

EDUC 5370.115, Techniques of Research
Spring 2022, 8 week term (Jan 18 – Mar 11)
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

EDUC 5370 is an 8-week course starting on January 18 and ending on March 11, 2022. This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Austin Vasek, Ed.D.
Office: WH 322T
Phone: 254-519-5457
Email: austin.vasek@tamuct.edu

Office Hours

In-person office hours are Wednesdays/Thursdays from 10:00am – 2:00pm. Virtual office hours are available by appointment. Students will visit the Canvas WebEx virtual office to meet. Please sign up and be prepared.

Student-instructor interaction

As your professor, my role is to facilitate in your learning and help assist you in your college journey. Please take advantage of the office hours provided – they are your time to visit. I will do my best to help you in any way. I will be checking email daily. My response time will be returned within 48 hours. When sending an email, please put the course name in the subject line. For the body of the email, please include your detailed information with a possible solution, if needed, and include a salutation with your W#. Professional communication is expected at all times.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description

Explore fundamental concepts and tools of research applied to psychological and educational

problems. Study rationale of research, analysis of problems, library skills, sampling, appraisal instruments, statistical description and inference, writing the research report, and representative research designs.

Course Objective or Goal

Techniques of Research is a required course for all options in the Master of Education degree. It is an introductory course designed to assist the beginning graduate student in the acquisition of an understanding of research process and methodology. It is important for teachers and administrators to have a knowledge and understanding of the basic theories and principles related to curriculum development and to be able to use this information in planning and implementing instruction in the classroom. Special attention is given to the development of high level skill for locating, evaluating, and documenting library materials. Students are provided opportunities for the development of their abilities for analytical methodology and to demonstrate their understanding of the research process through the development of a research proposal on an approved topic. Students will analyze, synthesize and evaluate professional literature and present the research proposal.

Student Learning Outcomes:

1. Identify the principles of research by recognizing and comparing the characteristics of the following models of quantitative and qualitative research models: survey, correlation, causal-comparative, experimental, case study, ethnographic and action.
2. Describe the advantages of the scientific method compared to other approaches of gaining knowledge. Identify and describe the major steps involved in conducting a scientific research study by developing a research study (i.e., research question(s), sample, method of data collection and analysis, and major findings and conclusions).
3. Using electronic and institutional resources, conduct library research to design and present an original research proposal for conducting a potential study using (with instructor guidance) the manuscript guidelines established according to the Publication Manual of the American Psychological Association (APA).
4. Write a research proposal that includes: the development of an appropriate research topic, specific research questions, a critical review of literature, the research model, sample selection, procedure for collection and analysis of data, and procedures to ensure the validity and reliability of the findings.
5. Develop problem-solving, analytic, interpersonal, project management and academic writing skills as part of the learning process.
6. Develop a formal video presentation of their research proposal.

Required Reading and Textbook(s)

McMillan, J. H. (2015). *Fundamentals of educational research* (7th ed.). Pearson.

Recommended

American Psychological Association. (2019). *Publication manual of the American Psychological Association*.

Helpful Websites

Grammarly: www.grammarly.com

Owl Purdue:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Citation Machine: <https://www.citationmachine.net/apa/cite-a-book>

COURSE REQUIREMENTS

Critical Analyses (2 x 50 points each)	SLO's (1, 2)	100 Points
Chapter Quiz (15 x 10 points each)	SLO's (1, 2)	150 Points
Research Vocabulary Test	SLO's (1, 2)	100 Points
Research Paper	SLO's (3, 4, 5, 6)	300 Points
Part I: RQ, Introduction (100 points)		
Part II: Literature Review (100 points)		
Part III: Presentation, Final Draft (100 points)		

ASSIGNMENTS and related DETAILS

Critical Analysis

Each student is required to prepare and submit two critical analyses (or evaluation) of a study reported in the research literature (i.e., published in a peer-reviewed journal). The purpose of the evaluation is to comment upon the adequacy of the article as a research report by analyzing each component of the study. Students will complete one analysis from a qualitative study and one analysis from a quantitative study.

