**The UT Arlington Syllabus**

**ELED 4311-004: TEACH MATH IN EARLY & ELEM ED**

Fall 2017

**Instructor(s):** Joohi Lee, Ph. D.

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**Faculty Profile:** <https://www.uta.edu/profiles/joo-lee>

**Office Hours:** Tuesdays 2:00-4:00 P.M. & By Appointment

**Section Information:** ELED 4311-004

Time and Place of Class Meetings: SH 330, Tuesdays, 11:00-1:50 P.M.

**Description of Course Content**

NCTM’s 6 principles to implement high quality mathematics in early and elementary education; Emphasis on developing and promoting children’s mathematical process skills (problem solving, reasoning & proof, representation, connection, and communication) and content knowledge (number & operations, algebra, geometry, measurement, and data analysis & probability); Development math lesson plans in a developmentally appropriate manner including appropriate objectives, materials, activities, assessment, and lesson modifications. Course will also address the instructional needs and appropriate assessment of all students in inclusive, multicultural & multilingual, and ESL classrooms for this content area. Field-based experiences required - One full day per week on elementary campus.) Prerequisite: EDUC 4316, ELED 4313, 4317, 4321, EDTC 4301 and BEEP 4306. Taken concurrently with ELED 4312, ELED 4314 and BEEP 4384.

**Student Learning Outcomes**

This course was developed to help EC-6 teacher candidates understand developmentally appropriate practice in teaching mathematics. By completing this course, expected learning outcomes are as follows:

* Being able to identify effective teaching strategies behaviors that contribute to constructivist teaching and being able to implement constructive teaching
* Being able to effectively promote children’s mathematics reasoning.
* Being able to design, develop, and implement mathematics lessons for young children based on their needs aligned with standard requirements (National & State).
* Being able to identify mathematics content expected for children at specific grade level(s).
* Being able to design and implement a rich math environment that promotes children’s mathematics concepts.

**Required Textbooks and Other Course Materials:**

* Lee, J. (2016). *Elementary mathematics for young children*. CA: San Diego, Cognella Academic Publishing.
* Texas Higher Education Coordinating Board., & Texas Education Agency. (2009). College and Career Readiness Standards (CCRS). Available on the Web: <http://www.thecb.state.tx.us/collegereadiness/crs.pdf>
* National Council of Teachers of Mathematics. (2000). *Principles and Standards for School*

*Mathematics.* Available on the web <http://standardstrial.nctm.org/triallogin.asp>

* Texas Education Agency. (2010). Texas Essential Knowledge and Skills (TEKS) for pre K through Grade 6.

Available on the web: <http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html>

**Recommended Course Materials**

* Teaching Math to Young Children (IES) <http://ies.ed.gov/ncee/wwc/pdf/practice_guides/early_math_pg_111313.pdf>
* Also see your course schedule for weekly required reading & e-activities.

**Description of Major Assignments and Examinations (See the rubrics for detailed descriptions)**

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| **Assignments** |
| * **Individual Mathematics Lesson Plan Project II (30 pts)** * Pre-reflection; 5 pts * Mathematics Lesson Plan; 20 pts * Post-reflection; 5 pts   Observation form from your mentor teacher; (5 pts will be deducted if you fail to submit your observation form) |
| * **Math Activity Set (30 pts)**-Group Work * Brain Teaser Activity (5 pts) * 3 math games or interactive activities (15 pts) * Literature integration (5 pts) * Technology Integration (5 pts) |
| * **Weekly Math Quiz on BB (20 pts)** |
| * **Final Exam (20 pts)** |

**Tk20:** You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

* ​Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
* Tk20 also serves as the centralized location for submitting program forms and field placement documents.
* Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
* For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
* It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
* You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
* On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: <https://www.uta.edu/coed/academics/tk20/index.php> .​

**Professional Dispositions:** Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are 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. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

**The College of Education Conceptual Framework** serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: <http://www.uta.edu/coed/about/conceptual-framework.php>

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. **As the instructor of this section, Dr. Lee will take your attendance every week. You are responsible to sign in when arriving the classroom. Your sign-in will be used for your attendance record. The sign-in sheet will always be available before the class begins**. However, while UTA does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UTA instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Prerequisite**: EDUC 4316, ELED 4313, 4317, 4321, EDTC 4301 and BEEP 4306. Taken concurrently with ELED 4312, ELED 4314 and BEEP 4384.

