

## **EDUC 5370, 80154, Techniques of Research**

### **Spring 2023**

Texas A&M University-Central Texas

### **COURSE DATES, MODALITY, AND LOCATION**

EDUC 5370 is an 8-week course starting on January 17 and ending on March 10, 2023. 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** Rachel Jones, Ph.D.

**Email:** [rachel.jones@tamuct.edu](mailto:rachel.jones@tamuct.edu)

### **Office Hours**

Virtual office hours are available by appointment. I do not have an on-campus office. Students will visit the Canvas WebEx virtual office to meet.

### **Student-instructor interaction**

As your instructor, my role is to facilitate in your learning and help assist you in your pursuit of educational goals. I make optional office hours available with the intention of individualizing your support.

I will do my best to assist you. I check email daily, but because I am also a full-time K-12 practitioner, I am not always able to respond to lengthier requests on the same day. My response time will be within 48 hours. When sending an email, please put the course name in the subject line. In the body of the email, please include your detailed information with a possible solution, if needed.

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 classmates or me. Professional communication is always expected.

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

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [[www.safezoneapp.com](http://www.safezoneapp.com)].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:

- [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)  
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
  3. Complete your profile and accept the terms of service

**For updates on COVID information**, please monitor the University [website](https://www.tamuct.edu/covid19/)  
[https://www.tamuct.edu/covid19/]

## **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 to understand 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 educational research 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 peer-reviewed empirical research articles. 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 proposal.
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, an introduction, a critical review of literature, and

proposed methodology (including 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 the research proposal.

### **Required Reading and Textbook(s)**

McMillan, J. H. (2021). *Fundamentals of educational research* (8th ed.). Pearson.

### **Recommended**

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

### **Helpful Websites**

Grammarly: [www.grammarly.com](http://www.grammarly.com)

APA Style: <https://apastyle.apa.org/>

Owl Purdue:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

### **COURSE REQUIREMENTS**

Many assignments within the course such as readings or research/writing tool reviews are not graded and will not contribute to the final points earned. However, students should complete these assignments for maximum benefit on related graded assignments. As noted in the Graded Policies below, no student can earn an “A” with missing assignments, regardless of the point total.

The final grade is based upon assignments in the following categories:

- Research Proposal: 50%  
A main goal of the course includes a proposal for original research in the field of education. Multiple assignments in this category will lead ultimately to a sound proposal for research that includes an introduction with rationale, sound research questions, a literature review of existing studies in the field, and proposed methodology with intended analysis techniques.  
Assignments within this category:
  - Research Interest and Info-Gathering (15 pts)
  - Possible Research Questions (20 pts)
  - Draft Introduction section (40 pts)
  - Draft Literature Review section (75 pts)
  - Presentation and Peer Review including Methodology (75 pts)
  - Final Research Proposal (100 pts)
- Writing Assignments: 23%  
These include applications of learning to practical examples, written critical analyses of primary research articles, and other discussion or practice assignments.
  - Critical Analysis: Instructor Choice (50 pts)
  - Critical Analysis: Student Choice- Quantitative (50 pts)

- Critical Analysis: Student Choice- Qualitative (50 pts)
- Textbook Quizzes: 18.5%
 

These quizzes based upon the reading assignment are multiple choice and timed. Feedback is automatically provided for answer options, and students may have two attempts by the due date to promote mastery of the concepts.

  - Quiz Ch. 1-2 (15 pts)
  - Quiz Ch. 3-4 (15 pts)
  - Quiz Ch. 5-7 (25 pts)
  - Quiz Ch. 11-13 (25 pts)
  - Quiz Ch. 8-10 (25 pts)
  - Quiz Ch. 14-15 (15 pts)
- Final Exam: 8.5%
 

This timed, multiple choice exam will cover topics from the textbook readings. Students are allowed only one attempt at the exam.