Quantitative Study Guidelines

Use the outline below as a guide in your analysis. For items 2-16, you are to state whether the research report provides adequate information or whether the procedure used in the research study was adequate. It is **required** that you use a five-point Likert rating scale* (very good to very poor) to indicate the overall adequacy of each item. You must **justify your position** on each item. The last three items (17-19) should reflect your overall opinion about the article. The date of publication for the peer-reviewed quantitative research article must be within the past **three** years. You must submit a copy of the article with the critical analysis. The critical analysis should be from 3-5 pages in length, and it must be double-spaced with standard margins and font style. *Create your own Likert Scale.

Items to Include in the Critical Analysis:

1. APA style reference
2. Title
3. Description of the Problem
4. Significance of the Problem
5. Analysis of Literature Relevant to the Problem

6. Identification of Independent Variables and Dependent Variables
7. Statement of Operational Research Question(s) or Hypotheses
8. Definition of Terms
9. Population and Sampling Procedures
10. Data Sources and Data Collection Procedures
11. Instrumentation or Measurement Devices – Validity and Reliability Information
12. Data Tables and Data Analysis
13. Presentation and Interpretation of Findings
14. Conclusions and Recommendations
15. Summary or Abstract of the Study
16. Suggestions for Further Research in the Problem Area
17. Strengths of the Study (your opinion)
18. Weaknesses of the Study (your opinion)
19. Suggestions for Improving the Study (your opinion)

Qualitative Study

Use the outline below as a guide in your analysis. Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that seeks answers to a question, systematically uses a predefined set of procedures to answer the question, collects evidence, produces findings that were not determined in advance and produces findings that are applicable. Additionally, qualitative research seeks to understand a given research problem or topic from the perspectives of the local population it involves. It is **required** that you use a five-point Likert rating scale* (very good to very poor) to indicate the overall adequacy of each item. You must **justify your position** on each item. The date of publication for the peer-reviewed quantitative research article must be within the past **three** years. You must submit a copy of the article with the critical analysis. The critical analysis should be from 3-5 pages in length, and it must be double-spaced with standard margins and font style. *Students will create their own Likert scale.

Items to include in the critical analysis

1. APA style reference
2. Title
3. Description of the Problem
4. Significance of the Problem
5. Analysis of Literature Relevant to the Problem
6. Is the research question posed in a manner that resonate with the qualitative paradigm?
7. What are the results?
8. Are the results valid?
9. Was the choice of participants explicit and comprehensive?
10. Was data collection sufficiently comprehensive and detailed?
11. Were the data analyzed appropriately and the findings corroborated adequately?
12. Does the study adequately address potential ethical issues, including reflexivity?
13. Can I transfer the results of this study to my own setting?

Chapter Quizzes

Each week, students will read two chapters from the assigned readings. Upon completion of reading each chapter, students will take a timed quiz on Canvas over the chapter content. All questions will be multiple choice.

Research Vocabulary Test

At the end of the semester, students will take a vocabulary test on the key words in educational research. Format may include multiple choice, matching, T/F and/or fill in the blank. See words below:

Title - The title of a research project should well inform the reader of the subject to be studied, yet not overpower her or him with detail. A major criterion for a good title is clarity; the reader must understand its meaning. Another criterion for a good title is brevity. Sufficiently descriptive titles sometimes are long, but length is secondary to clarity.

Table of Contents - Major headings and their beginning page numbers should be listed

Introduction - This serves to introduce the reader to the general setting of the study and should show the relation of the study to the general stream of educational thinking in the topic area.

The introduction should prepare the reader to understand the importance of the study.

Statement of the Problem - The exact nature of the problem should be described. Provide specific details about the problem. The nature of the problem must be stated clearly, as the remainder of the study flows from this element.

Purpose of the Study - Identify the purpose for the study. Provide details about the part of the problem that will be addressed in this research study.

Research Questions or Hypotheses - Sometimes a researcher states questions to be answered, rather than research hypotheses. The hypotheses of a study set forth the relationship among the variables being analyzed. A research hypothesis is usually stated as a null hypothesis indicating that there is no significant difference between the conditions or treatments tested.

Significance of the Study - In short, why is the study worth undertaking? What will the researcher and the readers of the study learn that isn't known already? The researcher should be able to provide three to four important reasons for conducting the study.

