



Department of Curriculum & Instruction
College of Education

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Class Meeting: Online (Blackboard, BB))

Catalog Description:

An overview of the diverse populations in today's schools. Urban, suburban, and rural school communities and populations will be addressed with special attention to issues of human growth and development, culture, ethnicity, exceptionality, gender, language, religion and socioeconomic status.

Instructor's Note:

This course will examine theories and practices, as well as people, in today's schools and society. It will examine the ideologies (discourses) at work in schools and society that (re)produce certain conditions of privilege and oppression. This course does not tell you how to teach or prescribe set practices. We will interrogate our knowledge and assumptions of teaching, learning, and difference. Specifically, we will theorize the treatment of difference in schooling in the United States and the relationship between difference and (in)equity. In this course, we also will think deeply about the kind of 21st century society we hope for and what kinds of educated students that we, as educators, want to help produce that will contribute to such a society. In other words, we must ask ourselves what is (or should be) the purpose of education and why do we (or should we) teach? Should we, as educators, play a role in producing a more socially and ecologically just and equitable society? How?

We live in a diverse, interconnected, and largely unequal world. This course is not only designed to help you prepare to teach students from all backgrounds, but also to help you prepare all students, from both heterogeneous and homogeneous schooling contexts, for a diverse, interconnected, and perhaps more equitable world. Some students of different abilities often are not educated together, but tracked into "special ed," "regular," and "gifted" classes. However, the inclusion of students with disabilities in "regular" classes, sometimes referred to as mainstreaming or full inclusion, has increased to varying degrees across the U.S. since the passage of Education of All Handicapped Children Act of 1975 (Public Law 94-142), which called for children to be educated in the least restrictive environment. By diverse student populations, this course means students from all backgrounds, not just from certain racial and ethnic groups.

This course proposes that we begin to think differently about difference and to do difference differently. Do the terms Mexican American, African Americans and so on adequately describe those who are identified by these labels? Aren't we all "something" American? What else makes us different from each other? Is it appropriate to only focus on what makes us different? How do we identify, respect, and celebrate cultural groups and, at the same time, identify, respect, and celebrate what makes us a unified America with a common history and values? While race is commonly discussed in "diversity courses," the harassment of students based on gender and sexuality, particularly harassment of students who do not "fit" mainstream ideas of m/f gender or sexual orientation often is not adequately covered. Harassment of these students is pervasive and also often ignored by teachers and administrators. Not only will this class examine student populations, it will look at the teacher population as part of the diverse population of today's schools. In this course, we will analyze how our own background and experiences, including our own schooling, shapes our attitudes, knowledge, values, beliefs, and skills. In order to be truly responsive to learners from various cultures, socio-economic levels, etc., we must understand our cultures and behavioral norms as well as those who we may teach.

While there are many benefits to the online course environment (e.g., working in your pajamas, if you choose), there also are limitations. In particular, flexibility is compromised; the course is usually set-up at least a semester before it is taught; it is difficult to make substantive changes once the course is underway; and assignments must be submitted in a very specific way. While the course is rigid in these ways, the course tries to remain student-centered (e.g. through peer dialogue, the autobio

essay, self-assessments, and some choices). Please read the entire syllabus. It is your roadmap to the course. In all classes, I try to distribute the work as evenly as possible, but coherence of the content also is a priority. Please review the entire course (especially the reading and assignments) so you can plan to complete work on-time, given your own schedules. For example, if you know that you will have less time one week that includes a heavy load of reading, you may want to read ahead. Please also plan your field work /activities into your schedules at the beginning of the semester. For more information about the expectations for this course and graduate school, please read the course welcome and orientation and the supplementary materials on BB. Students are held accountable for the information in the syllabus and on BB.

This course has been redeveloped and new reading materials have been adopted. If you find any inconsistencies, errors, or type-os in the syllabus or on BB, please let me know about the problem by emailing the professor. I also would appreciate feedback about the course (what worked for you and what didn't) so I can continue to revise the course to meet student needs. Be sure to take the surveys at the end of the semester. Thanks!

Course Prerequisites: None.

Course Materials, Objectives, and Format:

Textbook(s) and Materials:

- All of the required reading materials are available on-line.
- **** TK20 Online Portfolio**:** UTA College of Education requires that students have an online portfolio for our programs. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable fee. You may purchase your subscription online from a link provided on the system's Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Save your work from your classes so you can submit work samples when the system becomes available. More information about TK20 is available at: <http://www.uta.edu/coehp/tk20/>. Note: TK20 is not used for assignments in every class. No assignment from this class will be posted to TK20. However, you will use it to sign up for placements for Early Field Experience and student teaching.
- **APA 6th edition Publication Manual** (find in library, writing center, or buy your own copy). While not a replacement for the complete manual, a helpful website for APA is at the following link: <https://owl.english.purdue.edu/owl/resource/560/01/>. In text citations and reference list must follow APA style.
- **Your official program standards and competencies:**
 - You must become familiar with CAEP (formally NCATE), TEKS, and TExES standards for your program area. You are responsible for locating the information that pertains to you on the following online materials/sites. If by some chance you are in this class but not seeking certification, you still need to select an area/level or corresponding standards that you will use for this class:
 - Texas Essential Knowledge and Skills (TEKS) are TX state standards for P-12 students. Find your subject/level at this link <http://www.tea.state.tx.us/index2.aspx?id=6148>
 - Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) are the standards for teachers/teacher-candidates. http://cms.texas-ets.org/files/9514/2841/1753/160_pedagogy_professional_responsibilities_cc_12.pdf
 - The Council for Accreditation of Educator Preparation (CAEP) accredits teacher preparation units, such as the degrees/certifications offered at the College of Education at UTA. CAEP develops guidelines for the Unit's standards. CAEP and a program area's professional organization (SPA), such as National Council for the Social Studies (NCSS at <http://www.socialstudies.org>, develop standards for degree/certification in each program area. Most program areas have their own SPA. Find your program/level NCATE standards and SPA at this link <http://caepnet.org/>
 - State Board for Educator Certification: http://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/
- **Web and other resources** as indicated in the syllabus and on BB.
 - Please note that we make an effort to keep links updated but websites often add, remove, and change information and links so it's an ongoing challenge. If a link does not work, try searching around for the item on the main website or on the web in general and please let instructors know so we can revise links and resolve issues.

- **Orientation/training for online courses:**

- The UTA BB site is a place to start: <http://www.uta.edu/blackboard/> Other online materials are available. You can use Google or another web browser to search for Blackboard training and help. You also can search for training and help on the UTA website. If this is your first online course or you are unfamiliar with the BB (and you live close enough to the UTA campus), you may want to take advantage of on campus training. Contact the helpdesk or the library to inquire about trainings. Remember that course instructors do not provide technical assistance; yet, we realize that often the best condition for learning is a low anxiety, high support environment. These sources for orientation and training will offer you support. Being able to use the technology (navigate the course platform) with some fluidity likely will result in less anxiety. Please check out the resources on our BB course page.

