

EDUC 5394: Understanding and Designing Classroom Research
Summer I (1st Five Weeks) 2018
Department of Curriculum and Instruction



University of Texas at Arlington

Instructor and Course Information:

Instructor:	Dr. Mohan D. Pant	Phone:	(817) 272-9620
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Office Hours:	Monday and Wednesday 3:45-4:45 PM (by appointment)
Instructor Web Site:	https://www.uta.edu/profiles/dr-mohan-pant
Course Web Site:	https://elearn.uta.edu/
Days, Time, and Classroom:	Monday and Wednesday, 5:00-8:50 PM in Trimble Hall Room 111

Timeframe for Responding to Student Communication:

I will respond to your emails within 24 hours of receiving them. Assignment related communications can be expected within a timeframe of 72 hours.

Catalog Description:

Students gain an understanding of educational research by critically analyzing resources of research. Students also learn sound educational research methods and gain knowledge of both quantitative and qualitative data collection and analysis procedures. Using course experiences, students design their own classroom research projects, writing the literature review leading to meaningful research questions and research methodology as the first two chapters of the 4-chapter Capstone project to be completed in EDUC 5397. This course is to be taken after at least 3 hours of graduate course work and preceding EDUC 5397.

Course Prerequisites:

There are no prerequisites listed for this course. A statistics/research methods course is strongly recommended.

Textbook(s) and Materials:

You can buy either **paperback** or **eText** version of Leedy and Ormrod (2016) text enlisted in 1 (below)

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

OR

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

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

Note. Textbook(s) and Tk20 can be bought online or from the UTA Bookstore. Materials listed in 4-8 are free or open-access.

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

Important Policies

- Quizzes, Class Participation, and Assignments will be used to evaluate your performance.
- All quizzes are based on chapter readings (see the third column of **Tentative Course Schedule**). Each quiz can be taken up to 3 times with the highest grade recorded.
- Class participation is intended for assessing students’ application of critical thinking for transfer of knowledge gained from chapter readings to practical situations.
- All assignments should be submitted on Blackboard using Safe Assignments link. Safe Assignments will help you avoid plagiarism.
- All assignments should be typed in Microsoft Word leaving 1 inch margin on all sides and using 12-point Times New Roman font and double line spacing. **You have to use APA style of writing.**
- Type your name, affiliation, assignment title, and due date on the Cover Page and start the main text of the assignment on the second page as illustrated at the following video from UTA Libraries: <http://libraries.uta.edu/video/instruction/apaf Formatting/step1.htm>
- Assignments submitted after the deadline will be graded with a 5% penalty for each day. Assignments submitted late by more than one week from the deadline will not be graded. **Late submission of Assignment 5 will not be graded.**
- **Assignment 5** in this course is a compilation of previous assignments in two-chapter format with References section added at the end, but before Appendix or Appendices. This assignment requires a specific Cover/Title page and a Table of Contents page. See assignment description below.

Quizzes

Quizzes, based on readings of chapters from APA Manual and Leedy and Ormrod (2016) texts, will be available on Blackboard’s QUIZZES folder (with detailed instructions on each quiz). **These quizzes must be taken by 5:00 pm before each class** so that topics from chapters can be discussed in class. **Exception: Quizzes 1 and 2 will be due by 5:00 pm on Wednesday of Week 1.** See **Tentative Course Schedule** for the topics from chapters covered in the weekly quizzes. Each quiz (except quiz 9) consists of 20 items, each worth 2 points. Quiz 9 consists of 10 items, each worth 2 points. You will be able to take each quiz three times before the deadline with the highest grade recorded for computing the final grade. You cannot retake a missed quiz. **$(8 \times 40 + 1 \times 20 = 340 \text{ points})$**

