Instructor and Course Information:

Instructor: Dr. Mohan D. Pant
Office: Science Hall, Room 320B
E-Mail: mpant@uta.edu

Phone: (817) 272-9620
Fax: (817) 272-2618
Mailbox: Science Hall: 320B

Office Hours: Mondays 1:00-2:30 PM, 4:00-5:00 PM (by appointment)
Instructor Web Site: https://www.uta.edu/profiles/dr-mohan-pant
Course Web Site: https://elearn.uta.edu/
Class Meeting Time and Location: Mondays 5:30-8:20 PM in Trimble Hall Room 110

Catalog Description

In this course, students will develop an individual research problem statement, argue the significance of the problem, complete a written literature review and logical chain of reasoning related to the stated problem, write specific research questions to investigate the problem in educational settings, and design a research study (methodology) that will effectively investigate their research questions. Students design a research study that shows promise for improving education, written as the first three chapters of a scholarly classroom action research project. An additional emphasis of this course is to enhance learning of basic statistical procedures.

Course Prerequisites:
EDUC 5394 Understanding Classroom Research

Textbooks and Other Materials:


3. An active Tk20 account so that you can upload your final assignment (Assignment 5) on Tk20 in order to receive credit for this assignment on the Blackboard. For more information on Tk20, go to http://www.uta.edu/coed/academics/tk20/index.php. You may purchase your subscription online from a link provided on the system’s web site or from the UT Arlington Bookstore. For additional information and relevant tutorials, go to Tk20 folder within Resources on Blackboard.

4. Selected chapters from Online Statistics Book (www.onlinestatbook.com)
Assignments:

Assignment 1: Introduction section (10%). **Due: September 13, 2016**
For this assignment you will write a 2-5 page Introduction section of your research proposal. The Introduction section is not a literature review. Rather it introduces the topic and explains why the topic is important. However, you may use some sources of literature to give the background information of the problem you want to investigate and use APA style citation to refer to those sources. Introduction may begin by pointing out a national or local problem that the research is designed to address. See sample assignments within Resources link on Blackboard for examples.

Assignment 2: Literature Review section with Research Questions (20%). **Due: October 18, 2016.**
For this assignment you will develop and write an 8-12 page Literature Review section of your research proposal. This literature review may include several major sections. For example, if the topic is inquiry to teach science to students with reading problems, the literature may begin with an overview of the research findings on inquiry problems, then move to research findings on reading problems, then conclude with the findings of any previous studies that have tried using inquiry teaching methods with struggling readers. A literature begins broadly, then moves to specifics, and leads directly to the research questions. After writing summary of literature review, you will write 2-4 research questions for your research proposal. The research questions are the focus of the proposal. The questions should derive from the literature review and then form the basis of the Method section of the research proposal. Research questions may be brief, but every word matters.
A sample research question for a quantitative/experimental study is:

- What are the effects of using graphic organizers during pre-reading discussions on the science learning of struggling 5th grade students?

A sample research question for a qualitative/descriptive study is:

- What backgrounds, attitudes, and behaviors are characteristic of 7th grade students who struggle to learn mathematics?

A literature review is not an annotated bibliography. Rather it is a synthesis of the research findings of many studies. As you prepare to write the Literature Review, go to the library and/or do an online search for references that you may want to include in your review. Identify a minimum of 15 references. Save these to include in the References section of your research project. Consult recently published research articles for style guidelines. Also, see sample assignments within Resources link on Blackboard for examples.

Assignment 3: Basic Statistical Procedures (10%). **Due: October 31, 2016.**
For this assignment you will use R and R Commander (Rcmdr). This assignment will involve questions from Chapter 8 of Leedy and Ormrod (2016) textbook and PPT Slides within the Statistics link on Blackboard. Assignment 3 is a Microsoft Word document that you need to download from Assignment 3 link. You will see this file only at 6:30 pm on October 31, 2016. You need to submit the original, independently completed assignment. You will complete this assignment in the classroom (TH 110) using your laptop and submit it by 11:59 PM on October 31, 2016.

Assignment 4: Method section (20%). **Due: December 6, 2016.**
For this assignment you will write a 4-8 page Method section of your research proposal. This section will include a description of the research design, setting and participants, instructional treatment (or, activities), data collection procedures, measures or instruments, and data analysis procedures to be used. The Method section is the plan you will use to answer your research questions. Each of the measures you select must be directly connected to one of the research questions. Every part of the Method section must be detailed enough that someone else could read the section and follow your plan to effectively replicate the study. There may be variations in the way subheadings can be chosen for qualitative and mixed-methods studies. See sample assignments within Resources link on Blackboard for examples.
Assignment 5: Three-Chapter Research Proposal (20%). Due: December 12, 2016.
Using feedback provided by instructor and peers throughout the course, revise and complete the writing of your three-chapter (i.e., Introduction, Literature Review, and Method) research proposal and prepare a final copy. The three-chapter research proposal is to consist of the three chapters plus additional sections as given below:
- Cover/Title Page
- Table of Contents
- Chapter 1: Introduction
- Chapter 2: Literature Review
- Chapter 3: Method (or, Methodology)
- References
- Appendix (for one) or Appendices (for two or more)

Quizzes: (10%) 
There will be five quizzes based on APA Manual Chapter 3, Leedy and Ormrod (2016) textbook: Chapter 3, Chapter 5, Chapter 8, and some specified (informed in class) topics from www.onlinestatbook.com.