- **Recommended (not required) Readings:**

- Aronson, J. (2004). The threat of stereotype. *Educational Leadership*, 62, 14-20.
- Bartolome, L. (2008). Introduction: Beyond the fog of ideology. In Bartolome (Ed.) *Ideologies in education: Unmasking the trap of teacher neutrality*. NY: Peter Lang Press.
- Delgado-Gaitan, C. (2006). *Building Culturally Responsive Classrooms: A Guide for K-6 Teachers*. Sage Publications, Thousand Oaks, CA.
 - Publications available from Rethinking Schools <http://www.rethinkingschools.org/index.shtml>
- Henrion, C. (1997). *Women in mathematics: The addition of difference*. Bloomington, IN: Bloomington Indiana University Press.
- Lettler, T., Shiu, A., & Johnsen S. (2006). AP as an intervention for middle school Hispanic students. *Gifted Child Today*, 26(1), 39-46.
- Moses, R. P. & Cobb, C. E. (2002). *Radical equations: Math literacy and civil rights*. Boston: Beacon Press.
- Oakes, J. (1990). *Lost talent: The underparticipation of women, minorities, and disabled persons in science*. Santa Monica: The Rand Corporation.
 - Free download at <http://www.rand.org/pubs/reports/2007/R3774.pdf>
- Oakes, J., & Lipton, M. (2006 or 2007). 3rd edition. *Teaching to change the world*. Boston: McGraw Hill.
- Roughgarden, J. (2004). *Evolution's rainbow: Diversity, gender, and sexuality in nature and people*. Berkeley: Berkeley University of California Press. (Available as a Netbook via UTA library)
- Valenzuela, A. (1999). *Subtractive schooling: U.S. Mexican youth and the politics of caring*. New York: State University of New York Press. (Available as a Netbook via UTA library)

Learning Outcomes:

Candidates will:

- Demonstrate knowledge of the diversity present in the community, school, and nation, noting demographic shifts in local school in particular;
- Increase their awareness and appreciation of the diversity in society with a particular emphasis on diversity of students, classrooms, and school environments;
- Study the research and analyze specific issues in schools/classrooms, such as of racism, ethnicity/culture, sexism and gender bias, language diversity, socioeconomic status (SES), and religion;
- Identify terms and concepts related to diversity in educational settings;
- Demonstrate knowledge of issues and trends in curriculum and instruction related to the accommodation and modification of environment and instruction for diverse populations in school settings;
- Become aware of the specific legal issues in relation to differing ability levels and exceptional populations (gifted and talented, learning disabled, speech/vision/hearing impaired, physical/emotional disability) in schools and teacher responsibility in relation to inclusion and exceptional populations;
- Identify nonverbal communication behaviors that might vary across different language/cultural groups and discuss how these can lead to communication difficulties in the classroom;
- Demonstrate the ability to modify instruction to meet the needs of diverse populations in heterogeneous classrooms.
- Demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
- Understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources
- Understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

Overview of Course Requirements:

SESSION FORMAT: Please note that each session follows a similar format, as listed below.

- (1) **Readings (Articles and videos)**
- (2) **Reading Quiz (Quizzes may not be available for each module.)**
- (3) **Module Discussion Assignment**
 - Under “Assignments” link upload answer to instructor
 - Discussion and Dialogue with peers (Discussion Board)
 - Post a draft of your assignment on the discussion board and discuss it with peers
 - Comment on prompts/topics and dialogue with peers.
 - Respond to peers who comment on your post.
- (4) **Peer Reviewed Articles per Module**

READINGS, ASSIGNMENT DETAILS, AND DUE DATES ARE LISTED ON BB

GRADING:

1. Discussion Board	35%
a. Posts, Comments, & Responses	
2. Module Reflection	20%
3. Peer Reviewed Assignments	15%
a. Discussion Board & Written Responses	
4. Quizzes	15%
5. Final Cumulative Assignments	15%

BLACKBOARD (BB) ASSIGNMENTS: (See end of syllabus for course calendar.)

1. You will have a total of seven (7) modules (sessions/lesson/topics) for this course:
 - a. The Civil Rights Movement
 - b. Cultural Responsiveness to Diverse Learners
 - c. Gender/Sex/Race
 - d. Recognizing Learning Disabilities and Emotional Disorders
 - e. Learning Disabilities: Dyslexia
 - f. Trends & Issues: Diversity in Education
 - g. Respect Diversity (Video Assignment—Start on this early!)
2. Each module may contain
 - a. Readings (online articles, videos, film, book chapters, etc.)
 - b. Reading Quizzes
 - c. Module Reflection (Discussion Assignments)
 - d. Discussion Board (posts, comments, and responses)
 - e. Peer Reviewed Articles (discussion & assignment)
3. **Readings**
 - a. No book is required. All readings will be provided.
4. **Discussion Board (35%) & Module Reflection (20%)**
 - a. Available only during the time the module is assigned.
 - b. Consists of three (3) parts *for each module*:
 - i. **First**, draft answer to the discussion questions and post on Blackboard (BB). (Instructions are provided in each module.) The instructions are found under the “Discussion Assignment” and listed on the “To Do” page of the module on BB. This is the same place to upload your final answer to the Discussion Assignment (step 3 below).
 - ii. **Second**, engage in a dialogue with your peers using the **Discussion Board**:
 1. The Discussion Board has 3 parts (35%)
 - a. **Post** answers to the discussion questions, as previously mentioned.
 - i. **Note:** This is not an attachment to the discussion board.
 - b. **Comment** on 5 peers’ posts.
 - c. **Respond** to all comments to your post.
 2. **Discussion Board (DB) Instructions:**
 - a. **Post:** Copy/Paste your answers from the discussion questions described previously and **Post** them into a thread, which you create on the BB discussion board by midnight on the day it is due.

