

NURSING 601.61/SOCIOLOGY 701.44
GRADUATE SEMINAR ON MIXED METHODS RESEARCH

Fall 2015
(September 8th - December 8th)

Tuesdays 9:00-11:50

Location: SS921

Course Professors: Drs. Eloise Carr & Jean Wallace
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COURSE DESCRIPTION

This course will provide an introduction to mixed methods research to graduate students who are already familiar with quantitative and qualitative methods. It will introduce students to the emerging and ongoing challenges related to the application of mixed methods as experienced across various disciplines. The mixed methods approach will be discussed to inform and provide guidance in decision making about when and how to use mixed methods. Different types of mixed methods research designs will be examined and critical issues involving the use of mixed methods will be addressed.

Pre-requisites: One masters research course from either Nursing 683 or 621 or Sociology 613 or 615 or equivalent. For other students application is determined on a case-by-case basis by the instructors.

COURSE THEMES AND LEARNER OUTCOMES

- **Asking Mixed Methods Questions:** Student will be able to formulate research questions appropriate for mixed methods and learn how and when to use mixed methods.
- **Using Mixed Methods Approaches:** Students will be able to differentiate between the different mainstream mixed methods designs and approaches.
- **Communicating Mixed Methods Results:** Student will be able to identify avenues for dissemination of mixed methods findings and translate mixed methods results into publishable manuscripts and/or practical applications.

COURSE OBJECTIVES

1. To enhance understanding of the philosophical assumptions and history connected to mixed methods research (Weeks 1, 2 and 11)
2. To critically compare and contrast major ideas and schools of thought on mixed methods research (Week 2 and 11)
3. To critically analyze a particular problem and develop research questions appropriate for mixed methods research (Weeks 3 and 4)
4. To differentiate between the different mixed methods designs and approaches (Week 5)
5. To develop a pragmatic mixed methods approach to answering research questions (Weeks 6 and 7)
6. To explore different ways of connecting, merging and integrating qualitative and quantitative data in mixed methods research and the associated outcomes (Week 8)
7. To offer constructive feedback on colleagues' work and incorporate feedback into one's own work (Weeks 2-13)
8. To identify avenues for dissemination of mixed methods findings (Week 13)

LEARNING EXPERIENCES

Learning will embrace a variety of approaches including didactic lectures, readings and facilitated discussion, small group work and reflective exercises. Students will have the opportunity to engage with data and undertake preliminary analyses and develop research approaches reflecting the mixed methods tradition. Opportunities to explore the contributions from an interdisciplinarity perspective will be encouraged.

CLASS FORMAT

Students will participate in small group settings that provide a supportive environment for active and collaborative learning, faculty to student contact, and a high level of academic challenge.

The format for this course is interactive seminar. Students are expected to come prepared with questions based on the pre-class readings. *All students are expected to participate in class discussions.* Students are encouraged to reflect on the relevance of the topic under discussion as it relates to their area of practice/population of focus or to their research question.

EVALUATION

Method	Due	Grade Percentage
Reflective Memos	Weeks 2-11	10 wks x 2% = 20%
Article Critique (Oct 20)	Week 7	20%
Seminar Lead & Reflective Summary	Weeks 9 & 12	15% + 5% = 20%
Final Project (Oral + Written)	Week 14; Dec 14	10% + 30% = 40%

- **Reflective Memos:** Notes submitted weekly for Weeks 2 through 11 (2% per week) by Monday at noon before the relevant class. For Weeks 2 through 11 you will upload a copy of your reflective memo to the course website on D2L. The memos will be no more than 2 pages and should not

simply present summaries of the articles, but rather should be used to link the themes and issues raised across each of the assigned readings for the week. The memo should reflect more of a conversation across the articles than a linear summary of them. At the end of each memo suggest one or two questions that might be raised by that week's readings. These memos will form part of the basis for discussion in each class (*Value=10 x 2% = 20%*).

