

The University of Texas at Tyler
Soules College of Business
Department of Human Resource Development Ph.D. Program

Syllabus

Course: HRD 6360 Dissertation Proposal	Instructor: Greg G. Wang
Title: Development	Office: COB315.13
Section: 502	Office Hrs: https://uttyler.zoom.us/my/gregwang By appointment
Semester: Summer 2022	Phone #: 903-565-5910
Class Time: See class schedule	Email: gwang@uttyler.edu
Location: COB212	

Course Description:

As an advanced doctoral seminar, this course is designed as the capstone to culminate your course learning phase and assist you in the preparation of your dissertation research proposal by integrating learning in all earlier courses. The focus will be on developing the first three chapters of a dissertation, from identifying research problems to defining research questions in Chapter 1, to literature analysis and synthesis for research gap in Chapter 2, and to research method selection and research planning in Chapter 3. Multi-paper format of proposal will also be addressed. The same process also helps learners prepare for the prelim exam to obtain their PhD candidacies.

Prerequisite:

Learners should have successfully completed HRD 6350, HRD 6312, and at least one quantitative and qualitative research methods course, respectively, prior to enrolling in this course.

Learning Objectives:

Upon completion of the course, learners should be able to:

- Describe the research process;
- Outline the components of a dissertation;
- Determine and justify a research topic of importance in HRD;
- Identify an appropriate theoretical base for their research;
- Develop a conceptual model relevant to their research;
- Write the first three chapters of their dissertation;
- Develop and follow an appropriate timeline for completion of their dissertation;

- Produce an acceptable draft of the dissertation proposal consisting of first three chapters of their dissertation by the end of the course;
- Communicate the research proposal effectively via oral and written format through discussions and presentations.

Required Textbooks:

Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2018). *Writing the winning thesis or dissertation: A step-by-step guide*. Corwin press. (JRG)

Terrell, S. R. (2015). *Writing a proposal for your dissertation: Guidelines and examples*. Guilford.

Supplemental Readings:

APA publication manual (7th ed.). Washington, D.C.: American Psychological Association. www.apastyle.org

Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Sage. [ISBN: 9781452257884] Focus on Chapters 5, 6, 8, and 13.

Other readings in the references section of this syllabus.

Grade Distribution

- Assignment 1. Chapter 1 (20%)
- Assignment 2. Chapter 2 (25%)
- Assignment 3. Chapter 3 (20%)
- 3 Online Discussions: (15%; each for 5%)
- Online certificate for plagiarism prevention (5%)
- Classroom participation (10%)
- Mock proposal defense (5%)

Final Course Grade:

Grade:	Level of Performance	Grading Scale
A	Excellent	90 – 100%
B	Average	80 – 89%
C	Poor	70 – 79%

D or F Fail < 69% = F

Date of Final Exam:

Final presentation-Mock proposal defense due Saturday, July 30, 2022.

Date to Withdraw without Penalty:

Please see university calendar

Class Calendar:

1. Saturday 1:00 to 5:00 pm, May 14,
2. Saturday 1:00 to 5:00 pm, June 11,
3. Saturday 1:00 to 5:00 pm, July 9,
4. Saturday 1:00 to 5:00 pm, July 30.

Office Hours: Please email me ahead of time for a mutually convenient time on virtual office hours if needed through the link <https://uttyler.zoom.us/my/gregwang>. You can always catch me for a discussion during the class breaks.

Class Meeting Attendance Policy

Attending all four class meetings demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. The facilitator recognizes that learners may have special issues and responsibilities that may impact physical attendance. If physical absences occur, the learner is responsible for contacting the facilitator in advance so that adjustments can be made to the instructional activities planned for a specific session. With approval from the facilitator and the department chair, the learner may participate virtually. The facilitator may provide limited access to the class through Zoom. However, it is the learner's responsibility to arrange with an in-class peer to provide virtual access to the class to ensure the quality of classroom learning. The learner is responsible for all work that is missed due to their absence from any class meeting, or portion thereof. It should be expected that physical absence from classes for reasons other than documented illnesses, emergencies, or other matters that prohibit the learner from traveling may affect the final course grade. Excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course.

Class Engagement and Participation

This course is designed as a hybrid format combining face-to-face instructions and online learning through Canvas discussion forum. You are expected to attend all the scheduled classroom sessions and complete all required online discussion activities. Please also feel free to email me any time if you have learning related issues or questions.