- i. For each module, you will create a new thread on the discussion board with labeled with your first and last name and the name of the discussion (which will be provided in the instructions for each module).
 - b. **Comment** on a minimum of five (5) of your peers answers to the discussion question. (Please comment on at least 1 person with few posts so they, too, get a chance to respond.)
 - c. **Respond** (or reply) to all responses to your posts.
 - d. **Grading for Discussion Board (per module)**
 - i. **Assignment Total: 100% (Grades out of 100 points.)**
 1. Post: 30%
 2. Comment: 35%
 3. Respond: 35%
 - ii. For full credit, you must post, comment, and respond. Partial credit may be given.
 - iii. **Third, Module Reflection—A Final Reflection to the Discussion Topic: (Short Answer/Essay)**
 1. Using the initial discussion assignment draft and insight gained from the dialogue on the discussion board, **upload your final answers to the discussion questions under “Assignments”** on BB as an attachment. (DO **NOT** put your final response in the comment box for the assignment.)
 2. **The “Final” answer consists of your initial response AND a section for each prompt that is labeled “Final Answer,” unless otherwise directed.** The final answer must demonstrate a reflection of the DB discussion, unless otherwise directed. It is possible that your initial response remains unchanged or has changed to some extent. You need to justify this in your reflection as you demonstrate the consideration you gave to your peers’ responses.
 3. This document must be uploaded by midnight on the assigned day.
 4. No final answer will reduce your final assignment grade by 30 points.

5. Peer Reviewed Articles (PRA) (15%)

 - a. During the semester, students will research peer reviewed articles on the given topic, engage in a discussion, and complete an assignment.
 - b. Graduate students are expected to research scholarly articles and to engage in academic dialogue to learn about issues in a relevant and authentic fashion. Therefore, most modules will require some sort of research using peer reviewed articles. “Peer reviewed” simply means that the article has been reviewed and approved by experts before it was published. (See <http://guides.purducal.edu/content.php?pid=231389&sid=1919343> for more information.) You may ask the UTA librarians for help finding journals that are acceptable <http://library.uta.edu/>. (Articles are found in scholarly journals.)
 - c. These assignments consists of 3 parts:
 - i. **PRA Discussion (5%):**
 1. **Directions for each PRA assignment will be provided on BB.**
 2. In general, post a PRA summary, a deep thinking question, and the APA citation (as directed per module). Comment to one peer’s post. Answers must reference the article, giving evidence that it was read. Respond to comments to your post.
 3. Comment by answering a question from at least one of your peers. **(Be sure to post on different peers’ post throughout the semester. Please be sure to comment on a peer who doesn’t have a comment. You may comment on more than one post.)**
 - ii. **PRA Assignment (10%):**
 1. Provide the response as directed by instructions provided in each module. Basically, you will be asked to include your initial summary, question, and citation. Then answer your question thoroughly by referring to the article and by providing evidence of synthesizing comments by your peer(s).
 - iii. **Citation of PRA (APA Style)**
 1. This is counted as a part of both the PRA discussion and PRA assignment.

6. Reading quizzes are timed and open-note. (15%)

 - a. Quizzes may not be provided for each module.

7. Final: Cumulative Assignments (15%)

- a. Assignments: Comprehensive video and essay
- b. At the end of the course, every student will be required to create a culminating video about respecting diversity using You Tube or Teacher Tube. Instructions will be posted on BB.
- c. This video is a culminating assignment. You must demonstrate knowledge of topics discussed in the modules (e.g. Diverse learners, Civil Rights, etc.). Look on YouTube to find out how to upload a video online. (Links will be provided on the module.) It may be beneficial to determine a topic early and build/design the video as you go throughout the semester. Some PPT programs allow the documents to be uploaded as a video.
- d. Save it as "unlisted" and share the link with the class on BB.
- e. **DO NOT wait until the last minute to work on this assignment—especially, if you have never created a video before! Practice!**
- f. First, (suggested) storyboard (plan) the text and pictures of the video to support the message (Respect Diversity) that you want for the video.
- g. **Use the rubric** (provided in the module) as a guide, **be sure to provide a heading and purpose statement at the beginning of the video.**
- h. Make sure the text is legible and large enough, the music is clear, and the pictures are clear and tied to the message. (Further instructions on BB.)
- i. The video should no more than 3 – 5 minutes in length.
- j. Essay instructions will be provided before the last module.

Grading

- Grading Scale: A = 90–100%; B = 80–89%; C = 70–79%; D = 60–69%; F = below 60%
- The grade for this course is based on a percentage. At the end of the semester, final grades will be based on an average using the above scale, as well as the instructor's expert judgment of how the student met stated course goals and objectives. The instructor's evaluation takes into consideration numerous factors, some of which include: comparison with other students in the course (and previous courses); expectations based on the instructor's experience and training as an educator; and the quality of work related to course objectives. Please note that a grade of "A" is earned when all work is on time, complete, and of excellent quality (for more information, see the syllabus supplement on BB). All rubrics reflect the CAEP format of "target," "acceptable," and "needs improvement." "A" work is "target" work. Refer to the rubrics for feedback.
- You can access your grades by going to the BB grade book. You can find my comments by returning to where you submitted your work. While I am grading assignments, you may not have access to those assignments AND their columns may be removed from the grade book. When I am finished grading the work, I will make the grades available for students to view. My goal is to respond to your assignments as soon as possible. Although not my goal, my assessment may (in rare occasions) come after another assignment is due; due dates still apply. Take the individual feedback you receive from peers on the discussion board into consideration. Instructors provide group and individual feedback.
- Student dispositions are consistently monitored in every class. Professional dispositions are typically reflected in student discussion board comments, assignments, or other negative actions—all of which can impact your grade. Always be respectful and kind, especially when responding with a dissenting comment—meaning when you have a different opinion.

GENERAL ASSIGNMENT INFORMATION:

Posting Assignments (Logistics):

Please note that session assignments must be submitted to on BB by the DUE DATE to be considered on time. **Work will NOT be accepted via email or assessed directly from the discussion board (except peer dialogue as indicated on BB).** Work must be posted to ASSIGNMENTS and/or completed on BB to be connected to the web platform for the course gradebook. It is your responsibility to make sure that your work is uploaded correctly and can be read by instructors. **Be sure to upload complete and final versions of your work per the instructions; be sure to upload the correct file; double-check your work; be careful not to upload the wrong/draft version of your work; do not wait until the last minute.** Once the window for the assignment closes, you may not be able to make changes. The settings for assignment submissions on BB are set according to central time on the specified dates for each assignment. I am stating this posting information at nauseam so there will be no surprises.

Uploading Documents:

The system is very rigid. It either will not take your post or it will mark it late. If you have problems uploading your work, immediately contact the helpdesk@uta.edu. If your upload is successful, the system will let you know, but it will not tell you if we can open it. All images must be a Word or PDF files.

Microsoft Word Documents:

I should be able to read your work in whatever version of Word you are using. Your peers could be running an earlier version (2003), but should be able to read docs if you save them as compatible. To save the doc in a different format, open your document and click on "save as." A new window (box) will open; underneath the title bar is a bar that has a pull down menu. Click on the arrow to show the menu. Select the format that you want and save it. Then, upload this document. MAC users, you may need to save your documents as Word 2003/7. If you use Word Perfect or some other program, purchase Word from the campus bookstore at a reduced price. (Please contact the UTA Bookstore for inquiries about licensed software products, 817-272-2785).