- **Article Critique:** Select 2 mixed methods research papers and critique using assessment tool that will be provided by the instructors (Week 7). Paper will be a maximum of 10 pages (*Value = 20%*).
- **Seminar Lead and Reflective Summary:** Students will have the opportunity to lead a seminar with peers providing feedback. This will happen in Weeks 9 and 12. You will pick a topic that is related to mixed methods and select 5 readings on that topic for the basis of your seminar discussion and reflective summary. You will lead a 30 minute class discussion on the topic based on the 5 readings (*Value = 15%*). The week before you lead a seminar discussion (week 8 or 11), you will pick one of these readings to share with your peers for that week's readings. Each student in the class will provide feedback to the presenter on the evaluation form provided by the instructors. You will also provide a reflective summary (no more than 5 pages) of your performance incorporating peer feedback from the Fast Feedback form (*Value = 5%*).
- **Final Project and Presentation:** Choice of Research Proposal or Research Article or Narrative Review of the State of Mixed Methods in the Student's Field of Study (December 14). The final paper for this class should reflect your original and individual work on one of the above topics, that is related to the range of topics covered in this class. The length of this final paper may be 20-25 pages. The final paper may take a number of different forms that include: (1) a proposal for a research project that includes an extensive and critical review of the literature on this topic that may serve as a preliminary draft of your dissertation proposal; (2) an original research paper that may serve as a conference or journal submission; or (3) a thorough review of the literature that identifies the key issues, primary arguments and perspectives and a critical assessment of various contributions to the literature (*Value = 40%*). In addition, in the last class (Week 14) you will give a 10 minute presentation of your final project to the class as well as lead a 10 minute facilitated discussion around 3-4 questions about your project (*Value = 10%*).

REQUIRED TEXTBOOKS

Creswell, J.W., and Plano Clark, V.L. (2011). *Designing and Conducting Mixed Methods Research*. SAGE Publications Inc.: Thousand Oaks, CA.

Morgan, D.L. (2014). *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. SAGE Publications Inc.: Thousand Oaks, CA.

LECTURE SCHEDULE AND REQUIRED READINGS

Listed below are the required texts and readings assigned by topic and date. Expected lecture dates for the topics are listed below, although unexpected circumstances may require some changes.

Week 1: Introduction to the Course (Sept. 8)

Today's class is an introduction to the dialog of mixed-methods research. Along with the typical first-day-of-class business, we will present a review of quantitative designs, a review of qualitative designs, and an overview of the rest of the term, and introduce ourselves.

Morgan, D.L. (2014). "An Introduction and Overview" (Chapter 1, pp. 3-23)

Morgan, D.L. (2014). "Research Design and Research Methods" (Chapter 3, pp. 45-62).

Creswell, J.W., & Plano Clark, V.L. (2011). "The Nature of Mixed Methods Research" (Chapter 1, pp. 1-18).

Week 2: Positivist, Naturalistic and Pragmatist Paradigms: Where is Mixed Methods? (Sept. 15)

Today's discussion focuses on the history of 'mixing' methods. A major piece of this history involves a variety of paradigms, or philosophical frameworks, for thinking about research. We will compare these paradigms and discuss the implications of adopting a pragmatic approach to mixed methods.

Morgan, D.L. (2014). "Pragmatism as a Paradigm for Mixed Methods Research" (Chapter 2, pp. 25-44).

Creswell, J.W., & Plano Clark, V.L. (2011). "The Foundations of Mixed Methods Research" (Chapter 2, pp. 19-52).

Bryman, A. (2006). Paradigm Peace and the Implications for Quality. *International Journal of Social Research Methodology*, 9(2):111-126.

Johnson, R.B., & Onwuegbuzie, A.J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7):14-26.

Week 3: Identifying a Problem and Developing Mixed Methods Research Questions (Sept. 22)

For today's discussion, we first discuss research questions as we learned them in the mono-method traditions. We then examine several typologies of mixed-method designs and work to expand our list of possibilities for research questions.

