



EDAD 698.01W: QUALITATIVE RESEARCH METHODS

COURSE SYLLABUS: Spring 2025

INSTRUCTOR INFORMATION

Instructor: Dr. Julia Ballenger, 2020 Regent Professor

Office Location: Frank B. Young Education North Building

Office Hours: Virtual/ Monday-Thursday: 2 pm – 6 pm; Sat.: By appt.

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Preferred Form of Communication: Email

Communication Response Time: Normally within 24 hours

COURSE INFORMATION

Materials – Textbooks and Software

Textbooks Required

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). ISBN-13: 978-1433805615

Merriam, SB, & Tisdell, EJ (2015). *Qualitative Research: A Guide to Design & Implementation* (4th ed.). Jossey-Bass. ISBN: 978- 1119003618

The syllabus and schedule are subject to change.

Software Access for Computer-based Data Analysis

Ceplena.com <https://caplena.com/en/>

Delve Qualitative Data Analysis <https://delvetool.com/>

MAXQDA- The student cost for a 6-month access to this qualitative data analysis software is \$47. This software can be accessed at www.maxqda.com .

Otter.ai - Full audio transcripts

You do not have to be in the room to be in the know, Otter records and **transcribes** meetings. Let Otter do the hard work and never worry about who's taking the meeting notes again. Automated Meeting Notes. Record & **Transcribe**.

Rev Transcribe Speech to Text

Search for **Rev transcribe speech to text**. Visit & Look up Relevant Results Across the Web. Find **Rev Transcribe Speech to Text**. Search for a wide range of Information Across the Web. Discover.

Grammar Skills and Sentence Structure

Grammarly Premium—This software, which checks for errors related to grammar, punctuation, mechanics, and usage and for plagiarism in writing, can be accessed at www.grammarly.com/premium for a monthly, quarterly (3-month) or annual fee.

Course Description

This research tools course uses the foundation of qualitative research (approaches of critical ethnography, phenomenology, case study, grounded theory, and defining cultural themes and patterns) as a basis for all thick descriptions. This course moves into the sociological/anthropological roots of qualitative research. It assists students in understanding how the problem statement must be related to the methodology and the outcome of the research, assists students in selecting proper qualitative methods, and allows students to pursue those methods within the general framework of the class.

Students are urged to develop solid conceptual frameworks from the social sciences and formulate reasonable research questions based on those frameworks. The development of doctoral proposals within the qualitative methodology is of major concern, as is the development of qualitative methodology as a practical method of knowing and administering an educational organization.

ETAMU Graduate Catalog, 2017-2018

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Course Learning Outcomes

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Design and conduct a Qualitative Research Project that will result in a research paper consisting of the following chapters: Introduction to the Study, Literature Review, Methods (i.e., research design, rationale, site selection, sampling techniques, data collection procedures, and data analysis technique), Findings, Discussions, Recommendations for Further Research, and Summary.
2. Deconstruct the characteristics of qualitative research.
3. Critique qualitative research articles comprised of different designs.
4. Collect qualitative data through the use of multiple data collection tools.
5. Employ several methods of coding to analyze qualitative data.
6. Articulate ethical issues related to qualitative research.
7. Examine the defining features of the five qualitative research approaches to inquiry.

Student Learning Outcomes

Module Learning Outcomes (Student Learning Outcomes—SLOs)

- CLO 1. Design and construct a Qualitative Research Project that will result in a paper consisting of the following chapters: Introduction to the Study, Literature Review, Methods (i.e., research design, rationale, data collection procedures, and data analysis technique), Findings, Discussions, Recommendations for Further Research, and Summary.

At the completion of this module, the students will be able to:

- SLO 1.1. Write an Introduction to the Study that will include the background of the study, research problem, research purpose, research questions, and significance of the study.
- SLO 1.2. Write a Literature Review that will consist of a synthesis of the related literature, a conceptual framework, and the conclusion (identify gaps in the research and tell how this study will add to the knowledge base).
- SLO 1.3. Write a Methods Chapter that will include the research design, rationale for selecting the research design to answer the research questions and accomplish the purpose of the study, role of the researcher, ethical considerations, trustworthiness, triangulation, credibility, transferability, dependability, conformability, and step-by-step procedures for collecting and analyzing the data.
- SLO 1.4. Compose the Findings Chapter that will include the presentation of the data themes using quotations from the transcript to

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provide rich, thick descriptions. Organize the findings by the research questions and themes.