Once your assignment is submitted, you will see it listed under "files." **Double-check that the document uploaded to BB properly each time. Improperly uploading a document is not an excuse for a late assignment.** Be sure that the file extension is either ".doc" or ".docx" if it is anything other than this, we may not be able to open it. I can open ".docx" but some peers may have problems, depending on their version of Word. If you do not understand the above information, then you need to contact the Help Desk and have them walk you through the process to make sure your docs will be readable. Do not wait until the last minute; work out submission technical issues ahead of time. Turn-in policies still apply.

Heading for ALL Assignments

- **Heading for ALL Work Submitted:** For all assignments, it is CRUCIAL that you place a heading and agreement statement on all of your submitted work. Include the following in the heading:
 - **Name**
 - **Program** (e.g., M.Ed, M.Ed.T., Certification only, or Student not in Education)
- **Example of Policy Agreement and Heading:**
Jose Lopez
M.Ed., Literacy Emphasis
Reading Specialist, ESL

Email: When you send an email, please include "EDUC 5310" in the memo line. Also, please create a signature line for all UTA COEd emails. Include such things as your name, UTA ID#, certification program and/or degree program.

Important

- The syllabus is subject to change per needs as determined by the instructor.
- Students are responsible for keeping up-to-date with information in the course.
- The instructor will communicate via BB (announcements, posts, etc.) and UTA email.

Expectations of Student Work:

Quality of Work: Each and every requirement for all assignments must be complete and on time. Quality of work, not just completion, will contribute to the points earned for each assignment. Attention to details—such as the conventions of standard written English, synthesis, analysis, formatting, and completeness—will contribute to the points earned for each assignment. Work turned-in will be considered final so proofread your work for clarity, depth, spelling, and so on BEFORE submitting it. Be careful to submit the correct file; be sure it is your final version; be sure it is complete.

Writing quality: I expect formal written work to be error free and adhere to standard US English. I also expect writers to pay attention to tone and style in both formal work and informal posts. Proofread your final work. Do not write your final version of assignments on the web. Write your work in a word processing program. Read it aloud. Proofread it. If possible, print it out, read it, and have someone else read it. Revise your work before submitting it. The best way to improve your writing is to write—write every day. The UTA Writing Center is an excellent resource.

Format for written work: Unless a PowerPoint (PPT), webpage, discussion post/email, or otherwise stated in the syllabus, written assignments should be formatted as follows: Standard font (e.g. Times New Roman, Arial), 12 point font, single-spaced, and 1 inch margins; appropriate headings and sub-headings should be used to organize the work.

Websites on writing:

<http://writing-program.uchicago.edu/resources/collegewriting/>
<http://www.fas.harvard.edu/~wricntr/resources.html>
<http://www.utoronto.ca/ucwwriting/handouts.html>
<http://owl.english.purdue.edu/>
<http://writing.berkeley.edu/newsite/moreresources.htm>

Earning an “A” or rather learning 101: Earning an “A” typically reflects synthesis of course material in required assignments and activities, as well as, the ability to connect knowledge gleaned from the course to previous knowledge and experience. To earn an “A,” you must be able to clearly articulate your analysis of course texts/materials, and issues in education, in writing. Earning an “A” requires critical engagement with course themes, complication of knowledge, and the ability to articulate issues from multiple perspectives. In general, students who earn “A”s have a grasp of their academic strengths and limitations and take responsibility for their own learning. They are active and enthusiastic participants on the course and group discussion boards. They read the syllabus, content, text, and discussion board, as well as the posts of their peers. They follow the course policies and instructions. Importantly, they respect views that may be different from their own with enthusiasm—as an opportunity to learn and self-reflect/critique. Energy, effort, quality are obvious. “A” work extends and exceeds expectations of requirements (see Target on the rubrics). Needless to say, “A” work is on time and has been edited not only for mechanical errors, but also for formatting errors (see Quality of Work). In an online course, earning an “A” generally requires the ability to use the technology needed for the course with some efficiency, including the ability to navigate the course with some fluency. If an “A” student did not have these abilities, then, they would spend the extra time needed to learn the necessary skills while also engaging in the course content. Because “A” students recognize their weaknesses and seek to address them, they also might prepare to take an online course, by signing up for BB training (or whatever format) before beginning an online course.

Session Assignment Submission:

Please note that work must be uploaded to BB by due date. Work will not be accepted via email and final session assignment will not be accessed directly from the discussion board. **Work must be completed as directed on BB to be connected to the BB gradebook. It is your responsibility to make sure that your work is uploaded correctly and can be read by instructors.** Be sure to upload complete and final versions of your work per the instructions; be sure to upload the correct file; double-check your work; be careful not to upload the wrong/draft version of your work; do not wait until the last minute. Once the window for the assignment closes, you may not be able to make changes. The window will close according to BB time (This is central time!) on the specified dates for each session assignment. The final due date for each session can be found under the Session Assignment link under each session's content materials on BB.

Late Work:

Complete all session work by the session due dates. The final due date for each session can be found under the Module Assignment link under each session's content materials on BB. After the due date, assignments are considered late but may be turned-in for partial credit at the discretion of the instructional team. To be clear, **late work** is discouraged and subject to a penalty of a 25% deduction of your total earned points for the assignment. **Late work is not accepted for the last session.** Please do not wait until the last minute to submit your work and then realize that because of a technical (or other type) problem you are unable to submit your work on time. If you have problems uploading assignments, you should contact helpdesk@uta.edu. Again, emailed work will NOT be accepted. All work for this course must be submitted on BB per session instructions.

Attending an online course:

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, attendance is required. It is observed via student participation, posting to the discussion board, uploading assignments on time, etc. Students' activity on BB is tracked and monitored. I highly recommend checking our site daily. If you are ill, hospitalized, or unable to attend to the course due to family illness, death, or hospitalization, then you should communicate this to me as soon as possible via email so I can work with you on a case by case basis. However, as per program policy, I am not able to accept excuse notes. Please note the course runs on a tight schedule over the entire semester and success in the course depends on your ability to post and respond regularly.

However, while UT Arlington 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.” UT Arlington 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.

Grading: Grades are a calculated percentage based on an average of the assignments. Please know ahead of time that the online format leaves little flexibility. Therefore, if you are not able to submit work on time for whatever reason, you should know that turn-in policies still apply. If you miss turning in session work, you should decide whether or not to remain in the class based on your progress in the course so far and the possibility of earning the final grade that you want given the amount of points left that you could earn. Additionally, in a face-to-face class one would expect attitude for the full 3 hours of class. Our class is online and, thus, time for class is distributed throughout the week as you post, comment, and respond. As with other classes, readings etc. are considered homework and class/discussion preparation.

