

Intro to Research in Human Sci EDRS-6301

Summer 2021 Section E03 3 Credits 06/01/2021 to 07/23/2021 Modified 06/29/2021

Description

Students will become successful consumers of research through the introduction of principles of qualitative, quantitative, and mixed methods designs. Within these categories of research, students will learn the foundations of action research and single subject research.

Requisites

Prerequisites:

Corequisites:

Contact Information

Assistant Professor of Educational Research: Dr. Elizabeth M. Pope

Email: epope@westga.edu

Office: Education Annex Rm. 114

Phone: 678-839-6119

Website: https://www.westga.edu/profile.php?emp_id=92155 (https://www.westga.edu/profile.php?emp_id=92155).

Due to COVID-19 it is unlikely I will be in my office very often. Phone messages will be checked infrequently. Please email me for more immediate responses.

Office Hours

Wednesday, 9:00 AM to 12:00 PM, CourseDen

I will be logged in to CourseDen for virtual office hours during this time. If the above office hours do not work for you, please email me about setting up a meeting at a different time.

Meeting Times

- Asynchronous
- 100% Online

Instruction in this course will be delivered entirely online using UWG's CourseDen system. Proficiency using online tools such as discussion boards and chat rooms is required. Students are expected to use CourseDen for information and communication. There is one required, virtual meeting this semester for [Wednesday, June 2nd @ 7:30 PM](https://meet.google.com/rri-dosp-wth) (<https://meet.google.com/rri-dosp-wth>).

As this course will be delivered 100% online, this requires the online equivalent of 2250 minutes of instruction (seat-time). Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities, hence requiring an additional 4500 minutes of supporting efforts from students. As such, students will be required to complete the following online activities during this course:

Activity Instructional Equivalent

Discussion Posts	720 minutes
Audio/video Instruction	420 minutes
Online Assignments	1110 minutes

Materials

Needs Assessment: An Overview

Author: Altschuld, J. W., & Kumar, D. D.

Publisher: SAGE
Availability: UWG Library
Price: N/A

Available to check-out digitally from the UWG library. [Here is the link \(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=e900xww&AN=467167&site=ehost-live&custid=wg1\)](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=e900xww&AN=467167&site=ehost-live&custid=wg1).

Journal Article

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(3), 77-101.
<https://doi.org/10.1191/1478088706qp063oa>

Availability: CourseDen
Price: N/A

Basic research methods: An entry into social science research

Author: Guthrie, G.
Publisher: SAGE
Availability: UWG Library
Price: N/A

Available to check-out digitally from the UWG library. [Here is the link \(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=340339&site=eds-live&scope=site&custid=wg1\)](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=340339&site=eds-live&scope=site&custid=wg1).

Journal Article

Linder, S.M., Rembert, K., Simpson, A., & Ramey, M.D. (2016). A mixed-methods investigation of early childhood professional development for providers and recipients in the United States. *Professional Development in Education*, 42(1), 123-149.
<https://doi.org/10.1080/19415257.2014.978483>

Availability: CourseDen
Price: N/A

Research methods in social relations

Author: Maruyama, G., & Ryan, C. S
Publisher: Wiley
Availability: UWG Library
Price: N/A

Available to check-out digitally from the UWG library. [Here is the link \(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=cat06551a&AN=wga.9913747480002931&site=eds-live&scope=site&custid=wg1\)](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=cat06551a&AN=wga.9913747480002931&site=eds-live&scope=site&custid=wg1).

Qualitative research: A guide to design and implementation

Author: Merriam, S. B., & Tisdell, E. J.
Publisher: Jossey-Bass
Availability: UWG Library
Price: N/A

Available to check-out digitally from the UWG library. [Here is the link \(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=cat06551a&AN=wga.9921365913902931&site=eds-live&scope=site&custid=wg1\)](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=cat06551a&AN=wga.9921365913902931&site=eds-live&scope=site&custid=wg1).

Journal Article

Niederhauser, D.S., & Lindstrom, D.L. (2006). Addressing the nets for students through constructivist technology use in K-12 classrooms. *Journal of Educational Computing Research*, 34(1), 91-128. <https://doi.org/10.2190/E0X3-9CH0-EE2B-PLXG>

Availability: CourseDen
Price: N/A

Journal Article

Ritchey, K. D., Coker Jr., D. L., & Jackson, A. F. (2015). The relationship between early elementary teachers' instructional practices and theoretical orientations and students' growth in writing. *Reading and Writing*, 28(1), 1333-1354.
<https://doi.org/10.1007/s11145-015-9573-0>

Availability: CourseDen

Price: N/A

Journal Article

Rose, L., Vaughn, M., & Taylor, L. (2015). Reshaping literacy in a high poverty early childhood classroom: One teacher's action research project. *Journal of Research in Education*, 25(1), 72-84. <https://files.eric.ed.gov/fulltext/EJ1098012.pdf>

Availability: CourseDen

Price: N/A

Fundamentals of qualitative research: Understanding qualitative research

Author: Saldaña, J.

Publisher: Oxford University Press

Availability: UWG Library

Price: N/A

Available to check-out digitally from the UWG library. [Here is the link \(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=355780&site=eds-live&scope=site&custid=wgc1\)](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=355780&site=eds-live&scope=site&custid=wgc1).

Quantitative methods in educational and social research using SPSS

Author: Tolmie, A., McAteer, E., & Muijs, D

Publisher: McGraw-Hill

Availability: UWG Library

Price: N/A

Available to check-out digitally from the UWG library. [Here is the link \(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=524864&site=eds-live&scope=site&custid=wgc1\)](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=524864&site=eds-live&scope=site&custid=wgc1).

Journal Article

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851. <https://doi.org/10.1177/1077800410383121>

Availability: CourseDen

Price: N/A

Single case research in schools: Practical guidelines for school-based professionals

Author: Vannest, K. J., Parker, R. I., & Davis, J. L.

Publisher: Routledge

Availability: UWG Library

Price: N/A

Available to check-out digitally from the UWG library. [Here is the link \(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=cat06551a&AN=wga.9922315864802931&site=eds-live&scope=site&custid=wgc1\)](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=cat06551a&AN=wga.9922315864802931&site=eds-live&scope=site&custid=wgc1).

Action research: Models, methods, and examples

Author: Willis, J. W., & Edwards C.

Publisher: Information Age Publishing

Availability: UWG Library

Price: N/A

Available to check-out digitally from the UWG library. [Here is the link \(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=753371&site=eds-live&scope=site&custid=wgc1\)](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=753371&site=eds-live&scope=site&custid=wgc1).

Outcomes

Students will:

1. Differentiate between the basic characteristics of qualitative, quantitative, mixed methods, single subject, and action research designs, including data collection methods. Within these designs, students will recognize methods of evaluation, such as needs assessment and

program evaluation (Advanced PETE 1,3; CAEP 1e., 1f., 1.2; CACREP: G8c; CAA-ASHA: 3.1.1A, 3.1.1B; GaPSC Media Specialist Program4(iv); GaPSC IT 1.2, 1.3, 1.4, 5.1, 5.3; InTASC 8, 9).

2. Identify ethical, legal, and diversity consideration in research studies (Advanced PETE 1;CAEP 1.2; CACREP G8f; CAA-ASHA 3.1.1A, 3.1.1B;InTASC 8, 9).
3. Evaluate the quality of published research, including implications for improving practice in education (Advanced PETE 1, 3;ALA/AASL/CAEP School Librarian Preparation (2019) 4.3; CAEP 1.2; CACREP G8e; CAA-ASHA 3.1.1A, 3.1.1B; GaPSC IT 1.2, 1.3, 1.4;InTASC 8, 9).

✓ Evaluation

Criteria

Assignments vary in their level of complexity and length. As such, the time required to provide feedback on assignments can vary as well. In most situations, for reliability purposes, grading of assignments will not commence until after the due date. Every effort will be made to return graded assignments in a timely fashion (within 1-2 weeks).

The grading scheme in this course will follow the University's grading policy. For information on the grading policy, please [follow this link \(https://www.westga.edu/academics/gradstudies/academic-policies.php\)](https://www.westga.edu/academics/gradstudies/academic-policies.php).

Type	Weight	Topic	Notes
Attendance	5%	Mandatory Meeting	There is one mandatory meeting this semester. We will meet virtually, through Google Hangouts on Wednesday, June 2nd at 7:30 PM . The link to the room is here. (meet.google.com/rri-dosp-wth) Grading: Attendance
Quiz	5%	Syllabus Quiz	Meets Course Objective 2 Grading: Quiz answer key Submission: CourseDen Quizzes Due: June 7, 2021 by 11:59 PM
Quiz	5%	Plagiarism Quiz	Meets Course Objective 2 Grading: Quiz answer key Submission: CourseDen Quizzes Due: June 14, 2021 by 11:59 PM
External Resource	10%	CITI Training	Meets Course Objective 2 Grading: Completion Submission: CourseDen Dropbox Due: June 21, 2021 by 11:59 PM
Asynchronous Discussions	20%	Research Methods Discussions	Meets all Course Objectives Grading: Rubric Submission: CourseDen discussion boards Due: Discussion 1 on June 5, 2021 by 11:59 PM Due: Replies to Discussion 1 on June 7, 2021 by 11:59 PM (replies to comments on your Discussion 1 post will be accepted until June 8, 2021 by 11:59 PM) Due: Discussion 2 on June 26, 2021 by 11:59 PM Due: Replies to Discussion 2 on June 28, 2021 by 11:59 PM (replies to comments on your own Discussion 2 post will be accepted until June 29, 2021 by 11:59 PM) Due: Discussion 3 on July 17, 2021 by 11:59 PM Due: Replies to Discussion 3 on July 19, 2021 by 11:59 PM (replies to comments on your own Discussion 3 post will be accepted until July 20, 2021 by 11:59 PM)

Type	Weight	Topic	Notes
Quiz	20%	Article Analysis (AA) Quizzes	Meets Course Objective 3 Grading: Answer Key Submission: CourseDen Quizzes Due: AA1 on June 21, 2021 by 11:59 PM Due: AA2 on July 5, 2021 by 11:59 PM Due: AA3 on July 12, 2021 by 11:59 PM Due: AA4 on July 19, 2021 by 11:59 PM
Exam	15%	Midterm Exam	Meets all Course Objectives Grading: Answer key Submission: CourseDen Quizzes Due: June 28, 2021 by 11:59 PM
Exam	20%	Final Exam	Meets all Course Objectives Grading: Answer key Submission: CourseDen Quizzes Due: July 22, 2021 by 11:59 PM

Breakdown

Grade	Range
A	90-100
B	80-89
C	70-79
F	0-69

Assignments

Always refer to CourseDen for additional assignment details and due dates. Evaluation of student performance in this course is based on successful completion of various tasks (described below) throughout the semester. All assignments are worth 100 points and have varying weights to make up the course grade.

Additional information will be provided to students via CourseDen. **All work submitted for this course must represent original work developed by students for this course during this semester.**

Mandatory Course Meeting (5%)

There is one mandatory meeting this semester. We will meet virtually, through Google Hangouts on Wednesday, **June 2nd at 7:30 PM**. [The link to the room is here. \(meet.google.com/rri-dosp-wth\).](#)

Syllabus Quiz (5%)

This syllabus is like a contract outlining expectations and requirements for the course. In order to ensure students read and understand this document, they are required to complete a quiz on CourseDen. Read the syllabus carefully and take the quiz before midnight on the due date. Each student will have two tries to complete the quiz, the average of the 2 grades will be taken as the final score. More information about this assignment will be available on CourseDen.

Plagiarism Quiz (5%)

In graduate school and beyond, emphasis is placed on appropriately using and communicating in professional knowledge. Researchers build off existing research to expand the research frontier and apply implications in their own work. Appropriately acknowledging others' contributions is a standard of professional practice. Students should complete the Plagiarism Module and take the quiz found in

CourseDen by midnight on the due date. Each student will get two opportunities to take the quiz and an average of the two grades will be the final score. More information about this assignment will be available on CourseDen.

Collaborative Institutional Training Initiative (CITI) (10%)

Although research involving human subjects may not be carried out by all students, all students are expected to complete the CITI training program. Responsible research, including the ethical treatment of human subjects, is essential practice for researchers and evaluators. As such, it is necessary for aspiring researchers and consumers of research to be trained in responsible research practices. CITI training is a nationally recognized training module for researchers and understanding ethical research practices is an important first step in designing sound research studies. **Students are required to complete the Social & Behavioral Research Basic/Refresher as well as the Social & Behavioral Responsible Conduct of Research courses. Please plan accordingly to complete this requirement, the CITI training can be time consuming.** Upon completing the training, **submit the CITI Completion Report** (not the Diploma) to the drop box in CourseDen. [Instructions to register for CITI training](#) are provided here and on CourseDen. Students should complete CITI training by midnight on the due date. More information about this assignment will be available on CourseDen.

Asynchronous Discussions (20%)

Online discussions allow students to share thoughts, exchange ideas, and consider new perspectives. This course utilizes online discussions as a key tool for the application of course information throughout the semester. Discussions for this course will take place using the designated discussion boards available within CourseDen. Interacting with the instructor and other students in CourseDen is a vital component of the graduate learning experience. Students are expected to monitor CourseDen regularly and respond appropriately to discussions.

There will be 3 discussion posts required this semester. Discussions are designed to help students think critically as well as generate new ideas about their own work. For each discussion, students will be provided 4 prompting questions. For each discussion, students are expected to provide constructive feedback to their peers by replying to their threads no more than 48 hours after the initial post is due. More information about this assignment will be available on CourseDen.

Article Analysis Quizzes (20%)

As a formative assessment this semester, there will be four article analysis quizzes based on articles provided in CourseDen. Quizzes will be found in CourseDen. These quizzes will allow students to apply the course content by evaluating the quality of published work and consider implications for practice. They will become available with the corresponding module. Each student will have two tries to complete the quiz, the average of the two grades will be taken as the final score. More information about this assignment will be available on CourseDen.

1. AA1: Ritchey et al. (2015)
2. AA2: Rose et al. (2015)
3. AA3: Niederhauser & Lindstrom (2006)
4. AA4: Linder et al. (2016)

Midterm Exam (15%)

To test competency and understanding of course information, there will be a 20-question midterm in the middle of the semester. This exam will be administered in CourseDen through the Quizzes function. The exam questions will be based on course readings from the required readings listed in the course schedule from Modules 1, 2, and 3. The exam will be timed, lasting 120 minutes, and each student will have one try to complete the exam. To help students prepare for the exam, 5 question self-assessments will be built into the end of each module. Earning a minimum of 60% (correctly answering 3 out of 5 questions) on these assessments is required for the next module to become available. More information about this assignment will be available on CourseDen.

Final Exam (15%)

To test competency and understanding of course information, there will be a 30-question final exam at the end of the semester. This exam will be administered in CourseDen through the Quizzes function. The exam questions will be based on course readings from the required readings listed in the course schedule based on Modules 4, 5, 6, and 7. The exam will be timed, lasting 120 minutes, and each student will have one try to complete the exam. To help students prepare for the exam, 5 question self-assessments will be built into the end of each module. Earning a minimum of 60% (correctly answering 3 out of 5 questions) on these assessments is required for the next module to become available. More information about this assignment will be available on CourseDen.

Schedule

This schedule offers a complete list of reading assignments and learning activities for each week as part of the corresponding module on CourseDen. Each topic, and its corresponding module, has weekly activities (e.g. discussion board, quizzes, introductory screen cast). Following the course schedule, modules are scheduled to "begin" on Monday mornings and end on a Sunday evening. You may follow this

weekly schedule or work ahead. Access to course modules depends on earning 60% on module self-assessments. A note on the schedule: while you may work ahead, I intend that following the weekly schedule keep all students at a similar pace. This is beneficial for concurrent dialogue and interaction between students and the instructor.

When	Topic	Notes
Module 1 Week 1: June 1-7	An Introduction to Research	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Syllabus • Guthrie (2010), Ch. 1 • Maruyama & Ryan (2014), Chs. 1 & 2 <p><i>Items due:</i></p> <p>Syllabus Quiz Due June 7th</p> <p>Discussion 1 Due June 5th</p> <p>Replies to Discussion 1 Due June 7th</p>
Module 2 Week 2: June 8-14	Research Ethics & Sampling	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • CITI Training • Materials in Plagiarism Module • Guthrie (2010), Ch. 2 • Maruyama & Ryan (2014), Ch. 6 & 9 • Merriam & Tisdell (2016), pp. 95-103 (section on Sample Selection & Chapter Summary) <p><i>Items Due:</i></p> <p>Plagiarism Quiz Due June 14th</p>
Module 3 Week 3: June 15-21	Quantitative Designs	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Tolmie, McAteer, & Muijs (2011), Chs. 1, 2, & 3 • Ritchey et al. (2015) <p><i>Items Due:</i></p> <p>CITI Report Due June 21st</p> <p>Article Analysis Quiz 1 Due June 21st (Quantitative Research)</p>
Module 4 Week 4: June 22-28	Quantitative Data Analysis & Single Subject Designs	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Tolmie, McAteer, & Muijs (2011), Chs. 4 & 5 • Vannest, Davis, Parker (2013). Chs. 1 & 2 <p><i>Items Due:</i></p> <p>Discussion 2 Due June 26th</p> <p>Replies to Discussion 2 Due June 28th</p> <p>Midterm Due June 28th</p>
Module 5 Week 5: June 29-July 5	Qualitative Designs & Action Research	<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Merriam & Tisdell (2016), Chs. 1, 2, & 5 • Rose et al. (2015) • Tracy, S. J. (2010) • Willis & Edwards (2014), Ch. 1 <p><i>Items Due:</i></p> <p>Article Analysis Quiz 2 Due July 5th (Action Research)</p>

When	Topic	Notes
Module 6 Week 6: July 6-12	Qualitative Data Analysis	<i>Required Readings:</i> <ul style="list-style-type: none"> Braun & Clarke (2006) Niederhauser & Lindstrom (2006) Saldaña (2011), Chs. 4 & 5 <i>Items Due:</i> Article Analysis Quiz 3 Due July 12th (Qualitative Research)
Module 7 Week 7: July 13-19	Mixed Methods, Program Evaluation, & Needs Assessment	<i>Required Readings:</i> <ul style="list-style-type: none"> Altschuld & Kumar (2010), Ch. 1 Linder et al., (2016) Maruyama & Ryan (2014), Ch. 15 & 16 <i>Items Due:</i> Discussion 3 Due July 17th Replies to Discussion 3 Due July 19th Article Analysis Quiz 4 Due July 19th (Mixed Methods Research)
Module 8 Week 8: July 20-22	Final Exam	<i>Items Due:</i> Final Exam Due July 22nd

* Course Policies and Resources

Technology Pre-Requisites and Skills

In this course you will be required to have competence with certain technology such as a basic knowledge of computers, email, and online access. This includes but is not limited to access to:

- High speed internet
- A working computer (with speakers, headset, and microphone) and free disk space
- A computer operating system compatible with the LMS (CourseDen)
- Microsoft Office or comparable word processing software (as a UWG student, you have complete access to [Microsoft Office 365 \(https://www.westga.edu/its/client-services/microsoft-office-365.php\)](https://www.westga.edu/its/client-services/microsoft-office-365.php))
- A printer

As this course will occur completely in CourseDen, you must have working knowledge for competent navigation of the LMS. Please let me know if you have any technical issues with the LMS during the semester. If you need trouble shooting help with the LMS, please contact support as noted above.

Academic Honesty

This university requires students to adhere to the highest standards of academic integrity and expects them to encourage others to do the same. I have a strong respect for academic integrity and academic dishonesty will not be tolerated in this course. All work completed in this course must be students' original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Examples of plagiarism and academic dishonesty include (but are not limited to):

- When a student uses or purchases ghostwritten papers;
- When a student utilizes ideas or information obtained from another person without giving credit to that person;
- When a student uses an assignment (in full or part) created for one class as a new assignment in a second class.

Plagiarism or another act of academic dishonesty on any assignment will result in the student earning a zero on the assignment. The student will also be reported to the Office of Community Standards as violating UWG's Academic Honesty Policy. Students should all review the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Attendance

Attendance will include participation in online discussions and email. Students who are absent from CourseDen bear the responsibility of notifying me and keeping up with class materials and assignments.

Extra Credit

Students will earn one point of extra credit onto their final course grade for completing course evaluations. One half point will be earned for completing the midpoint evaluation and one half point for completing the final course evaluation.

Midpoint evaluations will be completed in Qualtrics, the link for which [can be found here](https://westga.co1.qualtrics.com/jfe/form/SV_9z4UyocbVbqyLKS) (https://westga.co1.qualtrics.com/jfe/form/SV_9z4UyocbVbqyLKS). The survey will open on June 25th and will close on July 1st. Students must submit a screenshot of the "Thank You" message that appears at the end of the survey to a dropbox in CourseDen to earn credit for completing the evaluation.

For final course evaluations, students must send proof of survey completion from the CourseEval system to earn credit. Instructions to do so [can be found here](#).

Late Work

Students who are absent from CourseDen bear the responsibility of notifying me and keeping up with class materials and assignments. Students should keep in mind that due dates are intended to set a pace and structure for this course. Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day after the due date. Assignments submitted late are not guaranteed detailed feedback. Assignments received after three days will earn a zero grade. Failure to submit an assignment will result in a zero grade for the assignment. If you know you will have a conflict with an assignment deadline, please email me as soon as possible beforehand. If you have an unexpected conflict leading to a late submission, please contact me to discuss exemption from late penalization. Otherwise I will not be able to provide you with assistance or an extension out of respect for your classmates.

Professional Conduct

Professionalism is essential for all graduate students and expected in graduate education. Professional dispositions promote class interaction and facilitate learning. Professional expectations for this course include:

- Reading all assigned readings and completing all assignments each week.
- Participating and interacting in online discussions to contribute and enhance learning for everyone.
- Treating colleagues and the instructor with respect. This includes respecting differences in opinions that may arise and engaging in professional and respect dialogue.
- Asking questions of colleagues and the instructor; and offering insight and assistance to those with questions.

Course Changes

This syllabus provides a general plan for the course. Changes to the syllabus or schedule may be required, including changes to assignments, readings, and/or due dates, in order to best accommodate the needs of the class as a whole and fulfill the goals of this course. Students will be informed of all changes in a timely manner.

Communication Rules

There are etiquette expectations for online learning contexts. Students are expected to abide by class policies and procedures. They are expected to treat faculty and other students in a respectful, professional manner. We all have something to learn from each other. I expect a willingness to engage with diverse opinions and views that may be uncomfortable or disorienting for you. **Abusive behavior will not be tolerated.** In all academic discussions, it is crucial to maintain an open mind and be respectful within discussions. Sincerity and thoughtfulness in the expression of your ideas and opinions will contribute greatly to an engaging and secure classroom environment.

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialogue collegial and professional.

Expected Response Times

University of West Georgia students are provided a MyUWG email account. It is the student's responsibility to check this email account for important, University-related information. The primary means of communication between instructor and students in this course will be through the CourseDen, my.westga.edu email, and the Announcements feature in CourseDen. Students are responsible for knowing how to access email within the CourseDen system and for checking email and Announcements postings regularly. I will usually respond to emails within 24 hours. Any emails sent after 5 PM will typically be answered on the next day. On weekends and/or when I'm away from

campus (i.e. at a conference, workshop, etc.) my response to email will be irregular. Additional methods of communication include calling the office phone number listed on this syllabus or attending in person office hours. You may also contact me about setting up meetings (virtually or in person) outside of office hours if those times do not work for you.

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Admission to Teacher Education

Admission to the teacher education program is a prerequisite to enrollment in professional education courses for all teacher education programs. Admission to the program is based on meeting specific qualifications. Application instructions will be provided to students by their academic advisor once qualifications have been met.

Educator Certification Requirements

Candidates are eligible for the Georgia educator certificate only upon successful completion of the appropriate teacher education program and passing scores on the appropriate assessments for certification as required for certification by the Georgia Professional Standards Commission.

Physical Education Requirement

The College of Education requires three hours of physical education for all undergraduate programs offered in the college. The student must satisfy this requirement by taking the 2-hour Health and Wellness course (PWLA 1600) and one 1-hour activity course. Military veterans with two or more years of active duty will not have to take the activity course.

Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal

their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information).

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>).

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGCares](#).

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).