Required Course Assignments and Activities

(Assignments must be submitted on the due date and time scheduled. Late submissions will not be accepted without prior approval. Approved late submissions may result in lower grades)

1. Writing Assignment 1 (20%): Due Class Meeting Two

Option One: Chapter Format

This assignment will be the chapter 1 of your proposal if you take the chapter format option. It must include the following components:

- Research problem or phenomenon under study
- Research questions
- Significance of the study
- (Optional) Overview of the study

Requirements:

- Minimum page #: 10-12 excluding references, cover page, tables & figures
- APA 7 format

Option Two: Multi-Paper Format

If you take the paper format for your dissertation, you will submit your first paper as the first assignment. It must include the following components:

- Topic or article title and current research status.
- Research problem or phenomenon
- Research question and significance
- Preliminary literature review
- Method—Data collection: Quant, qual, lit review, or conceptual
- Anticipated Results/Findings

Requirements:

- Minimum page # for all options: 15-20 excluding references, cover page, tables & figures
- APA 7 format

2. Writing Assignment 2 (25%): Due Class Meeting 3

Option One: Chapter 2 of your proposal on literature review. It must include the following components:

- Literature search strategies: Where and how you locate your literature
- Literature analysis method and/or strategies: How do you make sense of the literature
- Literature analysis in organized structure according to one or more of your specified coding or organizing strategies.
- The research gap(s), research question(s), or hypotheses justified through the above literature presentation and analysis.
- Your conceptual model(s) based on your literature analysis outcomes.

Requirements:

- Minimum page #: 20 excluding references, cover page, tables & figures
- APA 7 format

Option Two: Paper Format

If you take the paper format for your dissertation, you will submit your second paper as your second assignment. It must include the following components:

- Topic or article title and current research status.
- Research problem or phenomenon
- Research question and significance
- Preliminary literature review
- Method—Data collection: Quant, qual, lit review, or conceptual
- Anticipated Results/Findings

Requirements:

- Minimum page #: 10 excluding references, cover page, tables & figures
- APA 7 format

3. **Writing Assignment 3 (20%): Due Class Meeting 4**

Option One: Chapter 3 of your proposal on research method. It must include the following components:

- Review of relevant methodological literature to justify why your selected method is most appropriate for the study
- Your data source(s) and sampling strategy and justification
- Your data collection strategies: What if your data collection goes north—any contingency plan?
- Your current IRB process and/or plan
- Your data analysis strategies.
- Your research timeline and milestones assuming you pass the prelim.

Requirements:

- Minimum page #: 10-12 excluding references, cover page, tables & figures
- APA 7 format

Option Two: Paper Format

If you take the paper format for your dissertation, you will submit your second paper as your second assignment. It must include the following components:

- Topic or article title and current research status.
- Research problem or phenomenon
- Research question and significance
- Preliminary literature review
- Method—Data collection: Quant, qual, lit review, or conceptual
- **Anticipated Results/Findings**
- Your research timeline and milestones for all three papers assuming you pass the prelim.

Requirements:

- Minimum page #: 8-10 excluding references, cover page, tables & figures

- APA 7 format

4. Three Online Discussions (15%)

Discussion 1: Briefly describe the current status of your dissertation research. Be sure to include:

1. The optional format you selected: Chapter vs. Multi-paper
2. Your topic(s) and conceived content for paper option, or your topic and method (Quant vs. qual)
3. The empirical data and methods, including lit review and conceptual for the paper option.
4. Describe some of the major tasks you have been doing to move your research forward.
5. Respond to at least two of your peers' posts.

Discussion 2: Write a research memo on key issues you are currently working on. It could be a sketch of a research idea in the dissertation or one of the optional papers, an outline of a new section of the proposal in Chapter 2 literature review, or a memo about a current roadblock and/or potential solutions. Respond to two other peers' research memos.

Discussion 3: Write a summary of progress on your research goals for the semester. If you fall behind the plan, why? Discuss strategies to improve in the future. Respond to two other peers' posts.

5. Online Certificate for Plagiarism Prevention (5%)

This activity is a department requirement and critical for your dissertation research and writing. Please complete the online instructional module at <https://plagiarism.iu.edu/> and post your certificate following a designated link in the discussion board.

6. Class Engagement and Participation (10%)

Active class engagement includes attending all sessions, thoroughly preparing for all class meetings, and being actively involved in all class activities to share your thoughts on issues under discussion or analysis, both facilitated in class and in online format. Being present, being prepared, being respectful, and actively and thoughtfully engaged are critical aspects of this component of the final grade.

7. Fish-bowl Activities: Mock Proposal Defense (5%)

- a. Option One:** For traditional chapter format, you present your three chapter
- b. Option Two:** For paper format, you present your three paper structure and demonstrate the relationship of the papers.