Class Participation

Reading related discussion prompts will be used in each class. Students are expected to come to class after having read the assigned topics or resources. Students will participate in each discussion prompt in class in small groups of sizes 3-5. These discussion prompts will be based on topics from chapters (see [Tentative Course Schedule](#)). Students are expected to read each chapter carefully, use critical thinking to construct knowledge and apply this knowledge in practical contexts (e.g., in the development of their own research project). Students are expected to use critical thinking while participating in group discussion. After participating in groups, students will write individual responses to discussion questions in class. Finally, students will involve in peer reviews (grading) of each other's responses using a rubric for a maximum of 40 points for each week's activity. On certain days (see [Tentative Course Schedule](#)), there will be additional activities such as peer review of assignments. **(9 × 40 = 360 points)**

Assignments

- 1. Assignment 1: Research Topic, Statement of Problem, Significance of Study, and Experience with Research Tools. (Due: 11:59 pm on June 09, 2018).** Write your tentative research topic even though it is too early in the course. Research topic should be short (up to 15 words) and based on your research interests or experiences from classroom teaching. You may add a short introductory paragraph immediately below the research topic. Research topic is the foundation of your Capstone research project as you will find and review literature based on keywords used in it. Write a clear and concise statement of problem, which you would like to solve by using scientific methods of investigation. Finally, write significance of study (i.e., how your study will be helpful to other teachers in your field or how it will affect students). Use *APA Manual* Chapter 3 for clear and concise writing. At the end of this assignment, you will add a subheading "Experience with Research Tools," which should consist of two subheadings: "R and R Commander" and "VOYANT." Within these two subheadings, you may use numbered list. Within the subheading of "R and R Commander," write steps that you used for downloading and installing free statistical software R and R commander. Insert a picture or screenshot of your computer screen showing R commander window. Within the subheading of "VOYANT," using numbered list, write how you used VOYANT: See through your text (<http://voyant-tools.org/>) for text analysis. (**Hint:** You may type the text of significance of your study into the **Add Texts** box and click on **Reveal**). Insert a picture or screenshot of your computer screen showing various panes of VOYANT. Assignment 1 is 2-3 page long. Read and follow Sample Assignment 1 for style and format. Review Assignment 1 Rubric for grading criteria. **(100 points)**
- 2. Assignment 2: Literature Review with Research Questions. (Due: 11:59 pm on June 16, 2018).** This assignment should build on Assignment 1 and Activity 2 in that you will use references grouped under various themes to write a full-blown chapter on Literature Review. This assignment 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, and 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?

Update list of references from Activity 2 and include References section at the end of this assignment. Read and follow Sample Assignment 2 for style and format. A literature review is not an annotated bibliography. Rather it is a synthesis of the research findings of many studies. This assignment is 8-12 page long. Review Assignment 2 Rubric for grading criteria. **(200 points)**

3. **Assignment 3: Basic Statistical Procedures. (Due: 11:59 pm on June 23, 2018).**

This assignment link will be visible only on Friday of the third week. (However, Sample Assignment 3 will be posted within RESOURCES folder). To prepare for this assignment, you will use electronic resource “Educational Statistics Using R and R Commander (Rcmdr)” available within RESOURCES folder and class activities based on data analysis. This assignment may involve questions from Chapters 6 and 8 of Leedy and Ormrod (2016) textbook and PPT Slides within the RESOURCES folder. Assignment 3 is a Microsoft Word document that you need to download from Assignment 3 link. After downloading, save it as Your First Name_Assignment 3 and keep working on it until you complete it. You need to submit the original, independently completed assignment. You will complete this assignment using R and Rcmdr downloaded and installed in your computer the first week and answering questions in your own words. **(100 points)**

4. **Assignment 4: Method or Methodology. (Due: 11:59 pm on June 30, 2018).**

This assignment should build on Activity 3 in that you will write a full-blown chapter on Method or Methodology using the outline of Method written in Activity 3. This assignment should 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 or instruments 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 your study. There may be variations in the way subheadings can be chosen for qualitative and mixed-methods studies. See Method sections of several research articles that you have cited in Activity 2 and Assignment 2 for the most appropriate sections relevant to your research design. This assignment is 4-8 page long. Read and follow Sample Assignment 4 for style and format. Review Assignment 4 Rubric for grading criteria. **(200 points)**