Expectation for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should **expect to spend, on average, at least an additional 9 hours per week** of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Coming into the course late and/or inability to attend to the class: Inability to attend to the class will be considered unexcused; assignments must be turned-in according to module instructions on BB. If you come into the class late, you are responsible for catching up with the course. The instructor does not “catch you up”. Instead, it is your responsibility to look on Blackboard to learn what assignments you must complete. Please note that module due dates will NOT be extended..

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://www.uta.edu/aao/fao/>).

Students are responsible for keeping track of their progress in the course (grades can be found in the BB grade book) and making decisions to continue or drop a course. I recommend consulting your advisor and/or program director, first. Then, if you decide to drop, go to <http://www.uta.edu/coehp/gradadvising/forms> and follow the directions there to withdraw from your classes.

Disability Accommodations: UT Arlington 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 UT Arlington 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 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.

Counseling and Psychological Services, (CAPS) 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.*

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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington 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.

UT Arlington 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: UT Arlington 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. UT Arlington'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.

Student Support Services: UT Arlington 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](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal

counseling, and [federally funded programs](#). 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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

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 UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): FREE!! The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services. You can even submit a rough draft via email and request feedback from a tutor.

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:

Andy Herzog is the Education Librarian. He can be reached at 817-272-7434, and by email at amherzog@uta.edu. Other contacts: Subject Librarians library.uta.edu/subject-librarians

You will find online databases for Education at:

- <http://www-test.uta.edu/library/databases/index.php>
- <http://libguide.uta.edu/education>

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

COLLEGE OF EDUCATION POLICIES

TEA Standards & TExES PPR:

**TEA Standards and TExES PPR Competencies occur throughout the course. The calendar, at the end of this document, identifies when they are introduced. Although this course does not teach Social Studies content per se, teacher candidates demonstrate their content knowledge when applying content to instruction (i.e., unit plan, lesson plan, discussions, etc.) and when we discuss their experiences in the field.*

Texas Education Agency Teaching Standards

2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

- (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
- (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

- (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

- (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

Pedagogy and Professional Responsibilities (PPR) TExES Competencies

Competency 002: *The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.*

**POLICY AND GUIDELINES FOR PROFESSIONAL DISPOSITIONS
IN THE COLLEGE OF EDUCATION¹
The University of Texas at Arlington**

Approved by COEd Professional Dispositions Committee 4- 18-2012

Approved by Department of Curriculum and Instruction, Department of Kinesiology, and Department of Educational Leadership and Policy Studies 10-21-2012

Approved by Teacher Education Council 2-19-2013

Approved for UTeach Arlington Program, College of Science, 2- 27-2013

Revised to comply with college name change to College of Education, and minor edits, 8-2-2016

CONTENTS

- I. Professional Dispositions Statement
- II. Professional Dispositions Guidelines
- III. Disseminating Professional Dispositions Statement, Guidelines, and Information
- IV. Procedures For Addressing Digressions From COEd Professional Dispositions Policy
- V. Evaluation Form for Use in Cases of Digressions From COEd Professional Dispositions Guidelines
- VI. References

¹ This Policy and Guidelines for Professional Dispositions document pertains to students and candidates enrolled in the following COEd Departments and/or Programs: Department of Curriculum and Instruction (C&I), Department of Kinesiology (KINE), Principal and Superintendent Certification Programs in the Department of Educational Leadership and Policy Studies (ELPS).

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 COEd. The standards referenced are those of the Texas Administrative Code.² 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 standards³

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.

² 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) .

³ 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.

II. DISSEMINATING PROFESSIONAL DISPOSITIONS STATEMENT, GUIDELINES, AND INFORMATION

The following procedures will be used to educate and disseminate the COEd Professional Dispositions statement, guidelines, and information to all students and candidates.

- a. The ***I. Dispositions Statement*** and ***II. Professional Dispositions Guidelines*** are listed in catalog (UG and G) and on COEd Website (UG and G portals)
- b. At first point of contact in the COEd students/candidates are given the ***Professional Dispositions Statement*** and ***Professional Dispositions Guidelines*** as they appear in this document.
 - i. High School Students – given during information sessions
 - ii. Undergraduate Students – given by advising office (COEd, COLA, COS, UTeach)
 - iii. Transfer Students – given by advising office as above
 - iv. Graduate Students – graduate advisor
 - v. Academic Partnership (AP) Students – Welcome Letter sent by appropriate advisor
- c. After admitted, students/candidates are given the list of dispositions to agree to and sign. Students and candidates electronically 'agree' to the ***Professional Dispositions Statement*** and ***Professional Dispositions Guidelines*** that appear in this document and submit. Students and candidates have to agree to dispositions guidelines before they can be accepted into a full major in the COEd. If they do not agree they cannot proceed in the program.
- d. The ***Professional Dispositions Statement*** will be placed in appropriate program area Handbooks. The URL for accessing the ***Professional Dispositions Statement*** and ***Professional Dispositions Guidelines*** as they appear in this document will be placed in course syllabuses.
- e. Students/candidates complete a *Dispositions Education Module*⁴ within an early course taken in the program. Faculty of each program will identify this introductory course to include completion of this module.
- f. Students/candidates will review the *Dispositions Education Module* prior to field experiences and/or student teaching orientation (C&I); practicum for Reading Specialist (C&I); application for practicum (ELPS); Step 1 and Classroom Interactions (UTeach); and methods of teaching courses (Kinesiology).

⁴ The *Dispositions Education Module* has been developed and approved by the Professional Dispositions Committee, and the faculty and administrators in the COEd.

III. PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEd PROFESSIONAL DISPOSITIONS POLICY *When digressions in Professional Dispositions Guidelines occur the following procedures will be implemented.*

- a. Official Digressions Report (shown in this document as, **V. Digression Report for Use in Cases of Digressions from COEd Professional Dispositions Guidelines**) is completed by faculty/staff member (evaluation report is a check-box format), posted on website for faculty/staff access.
- b. Faculty/staff member submits completed form to chair and/or program director.
- c. Student/candidate is notified by the chair or program director that a Digressions Report has been completed and filed (chair/program director posts form to designated Mavspace file).
- d. Student/candidate is contacted to schedule a meeting within 14 business days of the incident with faculty/staff, chair, and program director.
- e. Disposition meeting takes place with student/candidate, faculty/staff, and chair and/or program director. (Note: If more than one faculty/staff member submits a report on the same student/candidate, the meeting occurs together).
- f. Together an action plan to address dispositions is developed, signed by all present and posted in the designated file.
- g. If the action plan agreed upon in the initial Department-level meeting proves to be ineffective or is not followed by the student/candidate, additional Department-level meetings may take place with a reiteration of existing or new action plan(s) developed.
- h. Recurring or more serious offenses/digressions as determined at the Department-level by faculty, staff, and/or administrators, will be referred to the *College Dispositions Committee*⁵ to review.
- i. The College Dispositions Committee will make a recommendation as to continuance in program or options.
- j. Electronic letter on outcome of College Dispositions Committee meeting from Committee and Dean is submitted to student/candidate to official UT Arlington email account.
- k. The student/candidate has 14 days to appeal the decision, submitted to the College Dispositions Committee and COEd Dean.
- l. The appeal will then be forwarded to the University's Office of Student Conduct.