Creswell, J.W., & Plano Clark, V.L. (2011). "Introducing a Mixed Methods Study" (Chapter 5, pp. 143-170).

Teddlie, C. & Tashakkori, A. (2009) Generating Questions in Mixed Methods Research. In C. Teddlie & A. Tashakkori (Eds.) *Foundations of Mixed Methods Research* (Chapter 6, pp.109-136). SAGE Publications: Thousand Oaks, CA.

Onwuegbuzie, A.J. & Leech, N.J. (2006). Linking Research Questions to Mixed Methods Data Analysis Procedures, *The Qualitative Report*, 11(3):474-498.

Week 4: Understanding the Rationale for Mixing Methods (Sept. 29)

There is little consensus about how to summarize the different motivations for using mixed methods, which may partly explain why the rationale for mixing methods is often absent in many research articles. We will discuss the typologies that these readings propose for classifying rationales for employing mixed methods research and whether they are useful in helping researchers articulate their reasons more explicitly.

Morgan, D.L. (2014). "Motivations for Using Mixed Methods Research" (Chapter 4, pp. 63-84).

Palinkas, L.A., Horwitz, S.M., Chamberlain, P., Hurlburt, M.S., & Landsverk, J. (2011). Mixed-Methods Design in Mental Health Services Research: A Review. *Psychiatric Services*, 62(3):255-263.

Bryman, A. (2006). Integrating Quantitative and Qualitative Research: How is it Done? *Qualitative Research*, 6(1):97-113.

Week 5: Overview and Introduction to Mixed Methods Typologies (Oct. 6)

In today's class, we will discuss what are typologies and how they are useful in designing, describing and justifying a MM design. We will also review the typologies offered in the readings and discuss which designs might be useful for your research as you start thinking about your purpose statement for your proposed project. Skim both readings listed below. Select one chapter to read in depth that focuses on the MM model that best fits with your thinking of the different MM designs and that you think includes a MM design that you will use in your research.

Morgan, D.L. (2014). "The Sequential Priorities Model" (Chapter 5, pp. 85-102).

Creswell, J.W., & Plano Clark, V.L. (2011). "Choosing a Mixed Methods Design". (Chapter 3, pp. 53-76).

Week 6: Operationalizing and Extending the Mixed Methods Purpose Statement (Oct. 13)

In today's class, you will focus on drafting a Purpose Statement for the specific Mixed Methods design that best fits your research question. We will also provide a brief refresher on popular qualitative and quantitative methods and key concepts used in appraising them.

Select readings specific to your Mixed Methods Design from:

Morgan, D.L. (2014). Chapters 6 (pp. 105-122), 7 (pp. 123-152), 8 (pp. 153-178) or 9 (pp. 179-194) or

Creswell, J.W., & Plano Clark, V.L. (2011). Relevant sections in Chapter 3 (pp. 77-103) and relevant example in Chapter 4 (pp. 107-142) and relevant example in Appendices A – F (pp. 287-407).

Curry, L.A., Nembhard, I.M., & Bradley, E.H. (2009). Qualitative and Mixed Methods Provide Unique Contributions to Outcomes Research. *Circulation*, 119: 1442-1452.

Burns, K.E.A. et al. (2008). A Guide for the Design and Conduct of Self- Administered Surveys of Clinicians. *Canadian Medical Association Journal*, 179(3): 245-252.

Week 7: Developing Your Mixed Methods Design Diagram (Oct. 20)

From the Week 5 Handouts and Week 6 Readings, you will continue working on your Mixed Methods designs using your Purpose Statement, Flowchart and Mixed Methods Design Diagrams. You will present your designs to the class for feedback and discussion.