SLO 1.5. Compose the Discussion Chapter that will include appropriate content-based literature, conclusions, implications, limitations, and recommendations for future research.

SLO 1.6. Produce the Research Proposal documents, including a clearly written paper, list of references, informed consent letter, interview protocol, observation protocol, and archival data (if applicable), and coded transcribed data.

CLO 2. Deconstruct the characteristics of qualitative research.

At the end of this module, students will be able to:

SLO 2.1. Use evidence from the textbooks and other resources to construct a written narrative, which includes the characteristics of qualitative research. Focus on each of the following areas in the written narrative:

- Definition of qualitative research,
- Natural setting,
- Role of the researcher,
- Multiple methods,
- Reflexivity,
- Inductive method, and .
- Holistic account.

CLO 3. Evaluate qualitative research articles comprised of different approaches. At the end of this module, students will be able to:

SLO 3.1. Identify and critique research articles based on different research methods and standards of adequacy. Address items I and II below.

- I. Select three journal articles, which will include one of the qualitative research methods below.
 - Journal Article 1 will use an ethnographic or narrative inquiry research approach.
 - Journal Article 2 will use a phenomenological or grounded theory research approach.
 - Journal Article 3 will use a case study qualitative research approach.

II. Identify and describe the author's description of each of the

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following areas. If the information appears inadequate, what could the authors have included?

- Purpose of the Study and Research Questions
- Conceptual and/or Theoretical Framework
- Methods Section (site selection, sampling criteria, unit of analysis--what is being studied, and qualitative reliability and validity issues such as trustworthiness, dependability, credibility, confirmatory, and triangulation).
- Data Collection (methods of data collection employed and the appropriateness and adequacy of these data collection methods)
- Data Analysis (methods of data analysis employed and the appropriateness and adequacy of these data analysis methods)
- Findings (what counted as evidence; in other words, what specific data supported the author's conclusions)

CLO 4. Collect data through the use of multiple qualitative gathering methods.

At the end of this module, students will be able to:

SLO 4.1. Compose interview questions based on the research questions, purpose of study, and the qualitative approach selected for the research project.

SLO 4.2. Conduct five semi-structured interviews with participants in the research project.

SLO 4.3. Use three different qualitative gathering methods (i.e., observing directly, interviewing in depth, and analyzing documents and materials) to collect data for the research project.

CLO 5. Employ several methods of coding and analyzing qualitative data.

At the end of this module, students will be able to:

SLO 5.1. Use detailed line-by-line initial coding of the interview transcripts.

SLO 5.2. Use axial coding of the interview transcripts.

SLO 5.3. Write three memos related to initial, process, and axial coding.

SLO 5.4. Use a computer program (e.g. MAXQDA) for qualitative data analysis to code data.

CLO 6. Articulate ethical issues related to qualitative research.

At the end of this module, students will be able to:

SLO 6.1. Identify where in the process of qualitative research ethical issues may occur.

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- SLO 6.2. Describe the types of ethical issues that may occur in the process of qualitative research.
- SLO 6.3. Discuss how to address the ethical issues that may occur in the process of qualitative research.

CLO 7. Examine the defining features of the five qualitative research approaches to inquiry.

At the end of this module, students will be able to:

- SLO 7.1. Justify the selection of one of the five qualitative research approaches for their research project. The justification should be based on responses to the following:

After reviewing each of the five qualitative approaches, the students will select one of the five approaches for their qualitative studies. Next, the students will identify the outcomes of the approach and their comfort level with the approach. The students will provide rationales using language of the approach. No opinion statements should be included.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

The student will be expected to know how to use the learning management system, *Microsoft Word*, and *PowerPoint*. Some of the assignments require the student to make a virtual presentation with a variety of graphic designs and the use of audio. The student will be introduced to several qualitative data analysis computer-based software programs.

Instructional Methods

This qualitative research course is fully online. The course content is presented in learning modules in the Desire to Learn (D2L) online platform. Each module contains assignments, discussion topics, resources, Q&A sections, etc. The course schedule includes the due dates of assignments. In each module, the student will work on various combinations of assignments, activities, discussions, readings, research, etc., which will be made available to them on the first day of the course. In this graduate-level course, the instructor expects quality work from each student supported by adequate preparation and involvement. The instructor will create a learning environment that meets each student's individual needs, and they will provide guidance for engagement with the learning activities. The instructor has designed this online course so that learner-learner, learner-content, and learner-instructor interactions can occur. It is the desire of the instructor that the student experience a quality-learning environment as they master the skills and knowledge needed to conduct qualitative research.