5. **Assignment 5: Two-Chapter Research Proposal. (Due: By 11:59 pm on July 07, 2018).**

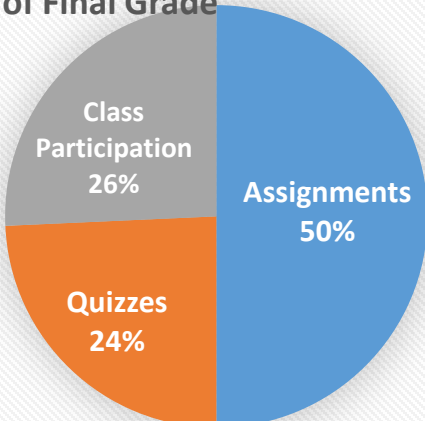
Using feedback provided by course instructor and peers throughout the course, revise and complete the writing of your two-chapter (i.e., Chapter 1: Introduction and Literature Review and Chapter 2: Method or Methodology) research proposal and prepare a final copy. The two-chapter research proposal is to consist of the two chapters plus additional sections as given below:

- Cover/Title Page
- Table of Contents
- Chapter 1: Introduction and Literature Review
- Chapter 2: Method (or, Methodology)
- References
- Appendix (plural: Appendices).

Read and follow Sample Assignment 5 for style and format. Review Assignment 5 Rubric for grading criteria. **This assignment must be submitted on Blackboard (by 11:59 pm) and Tk20 (by 11:55 pm) on July 07, 2018. Failure to submit this assignment on Tk20 will result into a zero grade on the corresponding Blackboard submission. (100 points)**

Grade Assignment:

The final grade in this course will be based on range of points out of 1400 points (the sum of 700 points from five assignments, 340 points from 9 quizzes, and 360 points from class participation). Look at the first two columns in the table below for the grade distribution. See pie chart for the allocation of points to each category of assessment.

Range of Points	Grade	Composition of Final Grade 
$1260 \leq \text{Points} \leq 1400$	A	
$1120 \leq \text{Points} < 1260$	B	
$980 \leq \text{Points} < 1120$	C	
$840 \leq \text{Points} < 980$	D	
Points < 840	F	

Technology Requirements:

This course uses Blackboard for managing several course related materials (e.g., interactive videos and other engaging activities) and assessing your learning through quizzes and assignments. It is your responsibility to have access to a computer and a high-speed Internet connection on a daily basis. Additionally, you are required to bring a laptop to class so that you can participate in class activities as written in the **Tentative Class Schedule**. Review UT Arlington's hardware recommendations: <http://www.uta.edu/oit/cs/hardware/student-laptop-recommend.php> and Blackboard's browser requirements: <http://www.uta.edu/blackboard/browstest/browstest.php>

Login to Blackboard at <https://elearn.uta.edu/> on a daily basis to access instructional materials related with this course, take quizzes, watch interactive videos related with research methods, and view rubrics for understanding grading criteria of assignments, and prepare and submit assignments. There are several Blackboard resources for students including <http://www.uta.edu/blackboard/students/index.php> and <http://help.blackboard.com/>.

Course Objectives and Learning Outcomes:

This course has three major objectives. **First**, this course is designed to help students define educational research, identify current trends in educational research, possible implications of educational research in teaching and learning, and possible gaps in research. This course will help students to locate and identify peer-reviewed journal articles by using library databases, and review related literature to define a research problem based on their research interests. **Second**, this course will help students to identify research methodologies (quantitative, qualitative, or mixed-methods) that are suitable to investigate their research problems and ultimately design their research studies. **Third**, this course will guide students to use research tools and procedures for analyzing quantitative and qualitative data for their own research designs. **Specifically**, this course will prepare students to write the first two chapters (Introduction and Literature Review along with Research Questions and the Method section) of their own classroom research project to be completed in the next course (EDUC 5397).

Specific learning outcomes are that students will:

1. Identify current trends in educational research, possible implications of educational research in teaching and learning, and possible gaps in research.
2. Locate, identify, and use peer-reviewed journal articles and other scholarly literature related with teaching and learning through library databases.