  - The exam will include content from Chapters 1 – 16 (55 pts)

### Grading Criteria Rubric and Conversion

The final letter grade depends upon earning the following total points. Therefore, I advise students to keep track of points earned versus points still available rather than the running average in Canvas for an accurate projection of final grade.

- Grade of A = 582 – 650 points
- Grade of B = 517 – 581 points
- Grade of C = 452 – 516 points
- Grade of D = 387 – 451 points
- Grade of F < 387 points

As noted in the Graded Policies below, no student can earn an “A” with missing assignments, regardless of the point total.

### 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 is within 2 weeks. Larger projects may take more time. If you have questions or concerns, please do not hesitate to email or request virtual office hours.

### Grading Policies

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 25% deduction or may not be accepted at all per the instructor’s decision. Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must communicate with the instructor regarding the situation, provide documentation, and be cooperative in determining a feasible solution. Should students have difficulties posting in Canvas, sending an assignment via email is an acceptable temporary alternative. **Students must complete and submit ALL assignments. No student can earn an “A,” regardless of the mathematical outcome, if missing any assignment.**

## COURSE OUTLINE AND CALENDAR

### Complete Course Calendar

Date	Topic/Readings/Activities	<b>Assignments/Quizzes</b> <i>(ALL assignments and quizzes are due at the end of each week on Sun. by 11:59pm unless otherwise noted)</i>
Week 1: Jan 17 – 22	<ul style="list-style-type: none"> <li>- Read Chapter 1 and review PowerPoint: Introduction to Research</li> <li>- Read Chapter 2 and review PowerPoint: Ethical Issues, Principles and Practices.</li> <li>- Make appointment with educational librarian, Michelle Shae / complete Library Overview</li> <li>- Review Plagiarism guidance carefully</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the Getting to Know You discussion</li> <li>- Take Quiz Ch. 1-2</li> <li>- Complete Research Interest posting and peer discussion</li> </ul>
Week 2: Jan 23 - 29	<ul style="list-style-type: none"> <li>- Read Chapter 3 and review PowerPoint: Research Problems and Questions</li> <li>- Read Chapter 4 and review PowerPoint: Locating and Reviewing Related Literature</li> </ul>	<ul style="list-style-type: none"> <li>- Take Quiz Ch. 3-4</li> <li>- Complete Writing Assignment: Critical Analysis- Instructor Choice</li> <li>- Complete peer comments on Research Interest assignment</li> </ul>
Week 3: Jan 30 – Feb 5	<ul style="list-style-type: none"> <li>- Read Chapter 5 and review PowerPoint: Participants and Sampling for Quant.</li> <li>- Read Chapter 6 and review PowerPoint: Foundations of Educational Measurement</li> <li>- Read Chapter 7 and review PowerPoint: Quantitative Data Collection Techniques</li> <li>- Develop two Research Questions with rationale for your interest</li> <li>- Begin working on the Introduction for your Research Proposal</li> </ul>	<ul style="list-style-type: none"> <li>- Take Quiz Ch. 5-7</li> <li>- Submit two Research Questions with rationale</li> <li>- Writing Assignment: Critical Analysis- Quantitative primary research article</li> <li>- Make appointment with Writing Center tutor as needed</li> </ul>
Week 4: Feb 6 – 12	<ul style="list-style-type: none"> <li>- Read Chapter 11 and review PowerPoint: Qualitative Research Designs</li> <li>- Read Chapter 12 and review PowerPoint: Qualitative Data Collection, Analysis, and Credibility</li> <li>- Read Chapter 13 and review PowerPoint: Collection, Validity/Trustworthiness, and Reporting</li> <li>- Read and collect info from primary research studies in your field of interest for the Literature Review due next week</li> </ul>	<ul style="list-style-type: none"> <li>- Take Quiz Ch. 11-13</li> <li>- Writing Assignment: Critical Analysis- Qualitative primary research article</li> <li>- Submit draft of the Introduction portion of Research Proposal</li> </ul>
Week 5: Feb 13 – 19	<ul style="list-style-type: none"> <li>- Read Chapter 8 and review PowerPoint: Nonexperimental Quantitative Research Designs</li> <li>- Read Chapter 9 and review PowerPoint: Experimental Research Designs</li> <li>- Read Chapter 10 and review PowerPoint: Understanding Statistical Inferences</li> </ul>	<ul style="list-style-type: none"> <li>- Take Quiz Ch. 8-10</li> <li>- Submit draft of the Literature Review portion of Research Proposal</li> </ul>