### Grading: Final numerical valuations relate to letter grades and points as follows.

A = 93 – 100%, B = 85 – 92%, C = 77- 84%, D = 70- 76%, F = Below 70%

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/)>.

**Disability Accommodations:** UTA is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UTA are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their 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://www.uta.edu/hr/eos/index.php)*.*

**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](file:///C:\Users\hannabas\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\697W32M3\jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UTA courses are expected to adhere to the UTA Honor Code:

*I pledge, on my honor, to uphold UTA’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.*

UTA faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UTA has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**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/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UTA’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located in the first floor of the building (Science Hall). Use the stair right off the classroom door to reach the first floor (See the link for the evacuation plan Room http://www.uta.edu/campus-ops/ehs/fire/Evac\_Maps\_All/Evac\_SH/Evac\_SH\_300.pdf). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services**:UTA provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**University Tutorial & Supplemental Instruction** (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php) sessions, [Start Strong](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/start-strong.php) Freshman tutoring program, and [Supplemental Instruction](http://www.uta.edu/universitycollege/current/academic-support/learning-center/si/index.php). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit [www.uta.edu/utsi](http://www.uta.edu/utsi) or call 817-272-2617.

**The IDEAS Center (**2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UTA. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Librarian to Contact:** Michelle Reed is the C & I librarian. Feel free to contact her at [michelle.reed@uta.edu](mailto:michelle.reed@uta.edu) or 817-272-5127.

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**Course Schedule**

*“Students who enter college having mastered these standards are likely to be successful in entry-level college mathematics courses and to be prepared for courses in related disciplines that require mathematical proficiency*” (Texas College and Career Readiness, 2009, p. 8).

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| **Date** | **Topic** | **Assignments** |
| **Aug 29** | **Course Orientation**  **Expectations**  **Screening Assessment** |  |
| **Sep 5** |  | |
| **Sep 12** | **What to teach & how to teach?**  **Math Standards (National, State, and CCRS)**  **NCTM**  **TEKS**  **CCRS** | **Quiz 1** |
| **Sep 19** | **Levels of representations in teaching children mathematics**  **How children learn mathematics Approaches of Teaching Math**  **(Behaviorism vs. Constructivism)** | **Quiz 2** |
| **Sep 26** | **Developing number sense**  **Pre-Number Sense**  **Early Number Sense** | **Quiz 3** |
| **Oct 3** | **Developing number sense**  **Number Sense**  **Whole Number**  **Number and Operations**  **Number Theory in Elementary Education** | **Quiz 4** |
| **Oct 10** | **Developing number sense**  **Fraction, Decimals, & Percent** | **Quiz 5** |
| **Oct 17** | **Promoting children’s algebraic thinking and teaching algebra**  **Patterns & relationships**  **Coding and robotics** | **Quiz 6**  **Math Activity Set Presentation** |
| **Oct 24** | **Promoting children’s algebraic thinking and teaching algebra**  **Algebra and functions** | **Quiz 7**  **Math Activity Set Presentation** |
| **Oct 31** | **Geometry**  **Triangles & Quadrilaterals** | **Math Activity Set Presentation** |
| **Nov 7** | **Geometry**  **Coordinate geometry**  **Plane transformation**  **3D and 2D connections** | **Quiz 8**  **Lesson Plan Pre-Reflection Due on BB** |
| **Nov 14** | **Measurement**  **Standard & non-standard units of measures**  **Measurement Attributes**  **Area & perimeter, volume (capacity)** | **Quiz 9**  **Lesson Plan Due on BB** |
| **Nov 21** | **NCTM’s Illumination**  **Virtual Math Manipulatives** | **Critique on virtual manipulatives (cultural and developmental appropriateness)** |
| **Nov 28** | **Data Analysis & Probability** | **Quiz 10**  **Observation Form and Post-Reflection Due on BB** |
| **Dec 5** | **Dead Week**  **Review for the Final Exam**  **(In-class meeting will be set up if necessary)** |  |
| **Dec 12** | **Find Exam** |  |