Tentative Class Schedules

CM 1. Introduction: Basics on Dissertation Proposal

- Overview of learning and expectations
- General issue: Determine your dissertation format-Traditional vs. Multi-paper formats
 - Expectations for dissertation research
 - Chapter Format
 - Paper Format
- Structure of Chapter 1: Required vs. optional components
 - What are required vs. optional components in Chapter 1
 - What are required vs. optional elements for multi-paper format
 - Research problem
 - Research questions and significance
- Developing proposal = developing a process and a contract

Activity: A general discussion of your ideas about your dissertation research as the following: In no more than 5 Powerpoint slides and no more than 10 min.

- Traditional structure: 1. Background of the Phenomenon; 2. Need for the research; 3. Significance; 4. Design Consideration; 5. Work has been done and to be done.
- Paper format: 1. Paper #1, 2. Paper #2, and 3. Paper #3.

Required textbook readings:

JRG: Part I, Chapters 1-4;

Terrell: Chapter 1;

CM 2. Components and decision-making for Chapter 2

- PRISMA: Preferred reporting items for systematic reviews and meta-analysis
- Working with your advisor and dissertation committees
- Getting organized: Managing time and priority
- Developing your own iterative process
- Chapter 2 components and requirements
 - Identifying a theoretical base for your research in the literature
 - Developing your own conceptual models
 - Developing your theoretical contributions
 - Structuring your Chapter 2
 - Literature patterning, analysis and synthesis

Required textbook readings:

JRG: Chapter 5.

Terrell-Chapter 2.

Assignments and Activities Due:

1. Chapter 1 Introduction, or Article 1 proposal (for multipaper option)

2. A short presentation/discussion of your Chapter One
3. Online Discussion 1

Session 3. Components and decision-making for Chapter 3

- Discussion of feedback on your Chapter One assignment.
- Methodological issues: Quantitative, qualitative, vs. mixed methods
- Instrumentation, reliability duplicability and Data analysis decisions
- Key components of method chapter
 - Quantitative
 - Qualitative
- Methodological transparency
- Ethics and conduct in research excellence
- Reading Circle group presentations

Assignment and Activities Due:

1. Chapter Two of your proposal or Article 2 proposal
2. Online discussion 2
3. A brief presentation/discussion of your Chapter Two

Required Readings:

Terrell: Chapter 3; JRG: Chapters 6 and 7.

Aguinis, H., & Solarino, A. M. (2019). Transparency and replicability in qualitative research: The case of interviews with elite informants. *Strategic Management Journal*, 40(8), 1291-1315.

Bergh, D. D., Sharp, B. M., Aguinis, H., & Li, M. (2017). Is there a credibility crisis in strategic management research? Evidence on the reproducibility of study findings. *Strategic Organization*, 15(3), 423-436.

CM 4. Components and Consideration for Chapters 4 and 5

- Discussion of feedback on Chapter Two.
- Organizing your findings for Chapter Four
 - Quantitative
 - Qualitative
- Structure your discussion in Chapter Five
 - What are your key contributions?
 - Implications: What does your contribution mean to the literature and practice?
 - Limitations and future research

Required Textbook Readings:

JRG: Chapters 8 & 9

Terrell: Chapters 4, 5, 6, & 7

Assignment and Activities Due:

1. Chapter 3 of your proposal or your 3rd paper due
2. Online Discussion 3
3. Fish-bowl Activities: Mock Proposal Defense.

Required Readings

Anderson, V. (2017). Criteria for evaluating qualitative research. *Human Resource Development Quarterly*, 28(2), 125-133.

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(5), 3-15.

Booth, A., Sutton, A., & Papaioannou, D. (2016). *Systematic approaches to a successful literature review*. Sage.

Ellinger, A. D., & Yang, B. (2011). Creating the whole from the parts. In T. S. Rocco & T. Hatcher & Associates (Eds.), *The Handbook of Scholarly Writing and Publishing* (pp.115- 124). Jossey-Bass.

Kohler, T., Landis, R. S., & Cortina, J. M. (2017). From the editors: Establishing methodological rigor in quantitative management learning and education research: The role of design, statistical methods and reporting standards. *Academy of Management Learning & Education*, 16(2), 173-192.

Merriam, S. B., & Simpson, E. L. (1995). *A guide to research for educators and trainers of adults* (2nd ed.). Krieger Publishing Company. (Chapter 3).

Nimon, K. (2011). [Editorial] Improving the quality of quantitative research reports. *Human Resource Development Quarterly*, 22, 387–394.

Nimon, K. F., & Astakhova, M. (2015). Improving the rigor of quantitative HRD research: Four recommendations in support of the general hierarchy of evidence. *Human Resource Development Quarterly*, 26(3), 231-247.