3. Use peer-reviewed journal articles and other scholarly literature to write statement of the problem they want to investigate, significance of the study, a review of the literature related to an individually selected topic of significance and interest in education.
4. Use free statistical software packages **R** (<https://www.r-project.org/>) and **R commander (Rcmdr)** (<http://www.rcommander.com/>) in order to learn concepts related with basic and inferential statistics and to analyze their own data in the next course (EDUC 5397).
5. Use web-based research tools such as VOYANT: See through your text (<http://voyant-tools.org/>) and Online QDA (<http://onlineqda.hud.ac.uk/>) for qualitative data analysis.
6. Identify and use appropriate research approach (quantitative, qualitative, or mixed-methods) to design their own research projects.
7. Design a research project (i.e., write a methodology section that any researcher can replicate) that shows promise for improving education and to write the first two chapters of a scholarly research proposal for conducting classroom research project.
8. Use APA style and format correctly to write the first two chapters of their Capstone research project (to be completed in EDUC 5397).

Date	Topics/Activities	Readings before Class Meeting
June 4 1st Class Meeting	Introduction Syllabus Textbook, Tk20, and APA Manual Paper Formatting in APA Style http://libraries.uta.edu/video/instruction/apaformatting/step1.htm uta.qualtrics.com Class Activity to Introduce Research Tools Class Discussion of APA Manual Chapters 3 and 6	Syllabus APA Manual (Chapter 3: Writing Clearly and Concisely) APA Manual (Chapter 6: Crediting Sources) Materials within Blackboard's MODULE 1 Avoiding Plagiarism in Scholarly Writing http://library.uta.edu/plagiarism/index.php
June 6 2nd Class Meeting	Introduction to Educational Research Identifying and Describing the Research Problem Stating the Hypotheses and Research Questions Class Discussion of Chapters 1 and 2 Class Activity on writing and reviewing first three components of Assignment 1 (bring your laptop computer)	Chapter 1: The Nature and Tools of Research Chapter 2: The Problem: The Heart of the Research Process
June 11 3rd Class Meeting	Types of Research Method: Quantitative vs. Qualitative Understanding the Role of Literature Review Identifying Good Measurement Instruments Types of Measurement Scales Reliability and Validity Class Activity on Reliability and Validity Class Activity on Outline of Literature Review	Chapter 3: Review of the Related Literature Chapter 4: Planning Your Research Project APA Manual
June 13 4th Class Meeting	Descriptive Research Designs: Correlational Research Developmental Designs Survey Research Planning for Data Collection in a Descriptive Study Constructing and Administering a Questionnaire Maximizing Return Rate for a Questionnaire Using the Internet to Collect Data Class Discussion of Chapter 6 Class Activity on uta.qualtrics.com Class Activity on Writing Research Questions Class Activity on Creating a List of References Peer Review of Assignment 2 (bring hard copy)	Chapter 6: Descriptive Research Educational Statistics Using R and R Commander APA Manual (Chapter 7: Reference Examples)
June 18 5th Class Meeting	Class Discussion of Chapter 8 Organizing a Data Set Functions of Statistics Considering the Nature of the Data Normal Distribution Descriptive Statistics Measures of Central Tendency Measures of Variability Measures of Association Class Activity on R and Rcmdr (Sample Assignment 3)	Chapter 8: Analyzing Quantitative Data Educational Statistics Using R and R Commander

