on OWL.

Midterm exam (in-class, 2 hours in length; October 28, 2026)

Midterm exam will consist of multiple choice and short answer applied questions. Students may be asked to interpret a brief research excerpt, identify a problem in a proposed sampling strategy, or recommend a more appropriate methodological decision, as well as demonstrate understanding of foundational concepts and terminology.

Applied research labs (in-class, see schedule below)

Applied research labs will be completed, in groups, during class time as per the schedule below. Students will review the article/scenario provided prior to class and complete a group worksheet that must be handed in during class time. There will be a class debrief before class is dismissed. The best five of the six labs will be used to calculate the grade, with each counted lab worth 5% of the final course grade.

Final exam (2 hours in length; December exam period)

The final exam will consist of multiple choice and short answer applied questions. Students may be asked to interpret, critique, and responsibly apply quantitative, qualitative, mixed-methods, participatory, and evaluation research, as well as demonstrate understanding of foundational concepts and terminology.

GRADE DESCRIPTORS

A+	90–100	One could scarcely expect better from a student at this level
A	80–89	Superior work which is clearly above average
B	70–79	Good work, meeting all requirements, and eminently satisfactory
C	60–69	Competent work, meeting requirements
D	50–59	Fair work, minimally acceptable
F	below 50	Fail

Late Penalties

Failure to meet deadlines without prior permission of the Instructor will result in a reduction of marks. **Marks for papers/assignments received after the due date will be reduced by 2% per day** (including weekends) to a maximum of 5 days, after which time the assignment will not be accepted.

Policy Re: Make-Up Exams and Extensions of Deadlines

If, on medical or compassionate grounds, you are unable to write a midterm test or final examination or complete course work by the due date, you should follow the instructions below. In addition, you must demonstrate that there are compelling medical or compassionate grounds that can be documented **before** academic accommodation will be considered.

You should understand that **academic accommodation will not be granted automatically on request**.

Instructors are under no obligation to offer more than one opportunity to write a make-up exam. Please note that any requests for discretion by the instructor will be decided on the basis of the issue that is brought to the instructor's attention and the instructor's obligation to ensure fairness to all students in the classroom. The instructor will not agree to any concessions or accommodations that would be unfair to the other students in the class.

OTHER IMPORTANT INFORMATION

AI and Chat GPT. King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, it is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor.

Within this course, use of artificial intelligence (AI) tools [such as, but not limited to, Chat GPT] is not permitted for written work submitted for evaluation. Western's scholastic discipline policy can be found [here](#).

Classroom Etiquette. It will be expected that all cell phones will be silenced during class time. **Any student found texting or using his/her/their cell phone during class time will be asked to leave the class.**

Tardiness and Early Departure from Class. We all contribute to the integrity of our learning environment and therefore it is important to arrive on time and to be fully present for the entire class time. Although it is understandable that occasionally circumstances can result in a few minutes' delay, **it is unacceptable (and rude) to habitually arrive late or leave earlier than the class is dismissed by the instructor.** Students with extenuating circumstances may advise the instructor in advance of these circumstances to request occasional accommodation if necessary. **Any accommodations requested will be granted on the basis of fairness to all students in the class.**

Email Etiquette. Email is for short answers or setting up appointments. If you have content- or course-based problems, please email me to set up an appointment or come to my office hours. In the **email subject line**, please include the course that you are emailing about (SOCWORK 2206A).

Please consider how you address me in your salutation. This is an academic class and I am your professor. Also, consider the tone of your email. I will respond to your email **within 2 business days**. If you have not heard from me **after 2 business days**, then please feel free to contact me again. I will not respond to emails over the weekend.

To ensure you have thoroughly reviewed the course syllabus and are familiar with its contents, please complete the following task: Before the start of our second class (on Sept 16, 2026), please send an email to Dr. Sauder (asauder5@uwo.ca) that includes the title and artist of your favourite song from the 1990s and explains why it is your fav song. Ensure your name and the course code is in the email subject line. This brief task serves both as confirmation of your engagement with the syllabus and as an introduction to me

about you and your musical preferences and will earn you a 2% bonus to your final grade. Failure to complete this task by the stated deadline will not result in any penalty.

Drop Date

The final date to drop a half course without academic penalty is November 30, 2026.