Week 8: Connecting, Merging and Integrating Qualitative and Quantitative Data (Oct. 27)

There are different approaches to analyzing data in a mixed methods study, and different challenges when trying to link qualitative and quantitative findings. We examine strategies that connect, merge and integrate different forms of data and how interpretations and inferences are drawn from them in answering the research questions posed.

Creswell, J.W., & Plano Clark, V.L. (2011). "Analyzing and Interpreting Data in Mixed Methods Research" (Chapter 7, pp. 203-250).

Bazeley, P. (2012). Integrative Analysis Strategies for Mixed Data Sources. *American Behavioral Scientist*, 56(6):814-828.

Week 9: Student Led Seminar (Nov. 3)

Readings TBA by student presenters in Week 8.

Week 10: Reading Week – No Class (Nov. 10)

Week 11: Is Mixing Methods Really Possible? (Nov. 17)

Despite reference to "paradigm peace" by many who use mixed methods, others argue that this is a misleading characterization of the pragmatic approach to mixed methods. We discuss these criticisms and their implications for mixed methods research.

Giddings, L.S. (2006). Mixed-Methods Research: Positivism Dressed in Drag? *Journal of Research in Nursing*, 11(3):195-203.

Denzin, N.K. (2010). Moments, Mixed Methods, and Paradigm Dialogs. *Qualitative Inquiry*, 16(6):419-427.

Week 12: Student Led Seminar (Nov. 24)

Readings TBA by student presenters in Week 11.

Week 13: Putting Mixed Methods into Practice

We discuss some of the challenges of writing up and communicating mixed methods results, as well as implementing the outcomes from mixed methods research.

Required Readings:

Morgan , D.L. (2014). “Finding the Expertise to Combine Mixed Methods” (Chapter 11, pp. 213-224);

Morgan , D.L. (2014). “Conclusions: Further Thoughts about Research Design” (Chapter 12, pp. 225-234).

Recommended Readings:

Bryman, A. (2007). Barriers to Integrating Quantitative and Qualitative Research. *Journal of Mixed Methods Research*, 1(1):8-22.

Leech, N.L., Onwuegbuzie, A.J., and J.P. Combs (2011). Writing Publishable Mixed Research Articles: Guidelines for Emerging Scholars in the Health Sciences and Beyond. *International Journal of Multiple Research Approaches*, 5: 7-24.

Carr, E.C.J. (2009) Understanding inadequate pain management in the clinical setting: the value of the sequential explanatory mixed method study. *Journal of clinical nursing*, 18, 124-131.

Week 14: Final Project Presentations (Dec. 8)

**FACULTY OF NURSING GRADUATE PROGRAM
Grading Scale**

Legend: *Italics - Criteria extracted from Faculty of Education grading scale.*

If the percentage on your assignment is:	If the grade on your assignment is:	The percentage will be taken from:	If the total for all assignments is:	Your final grade will be:	
98.0 – 100	A+	4.0	3.95 - 4.00	A+	Outstanding <i>Elegant exposition of publication quality work that would make a significant, scholarly contribution to the area of investigation.</i>
93.0 – 97.9	A	4.0	3.85 – 3.94	A	Excellent - Superior performance showing comprehensive understanding of the subject matter. <i>Exceptional performance that goes beyond the specified requirements of the assignment, and demonstrates a comprehensive understanding of the subject matter that includes the ability to critically assess and creatively apply knowledge to new situations.</i>