June 20 6th Class Meeting	<p>The Importance of Control Pre-Experimental Designs True Experimental Designs Quasi-Experimental Designs Ex Post Facto Designs Conducting Experiments on the Internet Testing Your Hypotheses and Beyond Class Activity on Research Questions Class Activity on R and Rcmdr (Sample Assignment 3) Class Activity on Outline of Method section</p>	<p>Chapter 7: Experimental, Quasi-Experimental, and Ex Post Facto Designs</p> <p>Online Stat Book</p>
June 25 7th Class Meeting	<p>Qualitative Research Designs Collecting Data in Qualitative Research Organizing and Analyzing Qualitative Data Criteria for Evaluating a Qualitative Research Class Discussion of Chapters 9 and 11 Outline of Method section</p>	<p>Chapter 9: Qualitative Research Methodologies</p> <p>Chapter 11: Analyzing Qualitative Data</p>
June 27 8th Class Meeting	<p>Data Sources in Historical Research Handling Historical Data Systematically Evaluating and Interpreting Historical Data When to Use Mixed-Methods Designs Common Mixed-Methods Designs Planning a Mixed-Methods Study Analyzing and Interpreting Mixed-Methods Data Peer Review of Assignment 4 (bring hard copy)</p>	<p>Chapter 10: Historical Research</p> <p>Chapter 12: Mixed Methods Research</p>
July 2 9th Class Meeting	<p>Inferential Statistics Estimating Population Parameters Sampling Distribution of the Mean Standard Error of the Mean Testing Hypotheses Making Errors in Hypotheses Testing Another Look at Statistical Hypotheses vs. Research Hypotheses Examples of Statistical Techniques for Testing Hypotheses Class Discussion of Chapter 11 (from page 294) Class Activity on R and R Commander Peer Review of Final Paper (bring hard copy) Course Evaluation</p>	<p>Chapter 5: Strategies for Analyzing Quantitative Data (From page 294)</p>
July 4	(Independence Day Holiday).	
July 7	<p>No Class. Assignment 5 is due on Tk20 (by 11:55 pm) and on Blackboard (by 11:59 pm).</p>	Assignment 5 Rubric

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.

Tk20

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

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

Professional Dispositions:

Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

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

Attendance 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 the beginning of each class meeting. Taking attendance is mainly for enhancing activities related with class participation. 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 “unacceptable

professional disposition.” When circumstances do occur, you must communicate with the instructor in advance (via UTA email) of any anticipated absence or late arrival to class.

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>).

Other Policies:

- The ***Research Project*** required in this course will follow a specific format (i.e., APA style) as directed and communicated during class meetings and posted on the course website (at the Blackboard) by the instructor. All assignments in this course are to be word-processed.
- Class communication will utilize the course website at the **Blackboard** (<https://elearn.uta.edu>) and the class email list included at this website. Students **must access the course website at the Blackboard** to retrieve important information about the course, as well as email messages. This syllabus is posted on the course website at the **Blackboard**, along with the assignment due notifications, project details, and other communications.

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. For electronic communication, I use your MavMail account. You are responsible for checking your MavMail account regularly. **I do not respond to emails sent from accounts other than MavMail.** To activate your MavMail account go to <http://www.uta.edu/oit/cs/email/mavmail.php>

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>

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. **There are two exits, one each on the east and west side of 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.

Librarian to Contact:

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

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. Student services at UTA include the Office for Students with Disabilities (located in the first floor of the University Hall), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Counseling and Psychological Services, (CAPS):

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

Non-Discrimination Policy:

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

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.*

Student Support Services (The English Writing Center):

The English Writing Center, Room 411 Central Library, provides services related with scientific writing. Students can register first at <http://www.uta.edu/owl/>. Within the Writing Center webpage, click on various tabs to explore services available through this center. You may start by clicking on “Make an Appointment” to register and get services. Once the registration form is complete, you can schedule online appointments by either clicking on Graduate → Online Appointments or by clicking on this link www.uta.edu/owl/appointments. Writing Center consultants assist with most aspects of writing, from assignment comprehension, brainstorming, topic development, early revisions, to

polishing a final draft. However, the Writing Center is not an editing service and consultants will not correct grammar or rewrite assignments for students.

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).

University Mission:

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

Conceptual Framework:

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

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional

ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

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

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

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

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

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

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

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

Campus Carry:

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

Emergency Phone Numbers:

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

Academic Resources within UTA Library:

- Academic Plaza Consultation Services library.uta.edu/academic-plaza
- 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.¹ 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 standards²

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.

¹ 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).

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.

- 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.