Delimitation of the Study - The delimitation of the study essentially identifies what the researcher will not be concerned about while conducting the study. The delimitation of the study describes the boundaries of what will be studied and sharpens the focus of the study.

Definition of Terms - Any key terms, concepts, and variables requiring operational definitions should be defined. Unless the reader understands what the writer is attempting to convey, communication probably cannot proceed beyond a superficial level.

Review of Related Literature - The purpose of this section is to familiarize the reader more completely with the setting of the problem and to summarize other research findings relevant to the problem. For this course, the review of literature relevant to the problem must include at least 10 - 15 references.

Design of the Study - In this section, the logic of the study and the approach to solving the problem is explicated. Why was this approach chosen? Why is it superior to other potential solutions? This section also describes the methods to be employed in carrying out the project.

Population, Sample, and Sampling Procedures - The definition of the population indicates the group to whom the results of the study will be generalized. Once the population is defined, the researcher must draw a representative sample from the population; this sample will constitute the subjects (individuals or groups) who will actually participate in the study. Identify how the sample was drawn from the population.

Variables - The researcher identifies and describes the variables in the study. The researcher often identifies the level of measurement (i.e., nominal, ordinal, interval, or ratio) of each variable.

Independent Variables - These variables that are manipulated, or at least measured (if only for classification), in order to observe their relationship to, or effects upon the dependent variable. The researcher should describe what would be done to the sample during the study.

Dependent Variables - These variables represent the results of the study or outcome; these variables show the effects of the independent variables.

Control Variables - These variables that are not studied, but which might interfere with the relationship between the independent and dependent variables. These variables are controlled so as not to confuse or confound the analysis of the variables that are being studied.

Instrumentation - The precise nature of the instruments to be used should be described. If ready-made instruments are used, full reference information should be given. If instruments are to be constructed by the researcher, the instruments should be included. Regardless of where the instruments are derived, validity and reliability information about the instruments should be reported in the proposal.

Data Collection Procedures - The general methods to be used in collecting the data should be stated, together with a brief explanation of why these methods are appropriate for the study.

Treatment of the Data - This section describes what will be done with the data in preparing to test the hypotheses or to answer the questions, and includes two steps:

Data Analysis - The statistical procedure or statistical procedures employed in the study to answer the research questions or hypotheses should be identified. It is a good idea to state the reason for selecting the particular analysis technique.

Data Tables - All data collected during the study should be presented in appropriate tables. Data might be condensed (e. g., showing means rather than individual scores). Indicate what data will be included in the data tables.

Possible Outcomes - The researcher should describe what conclusion she or he would draw if each hypothesis were rejected or the researcher failed to reject each hypothesis (or what conclusion he or she would draw if each question were answered in various possible ways). This section does not focus upon what the researcher expects to find, but should demonstrate that, for each possible outcome, the researcher knows how to interpret the information obtained and draw appropriate conclusions there from.

Summary - This should be a brief recap of the entire proposal. Usually a few paragraphs will suffice. It should remind the reader of at least the following topics: the problem, the hypotheses or questions, the treatments, the instrumentation, and the analysis.

References - All documents used in preparing the proposal should be listed, whether or not they were cited in the paper. Rules for preparing the list of references can be found in numerous style manuals. However, in education the style manual employed is the 7th edition of the *Publication Manual of the American Psychological Association*.

Research Paper

This is split into three components. Part one focuses on the development of an actual research problem that hopefully will remain the focus of your work in the Qualitative or Quantitative research class and for a project/thesis. This includes narrowing a topic of interest, developing research questions, and writing an introduction. The second part focuses on developing a review of literature. Students will meet with the embedded librarian, Michelle Shae, to utilize the library resources to locate 15 current studies dating no later than 2018. All parts build upon each other, offering multiple opportunities for feedback as you refine. Part three includes combining part one and two with a complete draft. Students will meet with their Writing Center tutor at least once to get assistance in writing in APA 7th ed. style as well as revising and editing. Peer conference will also be utilized in Collaborations in Canvas. The end product will be presented to class using Studio to showcase the research paper and discuss the process.