Participation (10%) 
Each week, one or two chapters from the textbooks and relevant research articles will be assigned for you to read. The purpose of these readings is to help you prepare your research proposal. The effectiveness of your readings will be reflected in your participation in the class discussions. This will count toward 50% of the participation grade.
Your contribution to the in-class activities such as peer review of assignments and participation in kahoot quizzes will count toward the remaining 50% of the participation grade.

Tentative Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 29</td>
<td>Introduction</td>
<td>Plagiarism tutorial</td>
</tr>
<tr>
<td>1st Class</td>
<td>• Syllabus and course overview</td>
<td><a href="http://library.uta.edu/plagiarism/index.php">http://library.uta.edu/plagiarism/index.php</a></td>
</tr>
<tr>
<td></td>
<td>➢ Quantitative vs. Qualitative</td>
<td>Downloading current version of R</td>
</tr>
<tr>
<td></td>
<td>➢ Research Questions</td>
<td><a href="http://www.r-project.org">www.r-project.org</a></td>
</tr>
<tr>
<td></td>
<td>➢ Research proposal components</td>
<td>and installing Rcmdr package</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>Tips on Writing Introduction section</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We will have a kahoot quiz on syllabus and plagiarism tutorial</td>
<td></td>
</tr>
<tr>
<td>Sep. 5</td>
<td>Labor Day Holiday</td>
<td></td>
</tr>
<tr>
<td>Sep. 12</td>
<td>The “How-To” of IRB Review by Alyson Stearns,</td>
<td>Chapter 4 from Leedy and Ormrod (2016) textbook</td>
</tr>
<tr>
<td>2nd Class</td>
<td>UTA Regulatory Services Specialist</td>
<td>APA Manual Chapter 3</td>
</tr>
<tr>
<td></td>
<td>• Discuss Chapter 4 from Leedy and Ormrod (2016) textbook</td>
<td>Quiz 1 due by 5:00 pm</td>
</tr>
<tr>
<td></td>
<td>• Discuss APA Manual Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kahoot quiz on APA Manual Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Class activity on scientific writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tips on Writing Introduction section</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer Review of Assignment 1 (bring hard copy)</td>
<td></td>
</tr>
</tbody>
</table>
| Sep. 19 3rd Class Meeting | Discuss Chapter 3 from Leedy and Ormrod (2016) textbook  
- Class activity on Literature Review  
- Class activity on APA Manual Chapter 6  
- Class activity on graphing data using Rcmdr | Chapter 3 from Leedy and Ormrod (2016) textbook  
APA Manual Chapter 6  
Graphing Distributions from www.onlinestatbook.com |
|--------------------------|-------------------------------------------------------------|------------------------------------------------------------------|
| Sep. 26 4th Class Meeting | **Qual. Research** by Dr. Peggy Semingson, Associate Professor (C&I)  
- Discuss Chapter 9 from Leedy and Ormrod (2016) textbook  
- Discuss Qual. Saldana Chapter 1  
- Class activity on describing data  
Tips on Writing Literature Review | Chapter 9 from Leedy and Ormrod (2016) textbook  
Qual. Saldana Chapter 1 from Week 4 folder  
Summarizing Distributions from www.onlinestatbook.com  
**Quiz 2 due by 5:00 pm** |
| Oct. 3 5th Class Meeting | Discuss A Guide to Writing the Dissertation Literature Review  
- Validity and Reliability in Qualitative Research  
- Pearson correlation  
- Spearman correlation  
- Class activity on scatterplot and correlation test  
Tips on Writing Literature Review | Chapter 5 from Leedy and Ormrod (2016) textbook  
A Guide to Writing the Dissertation Literature Review from Week 5 folder  
Describing Bivariate Data from www.onlinestatbook.com  
**Quiz 3 due by 5:00 pm** |
| Oct. 10 6th Class Meeting | Discuss Online QDA: Qualitative Data Analysis on the Web  
- Class activity on normal distributions  
Tips on Writing Literature Review  
Activity on List of References (bring hard copy) | Online QDA: Qualitative Data Analysis on the Web from Week 6 folder  
APA Manual Chapter 7  
Normal Distributions from www.onlinestatbook.com |
| Oct. 17 7th Class Meeting | Discuss Chapter 6 from Leedy and Ormrod (2016) textbook  
- Correlational research  
- Survey research  
- Class activity on UTA.QUALTRICS.COM  
Discuss Logic of Hypothesis Testing  
- Null and alternative hypotheses  
- Level of significance  
- One- and two-tailed tests  
- Type I and Type II errors  
Peer Review of Assignment 2 (bring hard copy) | Chapter 6 from Leedy and Ormrod (2016) textbook  
Using UTA.QUALTRICS.COM for creating and distributing survey questionnaires  
Logic of Hypothesis Testing from www.onlinestatbook.com |
| Oct. 24 8th Class Meeting | Discuss Chapter 8 from Leedy and Ormrod (2016) textbook  
- t-distribution  
- One-sample t-test  
- Paired-samples t-test  
- Independent samples t-test  
- Linear regression | Chapter 8 from Leedy and Ormrod (2016) textbook  
Testing Means from www.onlinestatbook.com  
Regression from www.onlinestatbook.com  
**Quiz 4 due by 5:00 pm** |
| Oct. 31 9th Class Meeting | • Testing difference among means of three or more groups  
• Testing difference among means of three or more groups across another grouping variable  
• Contingency table and Chi Square test of independence  
• **Assignment 3 (due by 11:59 pm)** | ANOVA from [www.onlinestatbook.com](http://www.onlinestatbook.com)  
Chi Square from [www.onlinestatbook.com](http://www.onlinestatbook.com)  
**Quiz 5 due by 5:00 pm** |
|---|---|---|
| Nov. 7 10th Class Meeting | Discuss Chapter 12 from Leedy and Ormrod (2016) textbook  
• Class activity on mixed-methods research  
• Class activity on Method section  
Tips on Writing Method Section | Chapter 12 from Leedy and Ormrod (2016) textbook  
Research articles (will be posted later in Week 12 folder) |
| Nov. 14 11th Class Meeting | Chapter 13 from Leedy and Ormrod (2016) textbook  
• Class activity on Method section  
Tips on Writing Method Section | Chapter 13 from Leedy and Ormrod (2016) textbook  
Research articles (will be posted later in Week 12 folder) |
| Nov. 21 12th Class Meeting | • Discuss Method section of research articles in the context of validity and reliability in measurement  
• Class activity on reliability and validity in measurement  
Tips on Writing Method Section | Validity and Reliability in Measurement (Chapter 4)  
Research articles (will be posted later in Week 12 folder) |
| Nov. 28 13th Class Meeting | • Discuss Method section of research articles in the context of validity of Method  
Tips on Writing Method Section  
Activity on Writing Method Section | Considering the Validity of Your Method (Chapter 4)  
Research articles (will be posted later in Week 13 folder) |
| Dec. 5 14th Class Meeting | • Components of Assignment 5  
• Student Feedback Survey (SFS)  
Peer review of Assignment 4 (hard copy) | Sample Cover Page  
Sample Table of Contents  
Sample Appendices |
| Dec. 12, 2016 | **No Class Meeting:**  
**Week of Final Exams.** | **Due: Assignment 5 (by 11:59 PM)**  
(Additionally, this assignment must be submitted on Tk20 by 11:55 PM. Failure to do so will result into a zero grade in this assignment) |