⁵ The College Dispositions Committee will consist of members of each COEd Department, and at least one member each of COLA and COS. A representative of the UT Arlington Office of Student Conduct will serve as ex-officio on the College Dispositions Committee.

IV. DIGRESSION REPORT FOR USE IN CASES OF DIGRESSIONS FROM COEd PROFESSIONAL DISPOSITIONS GUIDELINES

The appropriate faculty, staff, administrator, or other supervisor will complete the following check sheet for students and candidates in cases of digressions from COEd Professional Dispositions Guidelines.

This document indicates VIOLATIONS the COEd Policy and Guidelines for Professional Dispositions (indicated by a check):

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 TEA/professional specialty program area standards

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

Texas Administrative Code, Ethics and Standard Practices for Texas Educators:

[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)

V. References

Rinaldo, V., Sheeran, T., Denig, S, Smith, R. M., Foote, C. J., & Vermette, P. (2009, February). Dispositions: Improving the effectiveness of teacher candidates by examining the intangibles of the profession. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, Ill.

Texas Administrative Code: Ethics and Standard Practices for Texas Educators (2010). Retrieved from:

[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). *Source Note:* The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

College of Education 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 theoretical or practical understanding of a subject. In today's world, candidate 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 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.

Information Regarding Student Teaching & Teacher Certification:

- **Be sure that you are on the College of Education listserv** <http://www.uta.edu/coehp/gradadvising/>. You will receive helpful messages (i.e., TExES practice tests, your graduate program, etc.).
- **In order to Student Teach next semester, at the end of this semester you must:**
 - **Apply for Student Teaching via TK20.** (This places you in a public school. Expect an email from the listserv or, possibly, Ms. Angela Watson or coedfield@uta.edu in mid-semester prior to student teaching.)
 - **Register for the Student teaching practicum on MyMav.** (This assigns you to a professor.)
- **ALL STUDENTS SEEKING TEACHER CERTIFICATION:**
 - **You must take a content and PPR exam.**
 - **Elementary and Secondary teacher candidates take these exams at different times.**
 - Elementary teacher candidates typically take the PPR and then the content exam.
 - Secondary teacher candidates typically take the content exam and then the PPR exam.
 - *** **SECONDARY TEACHER CANDIDATES:** You will be expected to take a practice exam or complete a review assignment. Contact the Secondary Education Program Coordinator (Mary Curtis) or your faculty advisors for further information as well.
 - *ELAR and Social Studies practice exams will be held in February and late spring. Science and Math teacher candidates must contact Dr. Hulings, Dr. Sparks, or Dr. Allmond (math).*
 - Elementary education students, contact Dr. Joyce Myers
 - Mid-level education students, contact Dr. Diane Galloway
- **Be sure to create a TEA Login (TEAL) account:** Instructions: https://secure.sbec.state.tx.us/sbeonline/TEAL_End_User_Training_ECOS.pdf

Tentative Course Calendar

As the instructor for this 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. Mary Curtis.

****Please make sure to comment on at least one peers' post that has few comments.***

Module	Week #	Reading	Assignment	Due Dates
Introduce Yourself! ☺ Learning the Course/Syllabus	Week 1 (½ week)	Please read the introductions of your classmates in the proper thread on blackboard	Post your introduction in the proper thread on Blackboard	1. Discussion Board (DB) Post on Blackboard (BB): Introduction Post is due on 8/27 (midnight)
	8/25–8/29	<p><i>Include the following in your in your Introduction:</i></p> <ul style="list-style-type: none"> Name Area of Certification Why did you want to become an educator/teacher? Discuss any previous experience you have in the educational field. What type of school district and type of students do you prefer to work after certification? What do you want to learn from this course? 	<p><i>Please follow these instructions:</i></p> <ul style="list-style-type: none"> Reply to at least 5 classmates Respond to their responses to your replies <p>NOTE: Secondary and EC-12 Education Programs: If you have not turned in a <u>review assignment</u> or taken a practice exam for the TExES Content exam (or, if you have passed the content exam already, then <u>the PPR practice exam</u>), then contact me immediately. I am the Program Coordinators who recommends students to be cleared to take your teacher certification exams.</p>	2. Comment on (5) post 8/28 3. Respond to responses 8/29
Module I The Civil Rights Movement	Week 2-3	Please read the following literary works to prepare you for the assignments in this module.	The following are assignments that must be completed during cycle	1. DB Post on Blackboard 9/3 (midnight)
	8/28-9/11	<ul style="list-style-type: none"> <i>White Privilege: Unpacking the Invisible Knapsack</i> authored by McIntosh, P., <i>Independent School</i>, Vol. 49, Issue http://www.cirtl.net/files/PartI_CreatingAwareness_WhitePrivilegeUnpackingtheInvisibleKnapsack.pdf Video: <i>Major Events of the Civil Rights Movement</i> http://www.youtube.com/watch?v=spXlsQKHKXM Video: <i>Freedom Riders</i>, PBS http://www.youtube.com/watch?v=DcvsWXrS2PI <i>Washington Post</i> opinion article: The New Civil Rights Movement Doesn't Need an MLK https://www.washingtonpost.com/opinions/the-new-civil-rights-movement/2015/04/10/e43d2caa-d8bb-11e4-ba28-f2a685dc7f89_story.html <i>Other readings TBA</i> 	<ul style="list-style-type: none"> Read Articles View Video “Freedom Riders” Complete all quizzes as associated with each reading Complete/submit Discussion Reflection; Write final reflection <p>Post answers to discussion prompts to thread using Blackboard Comment to (5) posts Respond to all responses made on your submitted post Submit Reflections under “assignment” for the instructor</p>	2. Comment on (5) posts 9/6 3. Respond to all responses 9/8 4. Module Reflection/ “Final Assignment” (midnight) 9/11