Patriotta, G. (2017). Crafting papers for publication: Novelty and convention in academic writing. *Journal of Management Studies*, 54(5), 747-759.

- Roberts, C. M. & Hyatt, L. (2021). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Corwin Press.
- Twining, P., Heller, R. S., Nussbaum, M., & Tsai, C. (2017). Some guidance on conducting and reporting qualitative studies. *Computers & Education, 106*, A1-A9.
- Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 9781452257884] [Chapter 5]
- Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 9781452257884] [Chapter 6]
- Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 9781452257884] [Chapter 8]
- Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 9781452257884] [Chapter 13]

Supplemental Readings [Optional for this Course]

- Agarwal, R., Echambadi, R., Franco, A. P., Sarkar, MB (2006). Reap rewards: Maximizing benefits from reviewer comments. *Academy of Management Journal, 49*(2), 191-196.
- American Educational Research Association (2006). Standards for reporting on empirical social science research in AERA publications. *Educational Researcher, 35*(6), 33–40.
- Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. Sage.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research, 26*(3), 1802-1811.
- Booth, A., Papaioannou, D., & Sutton, A. (2012). *Systematic approaches to a successful literature review*. London, England: Sage Publications, Inc.
- Boyatzis, R. E. (1998). *Transforming qualitative data*. Thousand Oaks, CA: Sage. Brown, K. G. (2012). From the editors: Thoughts on effective reviewing. *Academy of Management Learning & Education, 11*(2), 152-154. doi: 10.5465/amle.2012.0132
- Bryman, A., & Bell, E. (2015). *Business research methods* (4rd ed.). Oxford University Press.
- Callahan, J. L. (2010). Instructor's corner: Constructing a manuscript: Distinguishing integrative literature reviews and conceptual and theory articles. *Human Resource Development Review, 9*(3), 300-304.

- Carpenter, M. A. (2009). Editor's comments: Mentoring colleagues in the craft and spirit of peer review. *Academy of Management Review*, 34(2), 191–195. doi: 10.5465/AMR.2009.36982609
- Cascio, W. (2012). Methodological issues in international HR management research. *The International Journal of Human Resource Management*, 23(12), 2532-2545.
- Courville, T., & Thompson, B. (2001). Use of structure coefficients in published multiple regression articles: β is not enough. *Educational and Psychological Measurement*, 61(2), 229-248.
- Crescentini, A. & Mainardi, G. (2009). Qualitative research articles: Guidelines, suggestions and needs. *Journal of Workplace Learning*, 21(5), 431-439.
- Creswell, J. W., (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Sage.
- Denzin, N. K., & Lincoln, Y. S. (Eds. 2008). *The landscape of qualitative research: Theories and issues* (2nd ed.). Sage Publications.
- Doh, J. P. (2010). Introduction: Implications for practice - Core contribution or afterthought? *Academy of Management Learning & Education*, 9(1), 98–99. doi: 10.5465/AMLE.2010.48661193
- Dul, J., & Hak, T. (2012). *Case study methodology in business research*. Routledge.
- Fitzpatrick, K. (2010). Peer-to-peer review and the future of scholarly authority. *Social Epistemology: A Journal of Knowledge, Culture and Policy*, 24(3), 161-179.
- Flick, U. (2002). *An introduction to qualitative research* (2nd ed.). London, Sage.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Pearson Education.
- Geletkanycz, M., & Tepper, B. J. (2012). Publishing in AMJ - Part 6: Discussing the Implications. *Academy of Management Journal*, 55(2), 256-260. doi: 10.5465/amj.2012.4002
- Gubbins, C. & Rousseau, D. M. (2015). Embracing translational HRD research for evidence-based management: Let's talk about how to bridge the research-practice gap. *Human Resource Development Quarterly*, 26(12), 109-125.