**Disclaimer:**

This syllabus may be changed or updated by the instructor for the purpose of better serving students. If the syllabus is changed, students will be notified via email and during the class meeting.

**Student Learning Outcomes:**
This course will help you prepare an action research project that you will complete and implement in third course (EDUC 5397). In this course, you will write (a) the Introduction section, (b) the Literature Review section with the Research Questions, and (c) the Method section of your research proposal.

Specific learning outcomes are:

1. Be informed of current trends, research, and issues in education and their implications for curriculum and instruction, recognizing the role of research in the improvement of teaching and learning.
2. Become familiar with professional journals, organizations and other resources that support instruction and research.
3. Use research journals and other professional literature; write a review of the literature related to an individually selected topic of significance and interest in education.
4. Design a research study that shows promise for improving education, and prepare the first three chapters of a scholarly research proposal for conducting a classroom action research project.
5. Develop an ability to analyze data and understand the basic statistical procedures.

**Attendance and Drop Policy:**

**Class Attendance**
As instructor of this course, I will follow the policy of taking attendance. It is your responsibility to sign in the attendance sheet at each class meeting. Timely arrival to the class and staying in the class during the entire class period are required. Arriving substantially late or leaving early will count as half of an absence. When circumstances do occur, you must communicate with the instructor in advance (via UTA email) of any anticipated absence or late arrival to class due to health reasons. More than one absence will reduce your final grade by one letter grade.

**Drop Policy**
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav (www.uta.edu/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 students’ 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/fao).