I. Research Problem Development

Research Questions: Develop 2 potential research questions. For each, explain why you are interested in exploring the topic or why the topic is important to study. The questions could relate to each other in some way, or they could be completely independent of each other. The purpose of this exercise is to help you identify researchable questions. I will provide feedback regarding the plausibility of the question, and perhaps give you some tips to help you get started.

Background Outline: The outline includes a research question (or questions), and an outline of the information you plan on including in the introduction, statement of the problem, and significance of the study sections of the document. This should be an outline only, using phrases to indicate only the nature of the content. The purpose of this assignment is to force you to consider how to build the initial sections of your document in a way that provides background to the reader and a justification for your study.

Background Draft: Using the outline you developed, write a draft of the document's background sections (introduction, statement of the problem, significance of the study, and research questions). All in-text citations should be in APA format. You will submit one copy of the draft to Canvas for my general review, and you will be assigned to a small group in Canvas that will provide feedback for each group member's work. The purpose of the assignment is for you to compose your thoughts early enough to make meaningful revisions based on peer feedback.

Background: This should be a refined version of the background sections, including a complete reference list in APA format. The document must be no more than 7 double-spaced pages in length, plus references.

II. Review of Literature

Review of Literature: Research always includes a review of the literature related to the area of interest. This provides the researcher with perspective and knowledge. The review serves as an overview of what is known about the topic and leads to a justification for the particular study. Students will first locate 15 scholarly articles related to their topic and complete the Research Chart. Then, using the chart, begin the narrative with a brief introduction and end with a brief summary. In between, you will discuss the results of previous related research in narrative format. You must determine the order of what articles to discuss and when to support your paper (i.e. chronologically, importance). Additionally, research is typically based upon a theory or theories that help to explain the underlying foundation behind the issue. It is important to recognize how theories explain the phenomena being explored. You will identify at least two theories related to your topic, and incorporate them throughout your review.

When looking for articles you need to adhere to the following guidelines:

- Use scholarly journals rather than popular magazines, newspaper articles, or the internet. Rely on the educational literature. If you are unsure whether an article or journal is included in the discipline, ask your embedded librarian or I will look at it.
- In general, select recent articles (i.e., 2018 or later). However, if an article written in 1952, for example, is extremely pertinent to your proposal, then use it.

Choose only research articles (qualitative or quantitative research) for the literature review.

Do not include theoretical works, editorials, book reviews, program reports, etc. If you are unsure about an article, as your embedded librarian or I will gladly take a look at it.

Your task is to:

- Briefly restate your research topic in an opening paragraph. Provide a short introduction about what question(s) you are trying to answer, why this is **educationally** interesting, and why you chose it. Also, provide a brief overview of the topics you will cover in your literature review.
- Divide the literature that you have into sections of like studies. Then, for each section, write an essay summarizing the studies. Be sure to state the **research purpose, method(s), and findings** ONLY for the studies that are paramount to your study. [NOTE: Use transitions within your essay so that it flows and does not appear like disjointed blocks of information.]
- Write a concluding paragraph that summarizes the articles. For example, how will these articles inform your research?
- DO NOT PLAGIARIZE.

Part III: Final Draft, Presentation

Students will combine all of the writing assignments together to create a single paper. APA style headings, format and style must be included. Students will use Studio to create a video of their research discussion and paper to present to the class.

Research Discussion Questions for Presentation:

1. Topic, research questions
2. Why did you choose this topic?
3. Is this topic timely? Why?
4. What did you find in the literature – how many studies matched?
5. Is this topic culturally relevant?
6. Can this topic be used across grades, disciplines, etc?
7. General findings in the literature
8. Assumptions
9. Implications

GRADING CRITERIA RUBRIC AND CONVERSION

Grades will be assigned at the end of the semester on the following basis:

A = 650 - 585 points

B = 584 - 520 points

C = 519 - 455 points

F = 454 > points

Posting of Grades

Grades will be posted on the Canvas Grade book where students can monitor their status. Turn-around time for grades to be posted are within 2 weeks. Larger projects may take more time. If you have any questions or concerns, please do not hesitate to email me or come by my office.