88.0 – 92.9	A-	3.7	3.50 – 3.84	A-	Very good performance <i>Clarity of thought and expression that reveals the rich meaning of and complex relationship between assumptions, ideas and actions, and includes a critical examination of the topic. Relevant reference material has been correctly documented and effectively integrated into a well developed line of thought.</i>
83.5 – 87.9	B+	3.3	3.15 – 3.49	B+	Good performance <i>Subject matter is generally understood at the literal level. Wide reading, critical questioning and creative insights may be absent. Prose style reveals a clear, logical, concise and coherent expression of ideas. Work displays conventional grammar, punctuation and spelling, with a minimum of errors.</i>
78.0 – 83.4	B	3.0	2.85 – 3.14	B	Satisfactory performance Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program. <i>Subject matter is generally understood, but the work displays minimum scholarship. Some gaps in knowledge and inconsistencies in thinking may be evident. Lapses in clarity of expression and the development of a clear line of thought might be evident. Work may display consistent errors in conventional form and require heavy editing on the part of the instructor.</i>
73.5 – 77.9	B-	2.7	2.50 – 2.84	B-	Minimum pass for students in the Faculty of Graduate Studies <i>Work submitted at this level lacks understanding, absence of clarity of expression or insufficient command of conventional form such that content cannot be effectively conveyed.</i>
69.0 – 73.4	C+	2.3	2.15 – 2.49	C+	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.
63.5 – 68.9	C	2.0	1.85 – 2.14	C	
59.0 – 63.4	C-	1.7	1.50 – 1.84	C-	
54.5 – 58.9	D+	1.3	1.15 – 1.49	D+	
50.0 – 54.4	D	1.0	0.50 – 1.14	D	
49.9 or less	F	0	0.00 – 0.49	F	

Marking Rubrics for Specific Assignments

Reflective memos (Value = 10 x 2% = 20%)

Elements	Does not meet requirements(<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Identification of themes and issues from assigned reading (1%)	Themes and issues are not clearly identified from the assigned weekly reading. Points from individual papers are made but not linked to a theme/issue across the papers. None or little critical reflection is evident	Clearly describes the themes and issues from the assigned weekly reading. Points from individual papers are made but not consistently linked to a theme/issue across the papers. Critical reflection is evident	The themes and issues demonstrate an insightful and highly original analysis. Points from individual papers are made and creativity and consistently linked to a theme/issue across the papers. Critical reflection is consistent and insightful
Identification of questions for class discussion (1%)	No/limited question(s) identified.	Appropriate question(s) are identified.	Questions are novel and creative.

Article critique (Value 20%)

Elements	Does not meet requirements(<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Identification of 2 mixed methods studies (2%)	The articles does not utilize a mixed method approach	The articles utilize a mixed methods approach	The articles utilize a mixed methods approach .
Application of assessment tool (15%)	Limited or not applied consistently. Strengths and weakness are not consistently identified	Assessment tool consistently applied. Strengths and weaknesses are identified	Insightful application of assessment tool. Strengths and weaknesses identified with suggestions for improvement
Summary statement (3%)	Demonstrates a lack of understanding of mixed methods and/or application of the assessment tool.	Demonstrates an ability to apply the assessment tool yielding a basic understanding and critique of the articles.	Demonstrates an ability to critically apply the assessment tool in way that yields an insightful and sophisticated understanding of the articles.

Seminar lead and reflective summary (Value = 15% + 5%)

Elements	Does not meet requirements(<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Chosen topic and readings (5%)	Purpose of topic or relevance of readings is difficult to identify, or unclear. Introduces topic that is not related to course objectives.	Clearly describes the topic that the readings seeks to address. Significance of the topic is clear and relates to course objectives (who cares and why).	Purpose & significance of topic and readings are clearly identifiable, sophisticated & insightful, pushing beyond stereotyped questions. The thesis of an A+ paper is highly original, opening new arenas of discussion, and related to course objectives.
Seminar Lead (10%)	Seminar lacked clear introduction, body and conclusion. Minimal use of audio visual inputs, delivery lacked confidence/clarity. Limited discussion.	Seminar clearly organized with good audio visual input. Facilitated some discussion.	Captivating oral presentation with creative use of audio-visual inputs. Facilitated stimulating discussion.
Reflective summary (5%)	Little or minimal reflection on the presentation.	Reflection on the presentation is clearly incorporated and includes peer feedback.	Reflective narrative includes personal and peer reflection to offer insightful understanding which potentially may change or improve personal performance.