**Expectation for Out-of-Class Study:**

Students are expected to read all the reading assignments as shown in the Tentative Course Schedule, at the bottom of this document. Specifically, students are expected to spend at least 9 hours per week on reading the assigned chapters or articles, participating in class discussion, and completing assignments.

**Other Important Policies:**

- **APA Style:** All assignments in this course should strictly follow the style of the *Publication Manual of the American Psychological Association* (APA)—6th ed., known as APA Style.
- **Microsoft Word**: All assignments in this course must be typed using Microsoft Word. Assignments in other formats will not be accepted.
- **Blackboard**: Class communication will utilize the course website at the Blackboard, which can be accessed by logging at [https://elearn.uta.edu](https://elearn.uta.edu)
- **Late Work**: Late work will be graded with a 5% penalty for each day after the due date.
- **Resubmissions**: In this course it is important that your assignments are of high quality so that you will be able to complete the capstone research project. Therefore, when your grade on an assignment falls below 70%, you will be allowed to resubmit your assignment under the following conditions:
  - Note that resubmission of Assignment 5 is not possible.
  - You have one week for the resubmission (e.g., if you are resubmitting the Week 3 Assignment, you have to submit it by 11:59 PM on Monday of Week 4)
  - You can resubmit an assignment only once.
  - Be sure to address all the comments/feedback written by the instructor on your assignment before the resubmission. Assignments resubmitted without addressing these comments/feedback will not be graded the second time.
  - The weighted average of the two grades will be computed as: 33% of the first grade + 67% of the second grade and will be recorded as the final grade of the resubmitted assignment.

**Grade Assignment**: Final grade will be assigned on the basis of Weighted Total as shown below:

<table>
<thead>
<tr>
<th>Weighted Total (WT)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 ≤ WT ≤ 100</td>
<td>A</td>
</tr>
<tr>
<td>80 ≤ WT &lt; 90</td>
<td>B</td>
</tr>
<tr>
<td>70 ≤ WT &lt; 80</td>
<td>C</td>
</tr>
<tr>
<td>60 ≤ WT &lt; 70</td>
<td>D</td>
</tr>
<tr>
<td>WT &lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

**Email Communication:**

UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications. **You are responsible to regularly check your UTA email.**

**University Mission:**

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

**Non-Discrimination Policy:**

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

**Title IX:**

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

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

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

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

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. You are responsible for providing me with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD) ([www.uta.edu/disability](http://www.uta.edu/disability)). You can contact OSD by calling 817-272-3364 or by sending an email at [osd@uta.edu](mailto:osd@uta.edu). Only those students who have officially documented a need for an accommodation will have their request honored.

**Student Feedback Survey:**

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

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. Please see 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. Links of various useful library resources are available at http://library.uta.edu/how-to.

The IDEAS Center:

The IDEAS Center (2nd floor of the 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.

Academic Integrity:

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

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

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, you should exit the room and move toward the nearest exit. There is one exit on the corridor outside this classroom. 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.

Conceptual Framework:

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the
preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education. All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

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

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

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

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

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

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

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

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

**Librarian to Contact:**

In order to correctly use APA style citations, try the Education Subject Guide, [http://libguides.uta.edu/education](http://libguides.uta.edu/education). In case you have questions on how to search for an article (for literature review) or need a resource on to help you in your writing, then write an email to Andy Herzog (librarian for Curriculum and Instruction) at [amherzog@uta.edu](mailto:amherzog@uta.edu)

**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/](http://www.uta.edu/news/info/campus-carry/)
Emergency Phone Numbers:

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

Academic Resources within UTA Library:

- Academic Plaza Consultation Services library.uta.edu/academic-plaza
- Ask Us ask.uta.edu/
- Library Tutorials library.uta.edu/how-to
- Subject and Course Research Guides libguides.uta.edu
- Subject Librarians library.uta.edu/subject-librarians
- A to Z List of Library Databases libguides.uta.edu/az.php
- Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do
- FabLab fablab.uta.edu/
- Special Collections library.uta.edu/special-collections
- Study Room Reservations openroom.uta.edu/

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

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

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.
I. PROFESSIONAL DISPOSITIONS GUIDELINES
The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code. Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
   • Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
   • Demonstrates kindness, fairness, patience, dignity and respect in working with others.
   • Accepts decisions made by institutional authority.
   • Treats others in a just and equitable manner.
   • Maintains composure and self-control.
   • Responds positively to constructive criticism.
   • Follows appropriate channels of communication/authority.
   • Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
   • Complies with class and program requirements
   • Attends classes, trainings, and field experiences.
   • Arrives on time and remains for the duration.
   • Is prepared, engaged, and meets deadlines.
   • Demonstrates academic integrity and honesty.
   • Maintains appropriate confidentiality at all times.
   • Demonstrates compliance with all laws and regulations.
   • Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards

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 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.