

**EDUC 5397: Implementing/Disseminating  
Classroom Research—Fall 2017**  
Department of Curriculum and Instruction



The University of Texas at Arlington

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**Instructor Profile:** <http://mentis.uta.edu/explore/profile/joo-lee>

**Course Information:**

**Course Title:** Implementing and Disseminating Classroom Research  
**Course Number:** EDUC 5397

**Catalog Description:**

Students implement the classroom research designed and written in EDUC 5394, collect and analyze data, and interpret results. Students prepare a final, written research report that presents the investigation and its results in a 4-chapter format, such as would be prepared as a paper for presentation at a professional conference and/or publication in an educational journal. At the conclusion of this course, students submit a copy of their research project report to the course instructor and present the completed project as their final Capstone experience for the master's degree in education. This course is to be taken in the final semester of the M.Ed. or M.Ed.T. Prerequisite: EDUC 5394.

**Course Prerequisites:**

EDUC 5394: Understanding and Designing Classroom Research. Additionally, research/statistics courses are recommended. **Students must have collected data before taking this course.**

**Textbook(s) and Materials:**

Textbooks and materials (listed below) are the same as those from EDUC 5394.

1. Leedy, P. D. & Ormrod, J. E. (2016). *Practical research: Planning and design* (11th edition). Upper Saddle River, NJ: Pearson. (ISBN- 9780133741322)—paperback.

**OR**

Leedy, P. D. & Ormrod, J. E. (2016). *Practical research: Planning and design* (11th edition). Upper Saddle River, NJ: Pearson. (Enhanced eText Access Card: 9780133747188)—eText.

2. American Psychological Association. *Publication Manual of the American Psychological Association* (6th edition). Washington, DC: Author. (ISBN-10:1-4338-0561-8). **This text is referred to as *APA Manual*** throughout this course.
3. An active Tk20 account so that you can upload Assignment 6 on Tk20 in order to receive credit for this assignment on the Blackboard. For more information on Tk20, go to <http://www.uta.edu/coed/academics/tk20/index.php>.
4. Blackboard (<https://elearn.uta.edu>) and other websites listed under the “Internet Resources” link on the Blackboard page of this course.
5. Open Educational Resource “Educational Statistics Using R and R Commander”
6. Online Statistics Education: A Multimedia Course of Study (<http://onlinestatbook.com/>). Project Leader: [David M. Lane](#), Rice University.
7. VOYANT: See through your text (<http://voyant-tools.org/>)
8. Journal articles published in the fields of Education, Social Sciences, and Psychology.

*Note.* Textbook(s) and materials can be bought online or from the UTA Bookstore.

### **Assignments, Quizzes based on Readings, and Discussion Board Participation:**

#### **Important Policies**

- Weekly Journals, Discussion Posts, and Assignments will be used to evaluate your performance.
- Journals are intended for allowing students to think the ways in which chapter/topic readings (see the third column of **Tentative Course Schedule**) can be used in practical situations.
- Discussion Posts are intended for allowing students to participate with peers in order to explore the topics and apply critical thinking for transfer of knowledge gained from chapter/topic readings to practical situations.
- All assignments should be submitted on Blackboard using Safe Assignments link. Safe Assignments will help you avoid plagiarism.
- All assignments (except Assignment 7) should be typed in Microsoft Word leaving 1 inch margin on all sides, using 12 point Times New Roman font, and using double line spacing.
- Type your name, affiliation, assignment title, and due date on the Cover Page and start the main text of the assignment on the second page as illustrated at the following UTA Libraries resource <http://libraries.uta.edu/video/instruction/apaformatting/step1.htm>
- Assignments submitted after the deadline will be graded with a 5% penalty for each day. Assignments submitted late by more than one week from the deadline will not be graded. **Late submission of Assignment 7 will not be graded.**
- Assignment 6 in this course is a compilation of previous assignments in four-chapter format with References section added at the end, but before Appendix or Appendices. This assignment requires specific Cover/Title page, Table of Contents page, Table of Tables and Figures page. See Assignment 6 description below.

### **Module Journals**

Weekly journals will be used to help you identify and write answers to two questions associated with watching of interactive videos or reading of resources (made available within ENGAGE folder of each Module). Watch videos and/or read specific resources from within ENGAGE folder, think about the ways to incorporate the information in your own research project, and then type your journal entry for each week after following the instructions written on each Module Journal. Submit

your entry by 11:59 pm on Wednesday of each week for a maximum of 20 points per journal entry.

**(7 × 20 = 140 points)**

### Discussion Board Participation

Reading related Discussion Questions will be asked in each week's Discussion Post. Students are expected to participate in each post after having read the assigned reading resources. See Tentative Course Schedule for the topics from chapters covered in the weekly discussion posts. Please read each chapter carefully, construct knowledge so that you can apply this knowledge in practical contexts. Your initial responses (worth 20 points) to Discussion Questions are **due on Blackboard by 11:59 pm on Friday of each week**. In addition, you must write feedback or comments to at least two of your classmates' responses **by 11:59 pm on Sunday of each week** for the remaining 20 points.

**(7 × 40 = 280 points)**

### Assignments

1. **Assignment 1: Research Design, Research Questions, and Data Analysis Procedures. (Due: 11:59 pm on Sunday of Week 1).**

Write a short description of the Research Design, 2-4 Research Questions that you developed to investigate the Research Problem, and Data Analysis Procedures to answer each Research Question. Use *APA Manual* Chapter 3 for clear and concise writing. This assignment must be 2-3 page long. Read and follow Sample Assignment 1 for style and format.

**(50 points)**

2. **Assignment 2: Results in Tables and Figures. (Due: 11:59 pm on Sunday of Week 2).**

For this Assignment, first you will run exploratory data analysis to obtain graphics (e.g., bar graph, boxplot, etc.) and descriptive statistics (e.g., mean and standard deviation) associated with variables involved in your Research Questions. Then, you will run Data Analysis Procedures (inferential statistics) for answering each Research Question. Finally, display descriptive and inferential statistics using APA style Tables and relevant graphics using APA style Figures. If you are a qualitative researcher, you will first read and reread your textual data several times at the individual and group level and use a well-defined coding scheme to classify your data unless some specific themes emerge. Then, use APA style Tables to present your coding scheme and emerging themes. Use APA style Figures to display demographic information of participants. If you are a mixed-methods researcher, use both approaches described above. Tables and Figures must be numbered in APA format. See *APA Manual* Chapter 5 for examples of APA style Tables and Figures. This assignment must be 2-4 page long. See Sample Assignment 2 for style and format.

**(100 points)**

3. **Assignment 3: Results Section. (Due: 11:59 pm on Sunday of Week 3).**

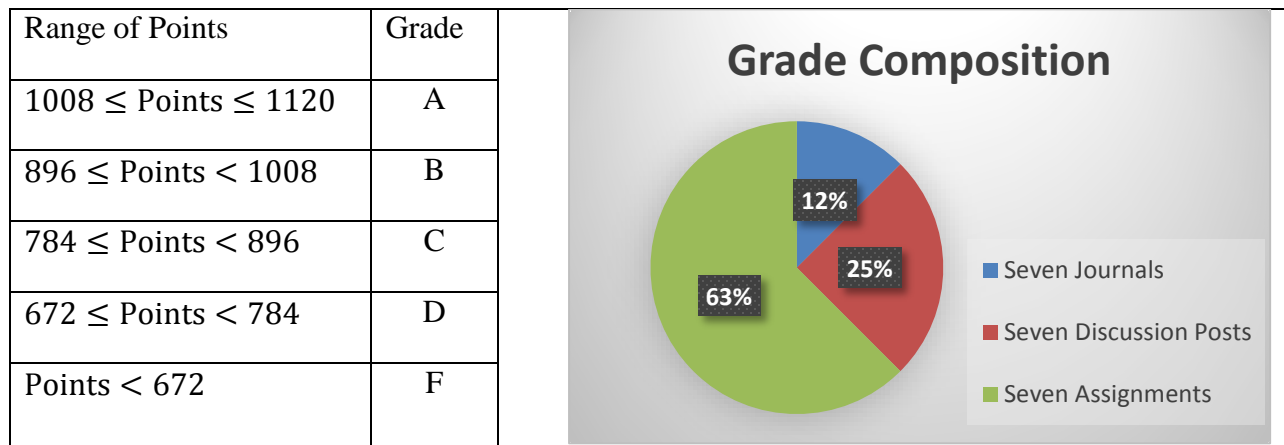
For this Assignment, you will use Tables and Figures of Assignment 2 and write a Chapter on Results section of your research project. You will begin this Assignment with a paragraph giving a short introduction of Research Questions and specific Data Analysis Procedures to answer each. The Results section is a detailed description of the results/findings of data analysis and an explanation of how these results/findings relate to the Research Questions or Statement of Purpose. The purpose of the Results section is to inform what was observed and how data analyses were conducted. The function of the Results section is to objectively present your key results, *without* interpretation, in an orderly and logical sequence using both illustrative materials (Tables and Figures) and text. Summaries of the statistical analyses may appear either in the text (usually parenthetically) or in the relevant Tables or Figures. The Results section should be organized around a series of Tables and/or Figures sequenced to present your key findings in a logical order. The text of the Results section follows this sequence and highlights the answers to the research questions you investigated. Refer to Tables and Figures in the text when important results are reported. Important negative results should also be reported. This assignment must be 4-8 page long (inclusive of Tables and Figures). Read and follow Sample Assignment 3 for style and format.

**(100 points)**

4. **Assignment 4: Discussion Section. (Due: 11:59 pm on Sunday of Week 4).**  
For this Assignment, you will write discussion section of your research project. Specifically, you have to discuss your results or findings by stating whether your Research Questions were supported or not. In this Assignment, you should highlight the most important results and state why your research is important to readers (e.g., other teachers or practitioners). This Assignment should be organized around additional subsections (e.g., Implications, Limitations, and Suggestions for Future Research). This assignment must be 3-5 page long. Read and follow Sample Assignment 4 for style and format. **(100 points)**
5. **Assignment 5: Abstract. (Due: 11:59 pm on Sunday of Week 5).**  
For this Assignment you will prepare an Abstract of your research project. Write a short description (1-2 sentences) of each of the four chapters. Note that the word count for Abstract must be between 150 and 200. Look at the Abstract sections of selected research articles you have cited in the Literature Review section. This Assignment consists of one paragraph written in a specific format. Read and follow Sample Assignment 5 for style and format. **(50 points)**
6. **Assignment 6: Capstone Research Paper. (Due: 11:55 pm on Tk20 and 11:59 pm on Blackboard, Sunday of Week 6).**  
For this Assignment, you will compile the four chapters of your research project along with additional components in a specific order as shown below:
- Cover/Title page
  - Abstract
  - Acknowledgement (optional)
  - Table of Contents
  - Table of Tables and Figures
  - Chapter 1: Introduction and Literature Review
  - Chapter 2: Method (or, Methodology)
  - Chapter 3: Results
  - Chapter 4: Discussion
  - References
  - Appendix (if more than one, write Appendices)
  - Biography (optional)
- Follow the guidelines given in “The Research Project: Contents and Format,” in the ENGAGE folder of Module 6. Submit this Assignment on Tk20 (by 11:55 pm) and on Blackboard (by 11:59 pm) on Sunday of Week 6. Failure to submit this Assignment on Tk20 will result into zero grade on corresponding Blackboard submission. See syllabus for this policy. **(200 points)**
7. **Assignment 7: Capstone Research Presentation. (Due: 11:59 pm on Sunday of Week 7).**  
For this Assignment, you will prepare Power Point slides (up to 10 slides) to present your research by following guidelines from activities and from the reading materials included in various folders within Module 7. Prepare and submit your presentation file at the Assignment 7 link in EVALUATE folder within Module 7. **(100 points)**

### Grade Assignment:

The final grade in this course will be based on range of points out of a total of 1120 points (the sum of 140 points on seven journals, 280 points on seven discussion posts, and 700 points on seven assignments). Look at the first two columns in the Table below for the grade distribution. See pie chart for the allocation of points to each category of assessment.



### Technology Requirements

As this is an online course, it will be offered through Blackboard. It is a requirement and responsibility of each student to have access to a computer and a high speed Internet connection on a daily basis. Review UT Arlington's hardware recommendations:

<http://www.uta.edu/oit/cs/hardware/student-laptop-recommend.php> and Blackboard's browser requirements: <http://www.uta.edu/blackboard/browsertest/browsertest.php>.

Login to Blackboard at <https://elearn.uta.edu/> on a daily basis to access instructional materials related with this course, take quizzes, participate in discussion forums and other activities, and prepare assignments. There are several Blackboard resources for students including

<http://www.uta.edu/blackboard/students/index.php> and <http://help.blackboard.com/>.

### Course Objectives and Learning Outcomes:

This course is designed to help students complete their Capstone Research Project that they designed in EDUC 5394. Students must have collected data based on the Methodology developed in EDUC 5394. Therefore, this course has three major objectives. **First**, this course is designed to help students identify and use data analysis procedures appropriate for the data types (e.g., quantitative, qualitative, or both) they have collected. Students will also use APA style and format for presenting the results/findings of their data analyses in the form of a chapter on Results section. **Second**, this course will help students to identify and use various guidelines (based on existing scientific research) for discussing their results/findings and write a chapter on Discussion section of their research project. This course will also help students to identify and use various guidelines for summarizing various chapters of their research project and write an Abstract section of their research project. **Third**, this course will help students identify and use correct guidelines for preparing and presenting a four-chapter Capstone Research Paper of their research project that they designed in EDUC 5394.

Specific learning outcomes are that students will:

- Identify and use appropriate data analysis procedures to analyze their own data (quantitative, qualitative, or both)
- Identify and use correct APA style and format for displaying results of data analysis in Tables and Figures.
- Identify and use appropriate guidelines to write a chapter on Results section of their data analyses.
- Identify and use guidelines for discussing results/findings to write a chapter on Discussion section.
- Identify and use guidelines for various chapters of their research project to write an Abstract section.
- Identify and use peer and/or instructor feedback and other formatting guidelines to prepare a Four-Chapter Capstone Research Paper of their research project.

- Identify and use guidelines for creating/designing professional PowerPoint slides to present their Capstone Research Paper in the form of PowerPoint Presentation.
- Correctly use APA style and format to write all assignments including the Four-Chapter Capstone Research Paper of their Capstone research project.

**Table 1**  
***Modules and Objectives***

<b>Modules</b>	<b>Objectives</b>
Module 1	Based on peer and/or instructor feedback in EDUC 5394, students will revise (if needed) and write Research Design, Research Questions, and Data Analysis Procedures associated with their research project.
Module 2	Students will identify and use correct APA style and format for displaying results/findings of data analyses in Tables and Figures. Students will use statistical software packages R and R commander (Rcmdr) for quantitative data analyses. Students will also use VOYANT and Online QDA for analyzing qualitative data.
Module 3	After students achieve learning objectives of Module 2, students will identify and use correct data analysis approaches for analyzing their data and write a chapter on Results section of their research project.
Module 4	Students will identify and use appropriate guidelines for discussing results/findings and write a chapter on Discussion section.
Module 5	Students will identify and use appropriate guidelines for summarizing various chapters of their research project and write an Abstract section of their research project.
Module 6	Students will identify and use peer and/or instructor feedback and other formatting guidelines to prepare a Four-Chapter Capstone Research Paper of their research project.
Module 7	Students will identify and use guidelines for creating/designing professional PowerPoint slides to present their Capstone Research Paper in the form of PowerPoint Presentation.

**Course Outcomes and Performance Measurement:**

<b>Course Objective(s)</b>	<b>Module Number and Objective(s)</b>	<b>Assignment (Practice)</b>	<b>Assessment Item (Showing Mastery)</b>
This course is designed to help students identify and use data analysis procedures	Module 1 Module 2 Module 3	Module 1 Journal Module 2 Journal Module 3 Journal	Assignment 1 Assignment 2 Assignment 3



Course Objective(s)	Module Number and Objective(s)	Assignment (Practice)	Assessment Item (Showing Mastery)
appropriate for the data types (e.g., quantitative, qualitative, or both) they have collected. Students will also use APA style and format for presenting the results/findings of their data analyses in the form of a chapter on Results section.		Module 1 Discussion Post Module 2 Discussion Post Module 3 Discussion Post	
This course will help students to identify and use various guidelines (based on existing scientific research) for discussing their results/findings and write a chapter on Discussion section of their research project. This course will also help students to identify and use various guidelines for summarizing various chapters of their research project and write an Abstract section of their research project.	Module 4 Module 5	Module 4 Journal Module 4 Discussion Post Module 5 Journal Module 5 Discussion Post	Assignment 4 Assignment 5
This course will help students identify and use correct guidelines for preparing and presenting a four-chapter Capstone Research Paper of their research project that they designed in EDUC 5394.	Module 6 Module 7	Module 6 Journal Module 6 Discussion Post Module 7 Journal Module 7 Discussion Post	Assignment 6 Assignment 7

**Note.** Module objectives are given in Table 1.

### Tentative Course Schedule

<b>Module</b>	<b>Chapters/Topics/Handouts Covered</b>	<b>Assessments Due</b>
<b>Module 1</b>	Chapter 6: Descriptive Research* Chapter 7: Experimental, Quasi-Experimental, and Ex Post Facto Designs* Chapter 8: Analyzing Quantitative Data* Chapter 9: Qualitative Research Methods* Chapter 11: Analyzing Qualitative Data* Chapter 12: Mixed-Methods Research* * Review these chapters from Leedy and Ormrod (2016) text.	<b>Module 1 Journal</b> <b>Module 1 Discussion Post</b> <b>Assignment 1: Research Design, Research Questions, and Data Analysis Procedures</b>
<b>Module 2</b>	<i>APA Manual</i> Chapter 5: Displaying Results Online QDA: Learning Qualitative Data Analysis on the Web* Reporting Statistics in APA Style* R Commander: A Graphical Interface for R* Getting Started with the R Commander* *(linked within ELABORATE folder)	<b>Module 2 Journal</b> <b>Module 2 Discussion Post</b> <b>Assignment 2: Results in Tables and Figures</b>
<b>Module 3</b>	<i>APA Manual</i> Chapter 2: Manuscript Structure and Content <i>APA Manual</i> Chapter 5: Displaying Results Chapter 8: Analyzing Quantitative Data* Chapter 11: Analyzing Qualitative Data* Chapter 12: Mixed-Methods Research* * Review chapters from Leedy and Ormrod (2016) text. Purdue OWL: APA Tables and Figures 1** Purdue OWL: APA Tables and Figures 2** Purdue OWL: Writing the Experimental Report: Methods, Results, and Discussion** ** (linked within EXPLAIN folder) Writing Tips by Dr. Ann Cavallo*** Guidelines for writing Results section in APA format*** ***(linked within ELABORATE folder)	<b>Module 3 Journal</b> <b>Module 3 Discussion Post</b> <b>Assignment 3: Results Section</b>
<b>Module 4</b>	<i>APA Manual</i> Chapter 2: Manuscript Structure and Content Chapter 5: Writing the Research Proposal* Chapter 13: Planning and Preparing a Final Research Report* * Review chapters from Leedy and Ormrod (2016) text. Purdue OWL: Writing the Experimental Report: Methods, Results, and Discussion** ** (linked within EXPLAIN folder) How to Write an Effective Discussion*** *** (linked within ELABORATE folder)	<b>Module 4 Journal</b> <b>Module 4 Discussion Post</b> <b>Assignment 4: Discussion Section</b>