	<ul style="list-style-type: none"> <li>- Complete the Literature Review for submission</li> <li>- Develop the proposed methodology to address your research questions</li> </ul>	
Week 6: Feb 20 -26	<ul style="list-style-type: none"> <li>- Read Chapter 14 and review PowerPoint: Mixed Method Designs</li> <li>- Read Chapter 15 and review PowerPoint: Action Research</li> </ul>	<ul style="list-style-type: none"> <li>- Take Quiz Ch. 14-15</li> <li>- Post Research Proposal Presentation (with methodology) and participate in peer reviews</li> </ul>
Week 7: Feb 27 – Mar 5	<ul style="list-style-type: none"> <li>- Read Chapter 16 and review PowerPoint: Writing Research Proposals, Reports, and Articles (Note- a Quiz is not required for Ch. 16, but the content is included on the Final Exam)</li> <li>- Work on revising the final Research Proposal considering peer review suggestions and instructor feedback</li> <li>- Prepare for the Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>- Complete peer reviews of Research Proposal Presentations by 3/3/23</li> <li>- Final Exam will open 3/4/23</li> </ul>
Week 8: Mar 6 – 10	<ul style="list-style-type: none"> <li>- Finalize Research Proposal for submission</li> </ul>	<ul style="list-style-type: none"> <li>- Submit final Research Proposal</li> <li>- Take timed Final Exam by 3/10/23 (note the Friday due date)</li> </ul>

## ASSIGNMENTS AND RELATED DETAILS

### Critical Analysis

Each student is required to prepare and submit three critical analyses (or evaluation) of studies 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, as well as one instructor-chosen study.

- The article must be a primary research study, not a summary of research, a proposed new theoretical framework, a book, or a report about someone else's research.
- The article must have been published within the past 4 years in a peer-reviewed, reputable journal. The University Library can assist with this if needed.
- If you have questions about whether an article is suitable for use, please email the instructor the citation for guidance.
- You are required to submit a copy of the article along with your assignment.
- The critical analysis should be from 3-5 pages in length, and it must be double-spaced with standard margins and font style. Because you are analyzing only one source, you may include the reference at the beginning or end of your paper; a separate Reference page is not necessary.
- For full credit, ensure that you are accurate in your analysis of the article, that you follow formatting standards outlined in the course syllabus, and that you write with proper academic grammar and spelling.

Items to Include in a Quantitative Critical Analysis:

1. APA-style reference
2. Description of the Problem- could you tell there was a need for this study?
3. Significance of the Problem- did it cause you to want to keep reading, and why?
4. Analysis of Literature Relevant to the Problem- did the author use sufficient quality references to build a compelling context and case?
5. Identification of Independent Variable(s) and Dependent Variable(s)
6. Statement of Operational Research Question(s) or Hypotheses
7. Population and Sampling Procedures
8. Data Sources and Data Collection Procedures
9. Instrumentation or Measurement Devices – Validity and Reliability Information
10. Data Tables and Data Analysis- was this portion of the article organized, legible, and useful for the reader?
11. Presentation and Interpretation of Findings
12. Conclusions and Recommendations
13. Suggestions for Further Research in the Problem Area
14. Strengths of the Study (your opinion)
15. Weaknesses of the Study (your opinion)
16. Suggestions for Improving the Study (your opinion)