COURSE SCHEDULE

Date	Topic	Assessment Due
Week 1 Sept 9	Research Evidence and Social Work Practice <u>Reading:</u> Begun, A. L. (2018). <i>What is evidence-based practice?</i> Social Work 3401 Online Coursebook. https://ohiostate.pressbooks.pub/swk3402/chapter/module-1-chapter-2-what-is-evidence-based-practice/	
Week 2 Sept 16	How to Find and Read a Research Article <u>Reading:</u> Begun, A. L. (2018). <i>Reviewing empirical articles.</i> Social Work 3401 Online Coursebook. https://ohiostate.pressbooks.pub/swk3401/chapter/chapter-4-reviewing-empirical-articles/ <u>Lab 1 Reading:</u> Kerman, N., Ecker, J., Tiderington, E., Aykanian, A., Stergiopoulos, V., & Kidd, S. A. (2022). "Systems trauma": A qualitative study of work-related distress among service providers to people experiencing homelessness in Canada. <i>SSM - Mental Health</i> , 2, 100163.	Lab 1
Week 3 Sept 23	Ways of Knowing, Theory, Positionality, and Power <u>Readings:</u> Begun, A. L. (2018). <i>Social work and "ways of knowing."</i> Social Work 3401 Online Coursebook. https://ohiostate.pressbooks.pub/swk3401/chapter/chapter-1-2/ Rogers, M., & Allen, D. (2024). Embedding reflexivity in social work research through the Critical Reflexive Framework. <i>British Journal of Social Work</i> , 54, 1753-1772. https://doi.org/10.1093/bjsw/bcad245 <u>Lab 2 Reading:</u> Goodyear, T., Jenkins, E., Fast, D., Oliffe, J. L., Kia, H., Katriana, I., & Knight, R. (2024). Homes of substance: Drugs and the making of home/lessness for 2S/LGBTQ+ youth. <i>Social Science & Medicine</i> , 360, 117352.	Lab 2
Week 4 Sept 30	National Day for Truth and Reconciliation – NO CLASS	

Week 5 Oct 7	Program Evaluation and Needs Assessment <u>Readings:</u> Savaya, R., & Waysman, M. (2005). The logic model: A tool for incorporating theory in development and evaluation of programs. <i>Administration in Social Work</i> , 29(2), 85-103. https://doi.org/10.1300/J147v29n02_06 Hasan, M. (2022). Community needs assessment: Process and tools. Community development practice: From Canadian and global perspectives. https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/chapter/community-needs-assessment-process-and-tools/ <u>Lab 3 Reading:</u> Sorensen, J. L., & Llamas, J. D. (2018). Process evaluation of a community outpatient program treating substance use disorders. <i>Journal of Community Psychology</i> , 46, 844–855.	Lab 3 Library Search assignment
	READING WEEK – Oct 12-16, 2026 – NO CLASS	
Week 6 Oct 21	Quantitative Research <u>Readings:</u> Begun, A. L. (2018). <i>Overview of quantitative traditions</i> . Social Work 3401 Online Coursebook. https://ohiostate.pressbooks.pub/swk3401/chapter/module-3-chapter-3-overview-of-quantitative-traditions/ Begun, A. L. (2018). <i>Overview of quantitative study variables</i> . Social Work 3401 Online Coursebook. https://ohiostate.pressbooks.pub/swk3401/chapter/module-3-chapter-4-overview-of-quantitative-study-variables/ <u>Lab 4 Reading:</u> Wu, S., Ta, L., Vieira, J., Schwartz, K., Perez, J., Zeien, J., Li, D., & Hartmark-Hill, J. (2024). Adverse childhood experiences and depression among homeless young adults: A social determinants of health perspective. <i>International Journal of Environmental Research and Public Health</i> , 21, 81.	Lab 4
Week 7 Oct 28	Midterm Exam – 2 hours, IN CLASS	