<b>Module 5</b>	<p><i>APA Manual</i> Chapter 2: Manuscript Structure and Content  Chapter 13: Planning and Preparing a Final Research Report*  * Review chapters from Leedy and Ormrod (2016)  Purdue OWL: Writing Report Abstracts  (linked within EXPLAIN folder)  How to Write an Abstract  (linked within ELABORATE folder)</p>	<p><b>Module 5 Journal</b>  <b>Module 5 Discussion Post</b>  <b>Assignment 5: Abstract</b></p>
<b>Module 6</b>	<p><i>APA Manual</i> Chapter 2: Manuscript Structure and Content  Chapter 5: Writing the Research Proposal*  Chapter 13: Planning and Preparing a Final Research Report*  * Review chapters from Leedy and Ormrod (2016) text.  Components of Capstone Research (linked within EXPLAIN folder)  APA Style: Quick Answers – References**  Scientific Manuscript: Significance, Structure, Content &amp; Format**  **(linked within ELABORATE folder)</p>	<p><b>Module 6 Journal</b>  <b>Module 6 Discussion Post</b>  <b>Assignment 6: Capstone Research Paper</b></p> <p>(Assignment 6 must also be uploaded to TK20 by 11:55 pm. Failure to do so will result into a zero grade on corresponding Blackboard submission.)</p>
<b>Module 7</b>	<p><i>APA Manual</i> Chapter 2: Manuscript Structure and Content  Chapter 13: Planning and Preparing a Final Research Report from Leedy and Ormrod (2016) text  Basic Tasks for Creating a Power Point Presentation*  How to Create a PowerPoint Presentation*  *(linked within the EXPLAIN folder)</p>	<p><b>Module 7 Journal</b>  <b>Module 7 Discussion Post</b>  <b>Assignment 7: Capstone Research Presentation</b></p>

### Attendance and Drop Policy:

#### **Attendance**

As this is an online course, there is no attendance policy as that used in on-campus courses. However, it is expected that all students will access the course page on Blackboard as required, take quizzes, respond to the Discussion Board questions, and complete and submit assignments by the given due dates.

#### **Drop Policy**

If you decide to drop from the course for any reason, you have to follow the procedures set by the University of Texas at Arlington. It is your responsibility to follow these procedures correctly and within the given deadlines.

### Other Important Policies:

- **APA Style:** Students should strictly follow the style of the *APA Manual* while writing their assignments.
- **Microsoft Word:** All work in this course, including the Assignment 6 (to be uploaded on Tk20) must be typed using Microsoft Word. Assignments in other formats will not be accepted. It is your responsibility to make sure that your assignment file opens correctly. **Exception:** Assignment 7 is to be typed using Microsoft PowerPoint.
- **Blackboard:** Class communication will utilize the course website at the Blackboard, which can be accessed by logging at <https://elearn.uta.edu>
- **Late Work:** Late work will be graded with a 5% penalty for each day after the due date. Note that assignments late by more than a week after the due date will not be graded.
- **Resubmissions:** In this course it is important that your assignments are of high quality so that you will be able to complete the classroom research project. Therefore, when your grade on an assignment falls below 70%, you will be allowed to resubmit your assignment under the following conditions:
  - **Note that this clause is not applicable to Assignment 7.**
  - You have one week for the resubmission (e.g., if you are submitting the Week 2 Assignment, you have to submit it on or before the due date for Week 3 Assignment)
  - You can resubmit an assignment only one time.
  - Be sure to address all the comments/feedback written by the Instructor/AP coaches on your assignment before the resubmission. Assignments resubmitted without addressing these comments/feedback will not be graded the second time.
  - The weighted average of the two grades will be computed as: 33% of the first grade + 67% of the second grade and will be recorded as the final grade on the resubmitted assignment.

### **Email Communication:**

UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications.

**You are responsible to regularly check your UTA email.**

### **Americans with Disabilities Act (ADA):**

If you are a student who requires accommodations in compliance with the ADA, please consult with your instructor at the beginning of the course. Your instructor is required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform your instructor of the disability at the beginning of the course and provide him/her with documentation authorizing the specific accommodation. Contact the Office for Students with Disabilities (<http://www.uta.edu/disability/>), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

### **Student Support Services (The English Writing Center):**

**The English Writing Center**, Room 411 Central Library, provides services related with scientific writing. Students can register first at <http://www.uta.edu/owl/>. Within the Writing Center

webpage, click on various tabs to explore services available through this center. You may start by clicking on “Make an Appointment” to register and get services. Once the registration form is complete, you can schedule online appointments by either clicking on Graduate → Online Appointments or by clicking on this link [www.uta.edu/owl/appointments](http://www.uta.edu/owl/appointments). Writing Center consultants assist with most aspects of writing, from assignment comprehension, brainstorming, topic development, early revisions, to polishing a final draft. However, the Writing Center is not an editing service and consultants will not correct grammar or rewrite assignments for students.