***As the instructor of the course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. Lee***

**Assignments and Exams Aligned with Standards**

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| **Assignments** | **ACEI** | **TExES** |
| * **Individual Mathematics Lesson Plan Project II (30 pts)** * Pre-reflection; 5 pts * Mathematics Lesson Plan; 20 pts * Post-reflection; 5 pts   Observation form from your mentor teacher; (5 pts will be deducted if you fail to submit your observation form) | **2.3** | **I, II, III, IV, V, VI, VII, VIII, IX** |
| * **Math Activity Set (30 pts)**-Group Work * Brain Teaser Activity (5 pts) * 3 math games or interactive activities (15 pts) * Literature integration (5 pts) * Technology Integration (5 pts) | **2.3** | **I, II, III, IV, V, VI, VII** |
| * **Weekly Math Quiz on BB (20 pts)** | **2.3** | **I, II, III, IV** |
| * **Final Exam (20 pts)** | **2.3** | **I, II, III, IV, V, VI, VII** |

### Grading: Final numerical valuations relate to letter grades and points as follows.

A = 93 – 100%, B = 85 – 92%, C = 77- 84%, D = 70- 76%, F = Below 70%

**State Guidelines, Competencies and Professional Organizations**

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| * NCTM: [www.nctm.org](http://www.nctm.org) * ACEI: [www.acei.org](http://www.acei.org) * TEKS: <http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html> * CCRS: <http://www.thecb.state.tx.us/collegereadiness/crs.pdf> * STARR: <http://www.tea.state.tx.us/student.assessment/staar/> - STAAR (The State of Texas Assessments of Academic Readiness) * ESL EC 6 Core Subjects Exam Manual:   <http://cms.texes-ets.org/files/6614/1027/0774/core_subjects_ec_6_291.pdf> |

**Standards Alignment**

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| **National Standards:** | |
| **ACEI (NCATE SPA)**  **Curriculum 2.3**  **Mathematics** | Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation. |
| **NCTM Math Standards** | Check out the following link for both content and process standards of mathematics.  http://www.nctm.org/standards/content.aspx?id=16909 |

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| **State Standards** | |
| **TX Core Subjects EC-6 Mathematics Standards:** | |
| ***Standard I. Number Concepts***  ***Standard II. Patterns and Algebra***  ***Standard III. Geometry and Measurement:***  ***Standard IV. Probability and Statistics*** | The mathematics teacher understands and uses numbers, number systems and their structure, operations and algorithms, quantitative reasoning, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.  The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.  The mathematics teacher understands and uses geometry, spatial reasoning, measurement concepts and principles, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.  The mathematics teacher understands and uses probability and statistics, their applications, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics. |
| ***Standard V. Mathematical Processes:***  ***Standard VI. Mathematical Perspectives***  ***Standard VII. Mathematical Learning and Instruction***  ***Standard VIII. Mathematical Assessment:***  ***Standard IX. Professional Development:*** | The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically.  The mathematics teacher understands the historical development of mathematical ideas, the interrelationship between society and mathematics, the structure of mathematics, and the evolving nature of mathematics and mathematical knowledge.  The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.  The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.  The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development. |
| **Texas College and Career Readiness Standards (CCRS)** | |
| See the pages 7 through 11 for Texas CCRS content standards of Math.  <http://www.thecb.state.tx.us/index.cfm?objectid=EAE69736-B39D-F3FF-EA777519F1F0348B>  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* | |

**Academic Honesty Statement:**

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**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381