- Holton, E. F., & Burnett, M. F. (2005). The basics of quantitative research. In R. Swanson and E. Holton (Eds.), *Research in Organizations*, pp. 29-44.
- Huberman, A. M., & Miles, M. B. (2002). *The qualitative researcher's companion*. Sage.
- Imel, S. (2011). Writing a literature review. In T. S. Rocco & T. Hatcher & Associates (Eds.), *The Handbook of Scholarly Writing and Publishing* (pp.145-160). Jossey-Bass.
- Jacobs, R. L. (2011). Developing a research problem and purpose statement. In T. S. Rocco & T. Hatcher & Associates (Eds.), *The Handbook of Scholarly Writing and Publishing* (pp.125- 141). Jossey-Bass.
- Kilduff, M. (2007). Editor's comments: The top ten reasons why your paper might not be sent out for review. *Academy of Management Review*, 32(3), 700-702.
- Lincoln, Y. S., & Lynham, S. A. (2011). Criteria for assessing theory in human resource development from an interpretive perspective. *Human Resource Development International*, 14(1), 3-22.
- Lepak, D. (2009). Editor's comments: What is good reviewing? *Academy of Management Review*, 34(3), 375–381. doi: 10.5465/AMR.2009.40631320
- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2014). *Proposals that work: A guide for planning dissertations and grant proposals* (6th ed.). Sage.
- Lynham, S. A. (2002). Quantitative research and theory building: Dubin's method. *Advances in Developing Human Resources*, 4(3), 242-276. doi: 10.1177/152342230204300
- Machi, L. A., & McEvoy, B. T. (2012). *The literature review: Six steps to success*. Corwin Press (Sage).
- Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research*, 26(13), 1753-1760.
- Merriam, S. B., (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miller, C.C. (2006). Peer review in the organizational and management sciences: Prevalence and effects of reviewer hostility, bias, and dissensus. *Academy of Management Journal*, 49(3), 425-431.

- Nathans, L. L., Oswald, F. L., Nimon, K. (2012). Interpreting multiple linear regression: A guidebook of variable importance. *Practical Assessment, Research & Evaluation, 17*(9), 1–19.
- Nimon, K. (2012). Statistical assumptions of substantive analyses across the general linear model: A mini–review. *Frontiers in Psychology, 3*(322), 1-5.
- Olejnik, S., & Algina, J. (2000). Measures of effect size for comparative studies: Applications, interpretations, and limitations. *Contemporary Educational Psychology, 24*, 241-286.
- Oliver, P. (2012). *Succeeding with your literature review: A handbook for students*. Open University Press.
- Onwuegbuzie, A. J., & Corrigan, J. A. (2014). Improving the quality of mixed research reports in the field of human resource development and beyond: A call for rigor as an ethical practice. *Human Resource Development Quarterly, 25*(3), 273-299.
- Onwuegbuzie, A. J., & Frels, R. (2016). *Seven steps to a comprehensive literature review: A multimodal and cultural approach*. Sage.
- Osborne, J. W. (2000). Advantages of hierarchical linear modeling. *Practical Assessment, Research, & Evaluation, 71*(1). Retrieved from <http://pareonline.net/getvn.asp?v=7&n=1>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage.
- Rankin, E. (2001). *The work of writing: Insights and strategies for academics and professionals*. Jossey-Bass.
- Ragins, B. R. (2012). Editor’s comments: Reflections on the craft of clear writing. *Academy of Management Review, 37*(4), 493-501.
- Rocco, T. S. (2003). Shaping up the future: Writing up the method on qualitative studies. *Human Resource Development Quarterly, 14*(3), 343-349.
- Rocco, T., S. (2010). Criteria for evaluating qualitative studies. *Human Resource Development International, 13*(4), 375-378.
- Shaw, J. D. (2012). From the editors: Responding to reviewers. *Academy of Management Journal, 55*(6), 1261-1263.
- Storberg-Walker, J. (2012). Instructor’s corner: Tips for publishing and reviewing qualitative studies in applied disciplines. *Human Resource Development Review, 11*(2), 254-261.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Sage.

- Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. *Journal of the Academy of Marketing Science*, 29(4), 405-415.
- Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples. *Human Resource Development Review*, 4(3), 356-367.
- Tracy, S. J. (2010). Qualitative inquiry: Eight “big-ten” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(December), 837-851.
- Yin, R. K. (2012). *Applications of case study research* (3rd ed.). Sage.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage.
- Zhang, Y., & Shaw, J. D. (2012). From the editors: Publishing in *AMJ* - Part 5: Crafting the methods and results. *Academy of Management Journal*, 55(1), 8–12. doi: 10.5465/amj.2012.4001

Writing Style

All writing assignments are to follow APA style with 1” margins on all sides, double-spaced, 12 font-size Time New Roman, and left justified.

Scholarly writing takes time and effort. You may seek writing assistance in the UT Tyler Writing Center. A rule of thumb for this type of writing is to avoid colloquial or oral language, e.g., spell out “cannot” instead of “can’t” and avoid IM language such as LOL, OMG, etc.

Academic Dishonesty Statement

Academic dishonesty, such as unauthorized collusion, plagiarism, and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Dress Code

In an attempt to avoid defining a rigid dress code, I simply ask that you come to class respectfully dressed. This program is housed in the Soules College of Business, as such we are held to a higher standard. Please be aware that while in this program the Provost, Dean or other guest speakers may present without notice.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class of the semester.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.