Week 8 Nov 4	Qualitative Research <u>Readings:</u> Austin, Z., & Sutton, J. (2014). Qualitative research: Getting started. <i>Canadian Journal of Hospital Pharmacy</i> , 67(6), 436–440. Austin, Z., & Sutton, J. (2015). Qualitative research: Data collection, analysis, and management. <i>Canadian Journal of Hospital Pharmacy</i> , 68(3), 226–231.	
Week 9 Nov 11	Mixed-Methods Research <u>Reading:</u> DeCarlo, M. (2018). <i>Mixed methods</i> . Scientific Inquiry in Social Work. https://viva.pressbooks.pub/scientificinquiryinsocialwork/chapter/7-4-mixed-methods/ <u>Lab 5 Reading:</u> Wood, M., Manoni-Millar, S., David, A., MacDonald, C., Rochon, V., Sylvestre, J., & Gaetz, S. (2024). “I want purpose in my life”: A qualitative exploration of how homeless youth envision their futures. <i>Journal of Prevention & Intervention in the Community</i> , 52(1), 54–72.	Lab 5
Week 10 Nov 18	Participatory and Community-Engaged Research <u>Reading:</u> Kidd, S. A., & Kral, M. J. (2005). Practicing participatory action research. <i>Journal of Counseling Psychology</i> , 52(2), 187–195. https://doi.org/10.1037/0022-0167.52.2.187	
Week 11 Nov 25	Ethics in Social Work Research <u>Reading:</u> Antle, B. J., & Regehr, C. (2003). Beyond individual rights and freedoms: Metaethics in social work research. <i>Social Work</i> , 48(1), 135-144.	
Week 12 Dec 2	Interpreting and Critiquing Research Claims <u>Reading:</u> Coughlan, M., Cronin, P., & Ryan, F. (2007). Step-by-step guide to critiquing research. Part 1: Quantitative research. <i>British Journal of Nursing</i> , 16(11), 658-663. Ryan, F., Coughlan, M., & Cronin, P. (2007). Step-by-step guide to critiquing research. Part 2: Qualitative research. <i>British Journal of Nursing</i> , 16(12), 738-744.	

Week 13 Dec 9	Using Research Evidence in Social Work Practice <u>Reading:</u> Gambrill, E. (2016). Is social work evidence-based? Does saying so make it so? Ongoing challenges in integrating research, practice, and policy. <i>Journal of Social Work Education</i> , 52(sup1), S110-S125. https://doi.org/10.1080/10437797.2016.1174642 <u>Lab 6 Reading:</u> Aubry, T., Bourque, J., Goering, P., Crouse, S., Veldhuizen, S., LeBlanc, S., Cherner, R., Bourque, P.-E., Pakzad, S., & Bradshaw, C. (2019). A randomized controlled trial of the effectiveness of Housing First in a small Canadian city. <i>BMC Public Health</i> , 19, 1154.	Lab 6
	Final Exam – December Exam Period	

SCHOOL OF SOCIAL WORK POLICIES – BSW Program 2026-2027

School of Social Work Attendance Policy – Pre-Program Courses

In accordance with Western University policies

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=5&Command=showCategory&Keywords=attendance&SubHeadingID=68&SelectedCalendar=Live&ArchiveID=#SubHeading_68, attendance is expected in Social Work courses: “Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of Registration.

The School of Social Work considers “too many classes” to be three classes. You may receive written warning from your instructor after your second missed class advising you that after a third missed class they may request that you be barred from writing the final exam.

School of Social Work Policy on Grade Adjustment for Late Assignments

Failure to meet deadlines without prior permission of the Instructor will result in a reduction of marks.

Marks for papers/assignments received after the due date will be reduced by 2% per day (including weekends) to a maximum of 5 days, after which time the assignment will not be accepted.

General Course Policies 2026–2027

1. Academic Accommodations, Consideration for Absences

ACADEMIC ACCOMMODATION

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

ACADEMIC CONSIDERATION FOR STUDENT ABSENCE

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below. In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

ABSENCES FROM FINAL EXAMINATIONS

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

RELIGIOUS ACCOMMODATION

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://kings.uwo.ca/campus-life/student-supports/>

Students experiencing emotional or mental health distress can access services at King's University College:

<https://kings.uwo.ca/campus-life/student-supports/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

3. Statement on Gender-Based Sexual Violence

King's (Western) is committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

[Mental Health and Wellness at King's - King's University College](#)

You can reach supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a Social Worker who can offer help.

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a Case Manager/Social Worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email

(health@uwo.ca) or by calling 519-661-3568. Additional support services can be found

<https://www.uwo.ca/health/gbsv/support/index.html>

4. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see

https://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

5. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see

https://elearningtoolkit.uwo.ca/tools/Originality_Reports_-_TurnItIn.html.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

6. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or

distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

7. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

8. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.