Module	Week #	Reading	Assignment	Due Dates
Module II Cultural Responsiveness for Diverse Learners	Week 4-5	<p>Please read the following literary works to prepare you for the assignments in this module.</p> <ul style="list-style-type: none"> • <i>Other readings TBA</i> • Maxwell, L. (2014). U.S. School Enrollment Hits Majority-Minority Milestone. <i>EdWeek. (PDF Provided)</i> • García, E., Arias, B., Murri, N., & Serna, C. (2010). Developing Responsive Teachers: A Challenge for a Demographic Reality. <i>Journal of Teacher Education</i>. 61(1-2): 132-142. http://jte.sagepub.com/content/61/1-2/132.full.pdf+html • Saravia-Shore, M. (2008). Diverse Teaching Strategies for Diverse Learners. In Cole (Ed.) <i>Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners</i>. ASCD. http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx • Harvard Family Research Project. http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/member-insights/how-can-we-prepare-teachers-to-work-with-culturally-diverse-students-and-their-families-what-skills-should-educators-develop-to-do-this-successfully • <i>How Poverty Affects Classroom Engagement</i> http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Poverty-Affects-Classroom-Engagement.aspx • Report, <i>The Condition of Education: Children Living in Poverty (May 20015)</i> http://nces.ed.gov/programs/coe/indicator_cce.asp • Videos: (select 3) http://www.edutopia.org/blog/five-minute-film-festival-culturally-responsive-teaching 	<p>The following are assignments that must be completed during cycle</p> <ul style="list-style-type: none"> ▪ Read all literary works for Module II ▪ Complete all quizzes as associated with each reading ▪ Complete Discussion Reflection ▪ Submit Reflections/Discussions <p>Post answers to discussion prompts to thread using Blackboard</p> <p>Reply to (5) posts</p> <p>Respond to all responses made on your submitted post</p> <p>Submit Reflections under "assignment" for the instructor</p>	<ol style="list-style-type: none"> 1. DB Post on Blackboard: 9/17 (midnight) 2. Comment on (5) posts 9/20 3. Respond to all responses 9/22 4. Upload Module Reflection/ "Final Assignment" under Assignment link 9/25 5. Completed quizzes submitted 9/18 <p>Note: Typically quizzes are open for 4-5 days before due date.</p>
	9/11-9/25			

Module	Week #	Reading	Assignment	Due Dates
Module III Gender/Sex/Race	Week 6-7	<p>Please read the following literary works to prepare you for the assignments in this module.</p> <ul style="list-style-type: none"> <i>Other readings TBA (to be announced)</i> "I have a Dream" https://www.youtube.com/watch?v=1UV1fs8lAbg <i>Inequities in educational and psychological outcomes between LGBTs (or GLBTQ) and straight students in middle and high school authored by Robinson, J. P., & Espelage, D. L.</i> http://edr.sagepub.com/content/40/7/315.full.pdf+html?ijkey=hVyS2LljIAZ9U&keytype=ref&siteid=spedr Gender Issues in STEM Education Video: http://www.youtube.com/watch?v=fW49eH9yg7E http://www.youtube.com/watch?v=KHBffQCU MSk <i>Barbie against Superman</i> authored by AKSU http://www.jlls.org/Issues/Volume1/No.1/beng uaksu.pdf <i>Everyday anti-racism in education</i> http://www.understandingrace.org/resources/pdf/rethinking/pollock.pdf <i>Race article: TBA</i> Judge, S., Puckette, K., and Bell, S.M. (2006). Closing the digital divide: Update from the early childhood longitudinal study. <i>The Journal of Education Research</i>, 100(1), 52-60. http://abrill.wiki.usfca.edu/file/view/Closing%20DD%20(elementary).pdf <i>Film: "The Difference Between Us"</i> http://newsreel.org/video/RACE-THE-POWER-OF-AN-ILLUSION <p><i>Follow PRA instructions given on BB. Basically, find a peer reviewed article on one of the topics discussed in Modules I, II, or III that can be applied to K-12 education and is important to further our knowledge of diversity in today's schools.</i></p>	<p>The following are assignments that must be completed during cycle</p> <ul style="list-style-type: none"> Read all literary works for Module III View all films associated with the material Complete all quizzes as associated with each reading Complete Discussion Reflection Submit Reflections/Discussions <p>Post answers to discussion prompts to thread using Blackboard</p> <p>Reply to (5) posts</p> <p>Respond to all responses made on your submitted post</p> <p>Submit Reflections under "assignment" for the instructor</p> <p>(PRA) Post discussion answer</p> <p>(PRA) Comment to (1) post</p> <p>(PRA) Respond to responses</p> <p>(PRA) Assignment</p> <p>**Discussion Board PRA due dates are the same as the DB for the readings.</p>	<ol style="list-style-type: none"> DB Post on Blackboard 10/1 midnight Comment on (5) posts 10/4 Respond to all responses 10/6 Upload Final Answers & PRA under Assignment link by 10/9 Completed quizzes submitted 10/2
	9/25-10/9			

Module	Week #	Reading	Assignment	Due Dates
Module IV Recognizing Learning Disabilities & Emotional Disorders	Week 8 - 10	Please read the following literary works to prepare you for the assignments in this module	The following are assignments that must be completed during cycle	1. DB Post on Blackboard 10/15
	10/9-10/23	<ul style="list-style-type: none"> Learning Disabilities: Read Chapters 1 & 2 from the book: Identification and Evaluation of Learning Disabilities by E.S. Johnson and A.B. Clohessy. (Provided as a PDF) Emotional Disorders: TBA Other readings TBA <p><i>Follow PRA instructions given on BB.</i></p>	<ul style="list-style-type: none"> Read all literary works for Module IV View all films associated with the material Complete all quizzes as associated with each reading Complete Discussion Reflection Submit Reflections/Discussions <p>Post answers to discussion prompts to thread on BB Reply to (5) posts Respond to all responses made on your submitted post Submit Reflections under "assignment" for the instructor</p> <p>(PRA) Post discussion answer (PRA) Comment to (1) post (PRA) Respond to responses (PRA) Assignment <u>**Discussion Board PRA due dates are the same as the DB for the readings.</u></p>	2. Comment on (5) posts 10/18 3. Respond to all responses 10/20 4. Upload PRA AND Module Reflection/ "Final Assignment" under Assignment link 10/23 5. Completed quizzes submitted 10/16
Module V Learning Disabilities: Dyslexia	Week 11-12	<ul style="list-style-type: none"> Access http://iris.peabody.vanderbilt.edu/. (Click on the IRIS Resource Locator. Select the "Disability" topic. Click on "Information Briefs" for 2 readings--1. "IDEA 2004 Close-Up Evaluation and Eligibility for Specific Learning Disabilities" and 2. "Dyslexia Basics." On the National Center for Learning Disabilities website find the document entitled "What is an IEP?" http://www.ncld.org/students-disabilities/iep-504-plan On the National Center for Learning Disabilities website find the section "At School," and then click on "Especially for Teachers." (http://www.ncld.org/students-disabilities/ld-education-teachers) Read the articles "Tips for Teachers on Accommodating Students with Dyslexia in the Classroom" and "Teaching Reading to Teens with Learning Disabilities." YouTube video from the California Library Literary Services--a presentation by Marsha Sanborn from the International Dyslexia Association http://www.youtube.com/watch?v=SDX_Xra47ic. (Watch the first 40 minutes of the video.) Other readings TBA <p><i>Follow PRA instructions given on BB.</i></p>	The following are assignments that must be completed during cycle:	1. DB Post on Blackboard 10/29
	10/23-11/6		<ul style="list-style-type: none"> Read all literary works for Module V View all films associated with the material Complete all quizzes as associated with each reading Complete Discussion Reflection Submit Reflections/Discussions <p>Post answers to discussion on BB Reply to (5) posts Respond to all responses made on your submitted post Submit Final Reflections</p> <p>(PRA) Post discussion answer (PRA) Comment to (1) post (PRA) Respond to responses (PRA) Assignment <u>**Discussion Board PRA due dates are the same as the DB for the readings.</u></p>	2. Comment on (5) posts 11/1 3. Respond to all responses 11/3 4. Upload Module Reflection/ "Final Assignment" & PRA under Assignment link 11/6 5. Completed quizzes submitted 10/30