### **Question & Answer (Q & A) Forum**

In the event that you don't understand something, I have created a Discussion Board forum entitled Question & Answer (Q & A) Forum, which can be used for asking your questions to your fellow classmates. You can also email your instructor or the AP Coach with questions. **I have a request: Don't ask your instructor a question that you haven't asked your fellow classmates online. This is not to create less work for your instructor or the academic coach. The reason is that other students can often explain things in a better way than the instructor can. Also, the best way to learn something is to explain it to someone else. Your instructor and AP Coaches will be monitoring the Q & A Forum to make sure that you are not getting wrong information.** This Q & A Forum is ungraded but your participation is highly encouraged.

As you progress through this course, let your AP Coach know if you have any unanswered questions or concerns. Your instructor will also be in contact with your AP Coach so that you receive all the support you need to succeed in this course.

### **Student Feedback Survey:**

At the end of this term, you will be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to you through MavMail approximately 10 days before the end of the term. Your feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>

### **Librarian to Contact:**

If you are not sure where to find articles and want to further enhance your ability to correctly use APA style citations, then try the Education Subject Guide, <http://libguides.uta.edu/education>. For further help, contact the Education Librarian: Michelle Reed ([michelle.reed@uta.edu](mailto:michelle.reed@uta.edu)).

### **Counseling and Psychological Services, (CAPS):**

You can contact the CAPS ([www.uta.edu/caps/](http://www.uta.edu/caps/)) by calling 817-272-3671 in case if you need help on your understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

### **Non-Discrimination Policy:**

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

### **Title IX Policy:**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

### **Academic Integrity:**

All students enrolled in this course are expected to follow the UT Arlington’s Honor Code:

**I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.**

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

### **University Mission:**

*The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.*

### **Conceptual Framework:**

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all

professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

☐ The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

☐ The second core value, **Knowledge**, represents candidate's theoretical or practical understanding of a subject. In today's world, candidate's knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

☐ The third core value, **Leadership**, represents candidate's ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

☐ **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

☐ **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

☐ **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible **Partners for the Future** – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

### Campus Carry:

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

### Emergency Phone Numbers:

In case of an on-campus emergency, call the UT Arlington (UTA) Police Department (PD) at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. For non-emergency purposes, contact UTA PD at **817-272-3381**.

### Academic Resources within UTA Library:

- Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)
- Ask Us [ask.uta.edu/](http://ask.uta.edu/)
- Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)
- Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu)

- Subject Librarians [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
- A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)
- Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- FabLab [fablab.uta.edu/](http://fablab.uta.edu/)
- Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)
- Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

### **Professional Dispositions Statement** (Approved by Teacher Education Council, 2-7-2012)

*The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.*

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

#### **I. PROFESSIONAL DISPOSITIONS GUIDELINES**

*The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code.<sup>1</sup> Students and candidates are responsible for identifying and following professional standards and policies for their particular state.*

##### **A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9**

- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
- Demonstrates kindness, fairness, patience, dignity and respect in working with others.
- Accepts decisions made by institutional authority.
- Treats others in a just and equitable manner.
- Maintains composure and self-control.
- Responds positively to constructive criticism.
- Follows appropriate channels of communication/authority.
- Reacts professionally (calm and patient) when under stressful situations.

##### **B. Professional Practices: TAC Standards 1.1 through 3.9**

- Complies with class and program requirements
- Attends classes, trainings, and field experiences.
- Arrives on time and remains for the duration.
- Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.
- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards<sup>2</sup>

<sup>1</sup> Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2).

<sup>2</sup> Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.



**C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5**

- Displays personal appearance and/or hygiene appropriate for professional settings.

**D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9**

- Uses appropriate and professional language and conduct.
- Works effectively, collaboratively, and equitably with others.
- Receives feedback in a positive manner and makes necessary adjustments.
- Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
- Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
- Uses UT Arlington email as official university form of electronic communication and information.
- Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.