Grading Policies

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 25% deduction or not accepted per the instructor's decision. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation. If you are having technology difficulties, email the assignment to yourself and print in the library. Paper copies and/or Canvas copies of assignments are necessary to receive a grade. **Students must complete and submit ALL assignments. No student can earn an "A", regardless of the mathematical outcome, if they are missing any assignment.

COURSE OUTLINE AND CALENDAR

Date	Topic/Readings	Assignments/Quizzes <i>(ALL assignments and quizzes are due at the end of the each week on Sunday by 11:59pm)</i>
Week 1: Jan 18-23	*Read Chapter 1 Introduction to Research *Read Chapter 2: Ethical Issues, Principles and Practices. *Read Powerpoint Presentations – Chapter 1 and 2	*Take Quiz 1 *Take Quiz 2 *Make appointment with educational librarian, Michelle Shae
Week 2: Jan 24-30	*Read Chapter 3: Research Problems and Questions *Read Chapter 4: Locating and Reviewing Related Literature *Read Powerpoint Presentations – Chapter 3 and 4	*Take Quiz 3 *Take Quiz 4 *Complete Writing Assignment: Critical Analysis, Quantitative
Week 3: Jan 31- Feb 6	*Read Chapter 5: Participants and Sampling *Read Chapter 6: Foundations of Educational Measurement *Read Powerpoint Presentations – Chapter 5 and 6	*Take Quiz 5 *Take Quiz 6 *Complete Writing Assignment: Critical Analysis, Qualitative Analysis
Week 4: Feb 6-13	*Read Chapter 7: Quantitative Data Collection Techniques *Read Chapter 8: Nonexperimental Quantitative Research Designs *Read Powerpoint Presentations – Chapter 7 and 8	*Take Quiz 7 *Take Quiz 8 *Complete Vocabulary Quiz
Week 5: Feb 14-20	*Read Chapter 9: Experimental Research Designs *Read Chapter 10: Understanding Statistical Inferences *Read Powerpoint Presentations – Chapter 9 and 10	*Take Quiz 9 *Take Quiz 10 *Complete Research Paper, Part I
Week 6: Feb 21-27	*Read Chapter 11: Qualitative Research Designs *Read Chapter 12: Qualitative Data Collection, Analysis, and Credibility *Read Powerpoint Presentations – Chapter 11 and 12	*Take Quiz 11 *Take Quiz 12 *Complete Research Paper, Part II
Week 7: Feb 28- Mar 6	*Read Chapter 13: Mixed Methods Designs *Read Chapter 14: Action Research *Read Powerpoint Presentations – Chapter 13 and 14	*Take Quiz 13 *Take Quiz 14 *Make appointment with Writing Center tutor
Week 8: Mar 7-13	*Read Chapter 15: Discussions and Conclusions *Read Powerpoint Presentations – Chapter 15	*Take Quiz 15 *Complete Research Paper Part III

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course is 100% online. Students must have access to a computer, Microsoft Office (Word) and internet to access the library. During the summer, TAMUCT will have space available in the library or computer lab. Students must sign up for a seat. Successful completion of this course means to have the technology requirements and submit all assignments online to Canvas by the due date.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The

Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other

events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

Communication

It is the expectation that all students use and check daily their TAMUCT email account for class updates and university notices. Communication is vital in an online class and therefore, an expectation to be successful. Please utilize both your student email and Canvas email for interactions with your Professor.

Expected Quality of Work

1. Papers: Use of a computer and printer to produce all written assignments
2. 8.5 x 11 paper, no legal paper
3. APA citation style (<http://owl.english.purdue.edu/owl/resource/560/01/>)
4. Proofread paper for grammatical, mechanical and spelling errors
5. Both content and quality of the student's writing will be considered. Quality of writing includes clarity of expression, appropriate use of references and correct grammar, spelling and punctuation.

Responsibility

As a teacher candidate, you are expected to maintain a high level of responsibility. Therefore, you must be responsible for verifying dates, expectations, and quality of work. If there is something you don't understand, please ask. Assigned readings and tasks should be completed before class for discussion, reflection and evaluation.

E-mail

If you have questions or need to send a document for review, please send through my TAMUCT account shelley.harris@tamuct.edu.

Copyright Notice

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