The syllabus and schedule are subject to change.

Student Responsibilities or Tips for Success in the Course

The instructor expects all students to access and engage in the course regularly. Weekly announcements will be posted to help students accomplish the course's objectives. Students are responsible for the amount of commitment and effort they put into reading all course materials, viewing the videos/websites, and completing assignments and discussion threads promptly.

Overview of Learning Activities (Assignments)

- **Journal Submission Guidelines**

The student will locate a peer-reviewed journal that accepts qualitative research manuscripts. They **will not** be required to submit the paper to the journal. However, the student must submit the submission guidelines for a journal that accepts qualitative research manuscripts to their instructor for approval by the end of the first week of the course.

- **IRB Protocol With General Information Letter, Informed Consent Document, Permission Letter for Each Data Collection Site, and Supporting Documents (10% of total grade)**

For this assignment, the student will be required to submit a completed IRB protocol, general information letter, informed consent document, permission letter for each data collection site, and supporting documents to the instructor for approval *before the student collects any data for their study*. The supporting documents will include an interview protocol and at least one other protocol for additional data collection (i.e., questionnaire, survey, and/or observation) and tables/charts for organizing collected archival data as applicable to the study.

Note that the student will not be required to submit the IRB protocol, general information letter, informed consent document, permission letter for each data collection site, and supporting documents to the Institutional Review Board (IRB) at TAMU-C for its approval as long as the student adheres to the following guidelines:

- 1) The student will share the data collected for the research study only with the instructor of this course;
- 2) The student will not present or publish the results of the study anywhere; and
- 3) The student's research study must remain practice or pilot work instead of "systematic research," which is the specific criteria for IRB review.

If the student wants to present the results of the conducted study somewhere (i.e., at an in-service, conference, etc.), or if the student wants to submit the study for publication (i.e., in a bulletin, newsletter, journal, conference yearbook, etc.), they must complete the required CITI

Board at TAMU-C for its review and obtain IRB approval. Note that this process can be quite lengthy-- submitted forms are reviewed in the order that they are submitted. No data can be collected until the IRB forms are approved by members of the Institutional Review Board after they are submitted.

- **Qualitative Research Proposal**

For this assignment, the student will complete the Qualitative Planners and use the compiled information write a Qualitative Research Proposal. The information in the proposal will assist the student in writing the final research paper. The student will use information from textbooks and peer-reviewed journal articles to complete the planner and research proposal. They will not include personal opinions in the planner, research proposal, or research paper/article.

The qualitative research proposal will include the following parts: (a) title page, (b) body, (c) references, and (d) appendices (Interview Protocol and other protocols as applicable to the proposed study).

- **Data Coding and Analytic Memo Writing**

- For this assignment, the student will use initial coding, process coding and axial coding to analyze the five transcriptions and any other collected data. The coding will be conducted using qualitative data analysis. The student also will write a paper that includes the following parts: (a) title page, (b) body with an introduction, three brief analytic memos describing the codes, categories, and themes generated, and a summary, and (c) references section. In the memos, the student will include information related to emergent patterns, categories, themes, and assertions. The first analytic memo should be written at the beginning of the data collection. The second analytic memo should be written during the middle of the data collection period. The third analytic memo should be written at the end of the data collection period. The computer-assisted qualitative data analysis MAXQDA software has a memo manager that allows memos to be written and tagged electronically while data are coded. You may use Delve.com or Caplena.com in addition to MAXQDA. Use the trial version of these computer-based data analysis programs or pay for one month only.

For this assignment, the student will submit the following documents:

- the previously discussed paper that includes three analytic memos written at the beginning, in the middle, and at the end of the data collection period, respectively, and
- coded data (interview transcriptions and at least one other form of collected data) on which the memos are based.

- **Characteristics of Qualitative Research Paper**

For this assignment, the student will write a paper discussing the characteristics of qualitative research. In the paper, they will address each of the following topics:

- Definition of qualitative research
- Natural setting
- Role of the researcher
- Multiple methods
- Reflexivity
- Inductive method
- Holistic account

For this paper, the student should use APA 7 format, including 12-point Times New Roman font, one-inch margins, headings, and subheadings, etc. The required length for this paper is 3-5 pages (this length does not include the title page and references section). The paper should consist of the following parts: (a) title page, (b) body with an introductory paragraph that contains a definition of qualitative research and a thesis statement, six supporting paragraphs that develop the thesis statement (these will address the last six bulleted topics listed above), concluding paragraph, recommendations, (c), references section and appendices.

- **Journal Article Critique**

For these assignments, the student will analyze two primary qualitative sources, peer-reviewed journal articles that address qualitative studies using different research designs/approaches: multiple case study, single embedded case study, single-embedded case study, explanatory case study, narrative inquiry, integrative phenomenology analysis, narrative analysis, and basic qualitative research, interpretive qualitative research study. The required length for each critique is at least four pages (this length does not include the title page and the references section that has the critiqued journal article and any other sources that are cited in the critique). The student should not merely summarize the articles. For these assignments, the student will critique the author's/authors' descriptions of the following:

- Research purpose and research questions- What was the purpose of the study? What were the research questions? How were the research questions aligned to the purpose of the study and the problem of practice?
- The conceptual framework (DF) or theoretical framework (TF)-Describe The DF or TF?
- Methods- What methodology was used in conducting the study? How were the sampling criteria, site selection, and unit of analysis (what was being studied) described? Were the methods used appropriate and adequate? Why or why not? What are the qualitative reliability and validity issues (i.e.,

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trustworthiness, dependability, credibility, confirmatory, triangulation, etc. were addressed?)

- Research Design/Methodology
 - Data collection-What data were collected? How were data gathered? Who were the participants in the study? Were the methods of data collection employed appropriate and adequate? Why or why not?
 - Data analysis- What data analysis techniques were used to code the data collected? Were the data analysis techniques appropriate and adequate? Why or why not?
- Findings- What were the most important findings? How did the authors organize these findings?
- Conclusions – What were the author’s/authors’ conclusions? How did these conclusions align with the findings and purpose statement? What is counted as evidence? In other words, what specific data supports the author’s/authors’ conclusions?

For this journal article critique, the student should use APA 7 format, which includes 12-point Times New Roman font, one-inch margins, etc. The minimum required length for this paper is four pages (this page length does not include the title page and references)—it may be longer but should not exceed six pages. The student should use headings and subheadings to help with the flow of the content.

- **Final Exam/PowerPoint Presentation**

The student will design a 15-minute *PowerPoint* with voice-over and graphics to present their research paper. Creativity is encouraged. Each slide should have one topic and include only 3-4 bullets. There is a limit of 10 slides for this presentation. The *PowerPoint* Presentation should include the following:

- Problem of Practice
- Purpose of the Study
- Research Questions
- Research Design and Rationale
- Data Collection Tools and Data Analysis Techniques

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- **Planners- Part I and Part II (10% of the total grade)**

Students will submit Planners I and II and receive feedback from the faculty member.

- **Discussion Board 1 – Ethical Considerations**

Ethical practices in research are grounded in the moral principles of *respect for* principles in their Research Study and IRB Protocol.

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- **Discussion Board II – Qualitative Research Approach Justification**

After reviewing the different qualitative research approaches. Select the approach/research design for your proposed study. The student will explain the purpose of this research approach/design and the rationale for employing the approach/design without including any personal or professional opinions. The student will paraphrase information from the textbook and other resources in the modules to help respond to this discussion thread. Qualitative research has different research designs. For example, students will include the type of qualitative case study employed.

GRADING

Final grades in this course will be based on the following scale:

- A = 90% - 100%**
- B = 80% - 89%**
- C= 70% - 79%**
- D= 60% - 69%**
- F = 59% or Below**

Assessments

Learning Activities (Assignments)	Percentage/Points
Journal Submission Guidelines	No Points
Characteristics of Qualitative Research Paper	15 percent
Discussion Board 1	5 percent
Journal Article Critique	15 percent
Planners - Part I and Part II	5 percent
Discussion Board 2	5 percent
Qualitative Research Proposal	15 percent
IRB Protocol & Supporting Documents	10 percent
Data Coding & Analytic Memo Writing	15 percent
Final Exam/ <i>PowerPoint</i> Presentation	15 percent
	100 percent = Total Points and Percentages

Rubrics that will be used to assess these assignments are located in the EDAD 698 course shell.