Module	Week #	Reading	Assignment	Due Dates
Module VI Trends & Issues: Diversity in Education	Week 13-14	<ul style="list-style-type: none"> Readings TBA 	<p>The following are assignments that must be completed during cycle:</p> <ul style="list-style-type: none"> Read all literary works and view all films associated with Module VI Complete Discussion Reflection Submit Reflections/Discussions <p>Post answers to discussion prompts to thread using Blackboard</p> <p>Reply to (5) posts</p> <p>Respond to all responses made on your submitted post</p> <p>Submit Reflections under "assignment" for the instructor</p> <p>Follow PRA instructions on BB.</p> <p>In groups, (PRA) Post discussion answer, Comment to posts, and Respond to responses.</p> <p>Individually, complete the PRA Assignment</p>	<ol style="list-style-type: none"> DB Post on Blackboard 11/12 Comment on (5) posts 11/15 Respond to all responses 11/17 Upload Final Answers & PRA under Assignment link 11/20 Completed quizzes submitted 11/13
	11/6-11/20	<ul style="list-style-type: none"> <i>For this module, you will be assigned to groups to conduct a deeper conversation about a topic in diversity. For this topic, you will each research PRA, summarize, discuss, and post comments and final answers. Each group will provide a final post for the entire class to read. The PRA grade will be evaluated within each group's discussion and engagement.</i> <i>Each person will read the information provided by each group, per instruction on BB, and write a final response. The final response will include a reflection of what you learned through your discussion with your group and from the virtual "gallery walk" of each group's presentation.</i> 		
Module VII Respect Diversity	Week 15-16	<p>Please read the following literary works to prepare you for the assignments in this module</p> <p>**Start investigating the video software on your computer early in the semester.</p> <p>Find the following link (http://nameorg.org/position-statements/) to see position statements on several diversity issues presented by NAME (National Association for Multicultural Education) as you prepare for your promo video.</p> <p>New (2010) Word software: PPT documents can become videos very easily. See https://www.youtube.com/watch?v=XiQr5efiW7o Or https://www.youtube.com/watch?v=jMnh553BW4k.</p> <p>There are a number of free and easy to use software--some may already be installed as part of your Microsoft or Apple packages on your desktop.</p> <ul style="list-style-type: none"> Photostory3 and Ezvid are two Free movie maker that you can download from the Internet. Both of these applications allow you to insert pictures and music and modify as you wish. YouTube: How to upload videos to YouTube http://www.youtube.com/watch?v=TbfAB61kkoA Ezvid--quick overview http://www.youtube.com/watch?v=7foue4nRx4 Photostory3--quick overview http://www.youtube.com/watch?v=YFN-LVp0yJM 	<p>The following are assignments that must be completed during cycle</p> <ul style="list-style-type: none"> Follow instructions pertaining to video creation on Blackboard Complete Discussion Reflection Submit Video Comment on Videos <p>Video must have an unlisted YouTube or TeacherTube link posted on the comment section of the Assignment on BB.</p> <p>Upload Essay attachment on BB Assignment.</p>	<ol style="list-style-type: none"> DB Post on Blackboard: Respect Diversity Video-- link to YouTube or TeacherTube 11/28 Comment on (5) posts 12/1 Respond to all responses 12/3 Final Video & Essay Due 12/7
	11/20-12/7			

EDUC 5310 Spring 2016: Schedule At a Glance

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Introduce Yourself	August 21	22	23	24	25 First Day of Class!	26	27 Post on Discussion Board
Module I	28 Comment (Intro) <i>Readings Module I</i>	29 Reply to all Intro Comments	30	31	Sept. 1	2	3 M1: Post (M1P)
	4	5	6 M1:Comment (M1C)	7	8 M1:Response (M1R)	9	10
Module II	11 <i>Readings Module II</i> M1: Final Discussion Assignment (M1FDA)	12	13	14	15	16	17 M2P
	18 M2: Quiz (M2Q)	19	20 M2C	21	22 M2R	23	24
Module III	25 <i>Readings Module III</i> M2FDA	26	27	28	29	30	Oct. 1 M3P
	2 M3Q	3	4 M3C	5	6 M3R	7	8
Module IV	9 <i>Readings Module IV</i> M3FDA, PRA1	10	11	12	13	14	15 M4P
	16 <i>*Begin designing video!</i> M4Q	17	18 M4C	19	20 M4R	21	22
Module V	23 M4FDA, PRA2	24	25	26	27	28	29 M5P
	30 M5Q	31	Nov. 1 M5C	2	3 M5R	4	5
Module VI	6 <i>Readings Module VI</i> M5FDA, PRA3	7	8	9	10	11	12 M6P
	13 <i>*Draft of video this week</i> M6Q	14	15 M6C	16	17 M6R	18	19
Module VII	20 <i>*Show video to friends (edit)</i> M6FDA	21	22	23	24 Happy Thanksgiving!	25	26
	27	28** M7: Post Respect Diversity Video link	29	30	Dec. 1 M7 Video Comments	2	3 Video Response
	4 M7	5	6	7 <i>Last Day</i> M7: Final Videos & Essays Due	8	9	10 <i>Finals Begin</i>

The due dates for each assignment are simply the last time you can turn in your work on time. Use your time wisely. Work ahead when you can. For example, many times you can post and then comment on 5 peers' posts on the same day. There is no need to wait until the day that part of the discussion is due. Most of the assignments that require more writing are due on the weekend to give you more time to complete them. (I suggest that you add your other courses' assignments and readings to this calendar so that you can plan your school work & study schedule.)

**Suggested timeline for video*