Final Project and presentation (Value = 40% + 10%)

Elements	Does not meet requirements(≤/ B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Thesis statement (Aim or purpose of paper; topic or question to be addressed) (5%)	Purpose of paper is difficult to identify, or unclear. Introduces topic that is not related to NURS 601.61/SOCI 701.44 course objectives.	Clearly describes the topic or question that the paper seeks to answer. Significance of the topic is clear (who cares and why).	Purpose & significance of paper are clearly identifiable, sophisticated & insightful, pushing beyond stereotyped questions. The thesis of an A+ paper is highly original, opening new arenas of discussion related to the selected topic.
Analysis/Synthesis (10%)	Assumptions and approach to interpreting and analyzing relevant materials is incongruent with mixed methods research tradition. Points/statements often lack supporting evidence. Quotes may be poorly integrated & explored. Relies primarily on course materials and issues covered in class discussion. It is unclear how the author is making sense of the literature.	Background assumptions and selected organizing framework are consistent with the mixed methods research tradition. Effectively incorporates examples from a reasonable cross-section of current literature to support key points. Quotes are well integrated, explored and discussed. Demonstrates ability to explain & critique, compare & contrast current literature. Uses several literature sources beyond course readings.	Clearly demonstrates ability to write, analyze and critique materials in a manner that illustrates fluid application of the mixed method research tradition. Draws upon cutting edge, current, peer-reviewed literature in specific areas related to the paper topic. Excellent integration of quoted material. Demonstrates analytic depth and sophistication to critique current literature. Clearly links literature to personal professional experience and proposed dissertation project/original research paper/review of the literature. The analysis & critique of an A+ paper poses essential questions about the topic that push inquiry and understanding well beyond readings and class discussion.
Argumentation (10%)	Simplistic view of topic. Little or no effort to grasp possible alternative views. May contain logical contradictions.	Counter-arguments are acknowledged, though perhaps not addressed or explored in sufficient depth.	Anticipates and successfully defuses or responds to counter-arguments. Makes novel connections to outside material that illuminates the thesis.
Conclusion (10%)	There is no clear conclusion, no attempted response to the question or issue posed in the purpose/thesis statement.	The thesis and its significance are restated, emphasizing the discovered importance, answers, or possibilities explored within the paper.	The thesis and its significance are restated, emphasizing the discovered importance, answers, or possibilities explored within the paper. Clearly proposes answers to questions such as "so what?" or "who cares?" and "what are the implications for the field of nursing/sociology/health sciences &/or mixed methods?" Poses questions that push readers toward thinking about new understandings of the topic.
Literary skill and style (5%)	Writing style is bland & factual, disconnected from the selected qualitative research tradition. Numerous errors in sentence structure, grammar, punctuation & diction. Numerous errors in APA formatting and citations.	Writes in a manner that is congruent with the selected qualitative research tradition. Sentence structure, grammar punctuation & diction are strong with occasional minor errors. Follows APA (6 th Ed) format appropriately with few errors	Demonstrates throughout a fluent capacity to write in a manner that illustrates and exemplifies the selected qualitative research tradition. Sentence structure, grammar punctuation & diction are excellent with negligible errors. Meticulous APA format (6 th Ed) is followed consistently.
Oral presentation (10%)	Presentation lacked clear introduction, body and conclusion. Minimal use of audio visual inputs, delivery lacked confidence/clarity. No/limited questions are identified.	Presentation clearly organized with good audio visual input. Appropriate questions are identified.	Captivating oral presentation with creative use of audio-visual inputs. Questions are novel and creative.

The Small Print

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
3. Final grades are not posted by the Sociology Department. They are only available online.

Ethics Research

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Deferrals

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a "make up" test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a "make up" test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at <http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Student Representation

The 2015-16 Students' Union VP Academic is Stephan Guscott: email: suvpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at Professional Faculties Food Court. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk

The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf