<div style="border:1px solid black; text-align:center">

Qualitative Research I: TED 6322/EDRS 6315
Fall 2018

</div>

Dr. Christina Convertino
cconvertino@utep.edu
Office: Education Bldg 810
Office hours: T and W 4:00-5:30 PM

TED 6322 [CRN 17279]/EDRS 6315 [CRN 17197]
3 credit hours
Meets: Wednesdays 6:00-8:50 PM
EDUC 110

COURSE DESCRIPTION

This is the first course in a two-course sequence of doctoral-level qualitative research methods. This course will provide students with an introduction to qualitative research. Specifically, the course will focus on the design of a basic qualitative pilot study. The course will also provide an overview of the six major qualitative approaches to inquiry. Through readings, in-class activities, written assignments, and with guidance from the instructor and peers, students will design and submit a research proposal for a basic qualitative pilot study to UTEP IRB. Students must submit the final version of the research proposal for a basic qualitative to UTEP IRB in order to complete the course (see course schedule for exact deadline to submit). In order to: (a) enroll in Qualitative II TED 6322, (b) conduct the study, and/or (b) publish and/or present findings from the study, students must receive final approval of the qualitative pilot study proposal from UTEP IRB.

COURSE OVERVIEW

WEEK	TOPIC	DUE
1 Aug 29	Introduction to course	
2 Sept 5	Overview of Qualitative Research	Merriam & Tisdell: Chapter 1 Creswell: Chapters 1-3 Agee (BB) Bell (BB) Allen & Eisenhart (BB) **Memo 1: Topic**
3 Sept 12	Frameworks in Qualitative Research	Bogdan & Biklen (BB) Creswell (BB)**Not from CT Mertz & Anfara (BB) Ravitch & Riggan (BB) Hubain (BB) **Memo 2: Topic and Questions**
4 Sept 19	Major Qualitative Approaches	Merriam & Tisdell: Chapter 2 McDermott & Varenne (BB) Convertino (BB) Liu & Xu (BB) **Annotated Bibliography: (5)**
5 Sept 26	Designing the Study	Merriam & Tisdell: Chapter 4 Tracy (BB) Montuouri (BB) Delamont (BB) Vetter (BB) **Memo 3: The "Two-Pager" Research Design Memo**

6 Oct 3 (OL)	Literature Review	**Discussion Board** **Annotated Bibliography: (10+)**
7 Oct 10	Data Collection: Interviewing Institutional Review Board (IRB)	Merriam & Tisdell: Chapter 5 Seidman: Chapters 3-7 **Memo 4: Theoretical Framework**
8 Oct 17	Data Collection: Observations & Artifacts Researcher Reflexivity	Merriam & Tisdell: Chapters 6 & 7 Luttrell (BB) Kinloch & San Pedro (BB) **Memo 5: Research Questions (Core Constructs, Goals and Connections with Methods)**
9 Oct 24	Conceptual Framework	**Student Presentations (PPT)** **Memo 6: Conceptual Framework** **Annotated Bibliography: (5+)**
10 Oct 31 (OL)	Interview Protocol Letter of Consent (Assent)	**Discussion Board** **Memo 7: Protocol** **Memo 8: Consent**
11 Nov 7	Research Design	**Student Presentations** **CITI Certificate of Completion (BB)** **Site Letter (BB)** **Memo 9**: UTEP IRB Proposal Template Sections V and VI
12 Nov 14 (OL)	Research Proposal	**Discussion Board** **Memo 10: Completed UTEP IRB Proposal**
13 Nov 21 (OL)	Research Proposal Revisions	**Discussion Board** **Memo 11: Revised Completed UTEP IRB Proposal (Peer Feedback)**
14 Nov 28	Individual Meetings	**Memo 12: Revision Plan and Questions**
15 Dec 5	Final Presentations	**Student Presentations** **Memo 13: Revised Completed UTEP IRB Proposal (Dr. Convertino Feedback)**
16 Dec 12	Final	**UTEP IRB Proposal Submission**

COURSE IN RELATION TO COLLEGE OF EDUCATION'S CONCEPTUAL THEME

This course shares the vision and mission of the College of Education because it promotes a culture of inquiry. It will provide opportunities for doctoral students to develop their knowledge and skills as novice qualitative researchers to design a basic qualitative pilot study in a topic related to their field of study.

COURSE GOALS AND STUDENT LEARNING OUTCOMES

Engaging in qualitative research is demanding. It involves extensive and intensive reading, writing, reflection, and discussion. The learning objectives and outcomes for this course will be achieved through a combination of readings, assignments, and activities. Successful learning outcomes will depend upon each individual student's consistent commitment to engage with the intellectually

challenging and time intensive work of understanding and doing qualitative research. To successfully complete this course, students will have submitted a UTEP IRB proposal for a well-developed and well-written qualitative pilot study by the completion of the course. The pilot study is not intended nor does it sufficiently constitute the proposal for dissertation research. Rather the intent is to introduce students to the design and implementation of a basic qualitative pilot study, which may or may not inform the future development of a more extensive and developed dissertation proposal. The following table provides a list of the most relevant student learning outcomes for the course and the assessments that will be used to evaluate students' learning.

	STUDENT LEARNING OUTCOMES	ASSESSMENTS
1.	Demonstrate an understanding of the major philosophical, theoretical, and disciplinary foundations of qualitative research.	Participation Memos AB Research Proposal
2.	Demonstrate knowledge of the six major approaches to qualitative inquiry.	Participation AB
3.	Reflect on and explain issues related to ethics and positionality involved in qualitative research.	Participation Memos Research Proposal
4.	Write a research problem statement based on extensive literature review of research topic.	Memos Annotated Bibliography Research Problem Statement
5.	Design a basic qualitative pilot study.	Submission of complete proposal for basic qualitative pilot study to UTEP IRB

REQUIRED COURSE MATERIALS

REQUIRED TEXTS:

Creswell, J. W. (2016). *30 essential skills for the qualitative researcher.* Thousand Oaks, CA: Sage Publications.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th edition). San Francisco, Josey-Bass.

Seidman, I. (2013). *Interviewing as qualitative research* (4th edition). New York: Teachers College Press.

REQUIRED COURSE READINGS (available on BB):

Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies, 22*(4), 431-447.

Allen, C. D., & Eisenhart, M. (2017). Fighting for desired versions of a future self: How young women negotiated STEM-related identities in the discursive landscape of educational opportunity. *Journal of the Learning Sciences, 26*, 407-436.

Bell, J. (2014). *Doing your research project: A guide for first-time researchers* (6th ed.). New York: McGraw-Hill Education.

Bogdan, R. C. & Biklen, S. K. (2010). Foundations of qualitative research in education. In W. Luttrell (Ed.) *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 21-44). New York: Routledge.

Convertino, C. (2015). Misfits and the imagined American high school: A spatial analysis of student identities and schooling. *Anthropology and Education Quarterly, 46*(4), 363-379.

Delamont, S. (2002 *Fieldwork in Educational Settings: Methods, Pitfalls, and Perspectives* (pp. 10-30). New York: Routledge.

Hubain, B. S., Allen, E. L., Harris, J. C., & Linder, C. (2016). Counter-stories as representations of the racialized experiences of students of color in higher education and student affairs graduate preparation programs. *International Journal of Qualitative Studies in Education, 29*(7), 946-963.

Kinloch, V., & San Pedro, T. (2014). The space between listening and storying: Foundations for projects in humanization (pp. 21-42). In D. Paris & M. T. Winn (Eds.) *Humanizing research: Decolonizing qualitative inquiry with youth and communities.*

Liu, Y., & Xu, Y. (2011). Inclusion or exclusion?: A narrative inquiry of language teacher's identity experience in the 'new work order' of competing pedagogies. *Teaching and Teacher Education, 27*, 589-597.

Luttrell, W. (2010). Interactive and reflexive models of qualitative research design. In W. Luttrell (Ed.) *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 159-163). New York: Routledge.

McDermott, R. P., & Varenne, H. (2010). Culture, development, disability. . In W. Luttrell (Ed.) *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 164-182). New York: Routledge.

Mertz, N. T., & Anfara, V. A. (2015). Closing the loop. In V. A. Anfara & N. T. Mertz (Eds.) *Theoretical frameworks in qualitative research* (2nd edition) (pp. 227-235).

Montuori, A. (2005). Literature review as creative inquiry: Reframing scholarship as a creative process. *Journal of Transformative Education, 3*(4), 374-393.

Ravitch, S. M.,& Riggan, M. (2017). *Reason and rigor: How conceptual frameworks guide research* (2nd ed.). Los Angeles: Sage.

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837-851.

Vetter, A. M., Fairbanks, C., & Ariail, M. (2010). 'Crazyghettosmart': A case study in Latina identities. *International Journal of Qualitative Studies in Education, 24*(2), 185-207.

COURSE ASSIGNMENTS AND EVALUATION

A fundamental principle guiding this course is that qualitative research is much more than a set of data collection methods. This course is designed to deepen your understanding and appreciation of qualitative research. To do this, the course requires you to engage with and reflect on the philosophical, ethical, and practical dimensions involved in designing and implementing qualitative research.

The assignments for this course are meant to facilitate your understanding of qualitative research and to guide you through the reiterative steps involved in designing a proposal for a basic qualitative pilot. Course assignments will introduce you to qualitative research design but are not equivalent to or adequate to constitute a proposal for a qualitative dissertation study. In addition, as the first course in a two-course sequence, this course is focused on the design of the study and not conducting the actual study. The second course in this sequence is focused on conducting data collection and analysis of the UTEP IRB approved basic qualitative pilot study.

As part of our class discussions and activities, you will share specified assignments with your class members to give and receive peer feedback. For these activities, you will need to bring: 1) multiple copies of your work to share with class members (consult assignment guidelines), and 2) a list of questions or issues that emerged while you were completing the assignment. Class members will be asked to listen and to provide feedback in response to questions and issues that you share.

Evidence of submission of the course-approved basic qualitative pilot study proposal to UTEP IRB must be uploaded to Blackboard (consult course schedule for due dates) in order to complete the course.

While I have made every effort to pace the course, it ultimately your responsibility to manage your time to meet deadlines. No late assignments will be accepted, no exceptions. Consult course schedule for the day on which individual assignments are due, all assignments must be uploaded to BB by 5 PM on the day that the assignment is scheduled. Failure to meet deadlines will have a negative impact on individual and collective learning experiences and will prevent you from advancing in the course to successful completion.

GRADING & ASSIGNMENTS

"A" means that assignments clearly exceed expectations. Assignments falling into this category will demonstrate clarity of purpose, organization, and will meet assignment requirements concisely and effectively. It will also demonstrate thoughtful engagement with and insights into course material.

"B" means that assignments meet expectations, meaning that all aspects of the assignment are completed, but lack some important aspects of "A" work, i.e., clarity of purpose, effective communication of ideas, adequate demonstration of reflection and comprehension.

"C" means that assignments are missing one or more required components, do not attend to specific assignment guidelines/requirements, demonstrate thin engagement with course content, represent superficial application of course topics, and /or are based on poorly constructed, unsupported, or inconsistent arguments.
Below a C is failing a graduate course or a graduate assignment.

Summary of course grade components:

ASSIGNMENT	
PARTICIPATION	25%
ANNOTATED BIBLIOGRAPHY	25%
MEMOS	25%
UTEP IRB PROPOSAL SUBMISSION	25%

PARTICIPATION	(25% of grade)

Participation is essential to learning and to completion of assignments. For the majority of our face-to-face class meetings, participation is comprised of four main areas: **preparation**, **contribution**, **structured conversations**, and **reflection**. **Preparation** requires students to thoughtfully complete all assigned readings and to prepare typed notes on each of the assigned readings. Notes must be individual summaries of the main themes in each of the week's readings written in your own words. Students are required to bring a print out of their reading notes to each class meeting. **Preparation** also requires student to bring other scheduled assignments to class as per the course schedule and guidelines. **Contribution** requires students to arrive to class on time and to remain engaged throughout the entire class meeting. **Contribution** also requires students to be prepared to share and explain readings in the moment using their reading notes. **Contribution** requires students to advance their own learning and the learning of their peers through relevant and thoughtful insights, observations, and questions. **Structured conversations** require students to provide timely, consistent, quality feedback to their research peer(s). **Structured conversations** require students to listen actively

and reflectively to research peer(s) to ensure that they provide applicable and accurate feedback based on course content. **Reflection** requires students to think deeply and honestly about their learning process. **Reflection** requires students to provide a weekly, written formative assessment of their learning process.

Students will complete a self-evaluation on each of the four main areas of participation at the end of each face-to-face class meeting from 9/05-10/17, after which date, evaluation of participation during face-to-face class meetings will center around student presentations--delivery of and feedback on—guidelines will be provided in class. Participation in on-line class meetings will be based on specific activities and assignments with more detail on this process to be presented in class. We will use the following rubric to evaluate the four areas of participation. I will inform students if I observe discrepancies in their evaluation.

1-8 pt(s).	0 pts.
Student has thoughtfully completed **all** required readings=1 pt.	Student has not completed **all** required readings=0 pt.
Student has completed reading notes for each of the required readings and has brought a print out of their notes to class=1 pt.	Student has not completed reading notes for each of the required readings and has not brought a print out of their notes to class=0 pt.
Student has completed and brought scheduled assignments to class as per course schedule and guidelines=1 pt.	Student has not completed and brought scheduled assignments to class as per course schedule and guidelines=0 pt.
Student arrived on time and remained engaged throughout the entire class meeting= 1 pt.	Student did not arrive on time and/or did not remain engaged throughout the entire class meeting= 0 pt.
Student shared observations, explained readings, and answered questions about readings in the moment and using reading notes as a reference= 1 pt.	Student did not share observations, explain readings, or answer questions about readings in the moment= 0 pt.
Student advanced their own learning and learning of peers through relevant and thoughtful insights, questions, and observations=1 pt.	Student did not advance their own learning and learning of peers through relevant and thoughtful insights, questions, and observations=0 pt.
Student provided consistent, quality feedback to research peer(s)=1 pt.	Student did not provide consistent, quality feedback to research peer(s)=0 pt.
Student listened actively and reflectively to their research peer(s) and provides applicable suggestions and accurate feedback based on course content=1 pt.	Student did not listen actively and reflectively to their research peer(s) and thus, did not provide applicable suggestions and accurate feedback based on course content=0 pt.

ANNOTATED BIBLIOGRAPHY (AB)   (25% of grade)

The annotated bibliography provides the foundation for the development and design of your research study, in particular the literature review and the theoretical framework. It requires significant time to develop. Although the final annotated bibliography will contain a total of 20 entries, you will have to read well above this number in order to select the literature that is most relevant to your proposed pilot study. A helpful resource on the AB is: https://owl.english.purdue.edu/owl/resource/614/01/. To be accepted for evaluation, your annotated bibliography must:
- Include all bibliographic details according to APA guidelines;
- Be based on peer-reviewed academic literature related to your topic;
- Provide specific information that will be described in class;

- Be no less than 75 words and no more than 100 words per annotation;
- Clear, concise, logical, and well-written;
- New entries to the AB must be indicated as such using the following, "New Entries-month/day/year" (see course schedule);
- Uploaded to BB according to course schedule.

***You are also required to bring 4 hard copies of your AB to face-to-face class meetings (see course schedule).

NO LATE OR MAKEUP ASSIGNMENTS WILL BE ACCEPTED.

I will use the following rubric to evaluate your annotated bibliography:

90-100 pts.	80-89 pts.	79-70 pts.
The bibliography contains assigned number of entries for that date.	The bibliography contains assigned number of entries for that date.	The bibliography does not include the total assigned number of entries for that date.
Entries clearly contribute to the development and design of your research proposal.	Entries mostly contribute to the development and design of your research proposal.	Entries partially contribute to the development and design of your research proposal.
Entries are based on peer reviewed academic work.	Entries are based on peer reviewed academic work.	Entries are based on peer reviewed academic work.
Entries include all required information.	Entries include all required information.	Entries do not include all required information.
Entries meet word limit.	Entries meet word limit.	Entries meet word limit.
Entries are clear, concise, logical and well-written.	Entries are mostly clear, concise, logical and well-written.	Entries are mostly clear, concise, logical and well-written.
Work is edited and follows APA citation guidelines.	Work is edited and follows APA citation guidelines.	Work is edited and follows APA citation guidelines.

MEMOS	**(25% of grade)**

Memos are key building blocks to the development and design of your research study, in particular memos help you to develop your conceptual framework. Specific guidelines for memos are to be found in the instructions on each individual memo located in BB (consult course schedule for dates). You are required to bring 4 hard copies of your memo(s) to each face-to-face class (consult course schedule), and to upload the memo to BB.

NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.

I will use the following rubric to evaluate memos:

90-100 pts.	80-89 pts.	70-79 pts.
Memo is completed as per guidelines. Memo demonstrates thoughtful and reflective development of conceptual framework. Memo demonstrates correct understanding and application of qualitative research. Memo is logical, well organized, and without grammar and/or spelling errors.	Memo is completed as per guidelines. Memo demonstrates mostly thoughtful and reflective development of conceptual framework. Memo demonstrates mostly correct understanding and application of qualitative research. Memo is logical, well organized, and without grammar and/or spelling errors.	Memo is completed as per guidelines. Memo demonstrates partially thoughtful and reflective development of conceptual framework. Memo demonstrates partially correct understanding and application of qualitative research. Memo is logical, well organized, and without grammar and/or spelling errors.

UTEP IRB PROPOSAL **(25% of grade)**

The UTEP IRB proposal is the final version of your proposed basic qualitative pilot research study, which will be submitted to UTEP IRB. This assignment is the culmination of your work in this course
In order for this assignment to be evaluated, it must:
- Be the final, revised version of your proposed study, this requires my approval;
- Address and include all required sections of the UTEP IRB Proposal template;
- Be completely free of all errors, e.g., grammatical, formatting, spelling;

NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.

I will use the following rubric to evaluate your UTEP IRB proposal for a basic qualitative pilot study:

90-100 pts.	80-89 pts.	79-70 pts.
The proposal includes all required components, i.e. purpose of the study grounded in literature review and theoretical framework, overarching research questions, site letter, sampling, recruitment tools, consent letters, methodology, data collection methods, protocols for data collection, analysis, etc. The proposal provides compelling and concise justification for the study (background and significance); The proposal reflects a solid conceptual framework; The proposal is edited and follows APA guidelines.	The proposal includes all required components, i.e. purpose of the study grounded in literature review and theoretical framework, overarching research questions, site letter, sampling, recruitment tools, consent letters, methodology, data collection methods, protocols for data collection, analysis, etc. The proposal provides a mostly compelling and concise justification for the study (background and significance); The proposal reflects an adequate conceptual framework; The proposal is edited and follows APA guidelines.	The proposal includes all required components, i.e. purpose of the study grounded in literature review and theoretical framework, overarching research questions, site letter, sampling, recruitment tools, consent letters, methodology, data collection methods, protocols for data collection, analysis, etc. The proposal provides a partially compelling and concise justification for the study (background and significance); The proposal reflects an adequate conceptual framework; The proposal is edited and follows APA guidelines.

Overview

Take advantage of this course to develop an understanding of what it means to conduct qualitative research. Read, think, research, analyze and write as a scholar! Since this class is conducted in a seminar style, you will also learn the importance of peer reviewed feedback to the research process. The expression of diverse viewpoints as well as requests for clarification and elaboration among classmates should be cordial and respectful. Small and large group discussion should be evenly distributed amongst all course members. The ability to listen closely and with an open-mind are essential skills needed to conduct qualitative research. Students will benefit from revisiting course readings after group discussions.

Course Values

The values guiding this course are based on the Principles of Civility for the National Endowment of Humanities (NEH) Seminars. Discussion, interactions, and assignments should be:

- Firmly grounded in rigorous scholarship and thoughtful analysis;
- Represent an ethos of respect and openness;
- Conducted without partisan advocacy;
- Respectful of divergent views;
- Free of ad hominem commentary;
- Devoid of ethnic, racial, gender, disability, or religious bias.

Course Norms

The norms guiding this course are based on UTEP norms of appropriate classroom conduct, which states that professional conduct in the form of respectful and collaborative participation is a basic expectation for all course related meetings, assignments, presentations, etc. Relevant deliberations aimed at deepening learning and understanding for all class members on course topics is welcomed. Instances of disruptive and/or disrespectful communication and/or behavior will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

Writing Style

All assignments must be typed, free of error, and should conform to the style and reference notation format found in the sixth edition of the *Publication Manual of the American Psychological Association* (APA). It is strongly recommended that you buy the APA manual since it is an essential tool for doctoral writing, in particular the dissertation. Writing is essential to qualitative research since ideas and findings are expressed through words and not numbers, I cannot stress enough the significance of writing to qualitative research. For this reason, if you require additional support with academic writing, it is recommended that you visit the UTEP Writing Center. Academic writing is not an innate skill that some people have and others do not, it is a time-consuming skill that we all have to develop through lots of practice and persistence. Another useful resource accessible online is the Purdue Owl Website: https://owl.english.purdue.edu/owl/resource/560/01/

Assignment Completion and Submission

Late assignments will NOT be accepted in this course. The assignments in this class require a lot of time from you, your peers, and myself. Assignments are also cumulative. Please arrange your schedule to complete the assignments based on established deadlines (see course schedule). All assignments must be submitted to BB in the content folder that corresponds with the week and the name of the assignment, i.e. Memo_1 in Content Folder, "Week Two." You will not be able to submit an assignment to BB after the specified due date (day and time). I strongly recommend that you submit your assignments to BB at least one hour in advance of the due date time to ensure successful submission. All assignments must be attached as a Word file. **Do not type or paste your response into the assignment submission box**. You have free access to Microsoft Word through the UTEP library

computers, through Office 365 (your UTEP email) account, and through the "MyApps" icon on your UTEP account dashboard. Anyone can download OpenOffice for free. Please see me if you have questions on this. Assignments that are pasted or copied into an assignment submission box will <u>not</u> be graded. Also, the title of your attached file must contain your last and first name, the assignment, and the date. For example: convertino_christina_memo1_9.05.docx. This is because I download your assignments to read them and to provide feedback. If your assignment is not properly identified then I don't know whose assignment I am grading or which I assignment. If you want feedback and a grade for your efforts, label your assignment properly. Assignments must be submitted on the specified due date and according to specific assignment guidelines. You are responsible for reading and following guidelines. It is recommended that you read over assignment guidelines as early as possible in case you have questions. Plan ahead!

***Blackboard shuts down periodically from approximately 10 pm until 6 am. There is usually a warning beforehand on your Miner homepage. Please keep this in mind for submitting your assignments.

Changes to the syllabus

I strive to respond to the emergent development of learning that occurs in our particular course. As a consequence, it is sometimes necessary to make unanticipated changes to the syllabus. In the case of changes, I will notify you in advance.

Attendance and Punctuality

Unexcused absences exceeding 1 class meeting will result in a loss of 10 points to final grade. With 3 absences, I reserve the right to drop a student from the class. Please, notify me if you have an emergency. Excused absences require authorized documentation (i.e. doctor's note). As per participation guidelines, it is also important that you arrange your schedule, transportation, and meetings so you are prepared to arrive on time and engage in class fully.

Email and Blackboard

Please check your email and Backboard at least once a week. These are my primary means for providing updates to the class. E-mail is one of the most reliable ways to contact me.

Cell phones and other electronic devices

 Please turn off all cell phones and electronic devices during class, unless you are using the device for the purposes of class. Cell phone use is a source of distraction and a sign of disrespect.

Academic honesty

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not 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. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Different Abilities & Classroom Accommodations

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit

safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at http://www.utep.edu/dsso/, (915) 747-5148 (voice or TTY), or dss@utep.edu.

Equal Educational Opportunity

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu<mailto:eoaa@utep.edu.