Items to include in a Qualitative critical analysis

1. APA style reference
2. Description of the Problem- could you tell there was a need for this study?
3. Significance of the problem- did it cause you to want to keep reading, and why?
4. Analysis of Literature Relevant to the problem- did the author use sufficient quality references to build a compelling context and case?
5. Analysis of whether the research question(s) posed is appropriate for the qualitative approach selection
6. Evaluation of whether sufficient measures for validity were taken
7. Participant selection procedures were explicitly described and appropriate for the study
8. Data collection procedures were described comprehensively
9. Data analysis was appropriate and the findings were corroborated adequately
10. Potential ethical issues, including reflexivity, were addressed adequately
11. Was the data presented in an organized, legible, and useful way for the reader?
12. Did the author(s) adequately discuss the transferability (or non-transferability) of their findings?
13. Suggestions for further research in the problem area
14. Strengths of the study (your opinion)
15. Weaknesses of the study (your opinion)
16. Suggestions for Improving the study (your opinion)

**Chapter Quizzes**

Depending on the week, students will read one to two chapters from the assigned readings. Upon completion of reading each chapter, students will take a timed quiz on Canvas over the chapter content. To promote mastery of the material, students will have 2 attempts by the due date for each quiz, and the highest grade of the two attempts will be recorded.

## **Final Exam**

At the end of the semester, students will take timed exam over all concepts from the textbook. Unlike the quizzes, students have only one attempt at the final exam. Format may include multiple choice, matching, T/F and/or fill in the blank.

## **Research Proposal**

The major portion of the course grade comes from the student-created proposal for an original primary study. The purpose of this work is to not only prepare the student for future coursework involving research, but to also familiarize the student with solid research design. By becoming familiar with the demands of a high-quality study, students can discern quality research for practitioner or consumer purposes.

The work is split into multiple assignments that build together into a final proposal. Along with a grade, the instructor will provide feedback on submitted components to assist with revisions towards the final project.

*Research Interest and Research Questions:* After gathering information about a topic of interest (assignment 1), develop 2 potential educational research questions (assignment 2). For each research question, 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. You will seek feedback from classmates on your area of interest, and I will provide feedback regarding the plausibility of the question(s).

*Introduction Section Draft:* Write a draft of the document's introduction section. Typically, the Introduction section is important to set the stage for the full article/study. You want to capture the reader's attention, convince the reader of the need for your proposed study, generally describe what you would like to study, and state the Research Question(s). You will need multiple scholarly articles to support this section, and you will likely use these in the Literature Review section as well. See the section below for requirements related to source and reference material. The text of this section is generally no more than 1-2 pages in APA format.

*Literature Review:* 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 need a sufficient number of scholarly articles to examine all sides of the area of interest and know what studies have already been conducted. 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 need a minimum of 15 source articles for the Intro/Literature Review sections. When looking for articles, 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 the instructor.
- In general, select recent articles (i.e., 2019 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, ask your embedded librarian or the instructor.

### *Proposal Presentation*

Students will use Studio to create a video of their research discussion and proposed study to present to the class. The presentation must include:

1. A description of the significance of your general area of interest
2. Your Research Question(s) and how they address a gap in the current research literature
3. An overview of the major themes contained in your Literature Review
4. A detailed description of the Methodology you would use to carry out your Research Questions- What kind of research study are you proposing? What are the different variables you will account for in your study (if applicable)? What instruments would you ideally use, and why? What data analysis approach would you take?
5. Close with a reiteration of why any findings from your study would be important to the educational field.

### **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. Successful completion of this course means to have the technology requirements and submit all assignments online to Canvas by each 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](mailto: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**

### **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 Warrior Center for Student Success, Equity 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](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

### **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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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 referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### **Drop Policy**

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

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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.

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Library & Archives**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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]

### **University Writing Center**

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## **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 Wellness and 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, 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/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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