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***Alignment of Course and Student-level Outcomes,
Learning Activities, and Assessments***

Course Learning Objectives	Student Learning Objectives	Learning Activities (Assignments)	Assessments
CLO 1 – Design and conduct a qualitative research project	SLO 1.1; SLO 1.2; SLO 1.3; SLO 1.4; SLO 1.5; SLO 1.6	Conduct a qualitative research study (SLO 1.0; 1.6).	--Qualitative Research Paper (SLO 1.1-1.6) --Qualitative Planners 1&2 (SLO 1-5) --Final Exam/ PowerPoint (SLO 1-5)
CLO 2 – Deconstruct the characteristics of qualitative research	SLO 2.1	Write a paper on the characteristics of qualitative research (SLO 2.1).	--Paper on the Characteristics of Qualitative Research (SLO 2.1) --Midterm Exam (SLO 2.1)
CLO 3 – Critique qualitative research articles comprised of different approaches	SLO 3.1	Critique three primary source, peer-reviewed qualitative research articles that address phenomenology, ethnography, and qualitative case study research approaches, respectively (SLO 3.1).	--Three Qualitative Research Article Critiques (SLO 3.1)
CLO 4 – Collect data through the use of multiple qualitative data gathering methods	SLO 4.1; SLO 4.2; SLO 4.3	--Design an interview protocol and collect interview data and archival data (SLO 4.1; SLO 4.2; SLO 4.3).	--IRB Protocol, Letter of Informed Consent, Interviews, Questionnaires, Observations, and Existing Archival Records (SLO 4.1; SLO 4.2; SLO 4.3)

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CLO 5 – Employ several methods of coding and analyzing data.	SLO 5.1; SLO 5.2; SLO 5.3; SLO 5.4; SLO 5.5	Students will use initial coding, process coding, and axial coding in coding the five transcripts and archival data. Students will write three analytic memos (SLO 5.1; SLO 5.2; SLO 5.3; SLO 5.4).	Five Coded Transcriptions and Coded Archival Data Transcript, Three Analytic Memos, and Research Project Study (SLO 5.1; SLO 5.2; SLO 5.3; SLO 5.4, SLO 5.5)
CLS0 – 6 Articulate Ethical Issues related to qualitative research at the beginning, the middle, and the end of collecting qualitative data	SLO6.1; SLO 6.2; SLO 6.3	Students will demonstrate mastery of ethical issues (SLO 6.1; SLO 6.2; SLO 6.3).	Discussion Board – Ethical Considerations (SLO 6.1; SLO 6.2; SLO 6.3)
CLO – 7 Examine the defining features of five qualitative research approaches (genres).	SLO 7.1	After reviewing each of the five qualitative approaches, the students will select one of the five approaches for their qualitative studies. Next, the students will identify the outcomes of the approach and their comfort level with the approach. The students will provide a rationale using language of the approaches. The rationale will not include any opinion statements. (SLO 7.1).	DB - Discussion Board - Qualitative Research Approach Justification (SLO 7.1)

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TECHNOLOGY REQUIREMENTS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Virtual Classroom Requirements:

<https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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Interaction with Instructor Statement

Email is the primary mode of communication with the instructor. Expect a reply within 24 hours, depending when your message was sent. If you do not receive a response in that time frame, please assume your message was not received, and email me again or contact me via cell phone.

Virtual conferencing is available by appointment via Adobe Connect during office hours. If you want to talk on the phone, you may call my cell (936.234.9732) after you schedule a phone conference via email. Calls cannot be scheduled before 8 am. (CST) or after 9 pm (CST). Please note that I do not have an office on campus since I am an adjunct instructor. Email is the preferred method of contact.

This course is an online course technically supported by the Texas A&M University- Commerce campus-wide online learning platform Brightspace. You will have access to and begin using Brightspace the first day of class. If you are not familiar with the use of D2L's Brightspace or the Library Online Services, please avail yourself of the online tutorials easily accessible through your MyLeo web page.

It is critical for you to check the online course announcements and your MyLeo email everyday as I will be communicating with you both within the online course environment and through university email.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#)

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

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TAMUC Attendance

For more information about the attendance policy, please visit the webpages below.

[Attendance.](#)

<https://inside.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

Undergraduate Students Academic Integrity Policy and Form

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Undergraduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

Students with Disabilities-- ADA Statement

The syllabus/schedule are subject to change.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <https://www.tamuc.edu/student-disability-services/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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A&M-Commerce Supports Students' Mental Health

Counseling Center Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Mental Health and Well-Being

The university aims to give students essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to TELUS Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

A detailed calendar of the course components can be found in the course. The schedule of activities and calendar is subject to change depending upon the class's progress. The course is divided into seven modules. Modules typically open on Monday and close on Sunday. Check your course calendar regularly for updates.

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