



COURSE SYLLABUS

EDAD 698.01W: QUALITATIVE RESEARCH METHODS (Online)
COURSE SYLLABUS: Fall 2025 (August 25, 2025-December 12, 2025)

INSTRUCTOR INFORMATION

Instructor: Elsa Villarreal, Ph.D.

Office Location: Frank Young Education North, Room 203

Office Hours: As Needed Upon Request

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Instructor's Cell Phone: 281-773-8446

Preferred Form of Communication: e-mail, text

Communication Response Time: 24 hours on weekdays, 48 Hours on weekends

COURSE INFORMATION

Textbooks (required)

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th Ed.). Author.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass. ISBN: 978-1119003618

Optional Software

MAXQDA- More information will be provided. This software can be accessed at www.maxqda.com.

<https://www.dedoose.com/> is a cross-platform app for analyzing qualitative and mixed methods Research

The syllabus and schedule are subject to change.

Course Description

This is a research tools course using 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 to formulate reasonable research questions based on those frameworks. The development of doctoral proposals within the qualitative methodology is of major concern is the development of qualitative methodology as a practical method of knowing and administering an educational organization.

Course Objectives/Course Learning Outcomes (CLOs)

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

- CLO 1. Design and conduct a Qualitative Research Project that will result in a research paper consisting of the following chapters:
 - CLO 1.1. Introduction to the Study
 - CLO 1.2. Literature Review, Methods (i.e., research design, rationale, site selection, sampling techniques, data collection procedures, and data analysis technique)
 - CLO 1.3. Findings
 - CLO 1.4. Discussions
 - CLO 1.5. Recommendations for Further Research, and Summary
- CLO 2. Deconstruct the characteristics of qualitative research.
- CLO 3. Critique qualitative research articles comprised of different approaches.
- CLO 4. Collect qualitative data through the use of multiple data collection tools.
- CLO 5. Employ several methods of coding and analyzing qualitative data.
- CLO 6. Articulate ethical issues that are related to qualitative research.
- CLO 7. Examine the defining features of the five qualitative research approaches to inquiry.

Student Learning Outcomes (SLOs)

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

- SLO 1.0. 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 1.1. 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 1.2. 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 and the role of the researcher. In addition, students will be able use ethical considerations, trustworthiness, triangulation, credibility, transferability, dependability, conformability in the data collection and analysis of the study. Also, students will learn a step- by-step procedure for collecting and analyzing the data.

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- SLO 1.3. Compose the Findings Chapter that will include the presentation of the data themes using quotations from the transcript to provide rich, thick descriptions. Organize the findings by the research questions and themes.
- SLO 1.4. Compose the Discussion Chapter that will include appropriate content-based literature, conclusions, implications, limitations, and recommendations for future research.
- SLO 1.5. Produce the Manuscript Preparation documents that will include a concise written research paper, list of references, informed consent letter, interview protocol, observation protocol, and archival data (if applicable), and coded transcribed data
- SLO 2.0. 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 Characteristics of Qualitative Research Paper.
 - SLO 2.1. Definition of qualitative research
 - SLO 2.2. Natural setting
 - SLO 2.4. Role of the researcher
 - SLO 2.5. Multiple methods
 - SLO 2.6. Meaning and “meaning making”
 - SLO 2.7. Reflexivity
 - SLO 2.8. Inductive method
- SLO 3.0. Identify and critique research articles based on different research methods and standards of adequacy.
 - SLO 3.1. Select four journal articles (phenomenological, ethnography, case study, and grounded theory) and describe the author’s description of each of the following areas:
 - 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); qualitative reliability and validity issues (i.e., trustworthiness, dependability, credibility, confirmatory, triangulation).
 - Data collection methods employed? Were these methods appropriate and adequate? Why or why not?
 - Data analysis methods employed? Were these methods appropriate and adequate? Why or why not?
 - Findings: What counted as evidence? In other words, what specific data supported the author’s conclusions? Why or why not? If the information appears inadequate, what could the authors have included?
- SLO 4.0. Compose interview questions based on the research questions, purpose of study, and the qualitative approach selected for the research project.
 - SLO 4.1. Conduct five semi-structured interviews with participants in the research project.
 - SLO 4.2. 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.
- SLO 5.0. Use detailed line-by-line initial coding of the interview transcripts.
- SLO 5.1. Use axial coding of the interview transcripts.
- SLO 5.2. Write two memos related to initial and axial coding.
- SLO 5.3. Use a computer program (e.g. MAXQDA) for qualitative data analysis to code your data.

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- SLO 6.0. Identify where in the process of qualitative research ethical issues may occur.
 - SLO 6.1. Describe the types of ethical issues that may occur in the process of qualitative research.
 - SLO 6.2. Discuss how to address the ethical issues that may occur in the process of qualitative research.
- SLO 7.0. 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:
 - SLO 7.1. The students will provide research-based, scholar supported rationales using language of the approach. No opinion statements should be included.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should have basic knowledge of MS Office including Word, PowerPoint and Excel documents. The use of Leo Mail is required for communication with the professor and other students. The use of the Learning Management System (LMS) D2L is important to success in the course. Tutorials and support are available to learn these skills. Students should be able to do basic research including library database and internet searches for documents and publications.

Instructional Methods

This course is delivered 100% online using the learning management system. The course is designed using modules for assessments. In the event of live ZOOM meetings scheduled by the professor, the ZOOM meetings will be recorded, and the recordings will be shared and posted in the D2L course.

Student Responsibilities and Tips for Success in the Course

Students will be required to log into the course daily and use University email to communicate with the instructor regularly. All established deadlines and product expectations are to be delivered as specified with each individual student.

Performance Expectations

This is a doctoral standing only course. To that end, the following student expectations for this course have been generated. Evaluation will be based on successful demonstration of the following activities. Regardless of points earned, a course grade of A cannot be obtained if all assignments are not completed. All assignments must be completed to pass this course and final course averages will not be curved.

Attendance and Active Participation

Students are expected to “attend class” online by engaging in a variety of activities, including online discussion and assignment submission. Students should be active participants; they are to be prepared, forthcoming in sharing of their own ideas and thoughts, and inviting and considerate of the thoughts and ideas shared by others. Students will both post and respond to discussion forum items.

Grading

**IRB Protocol with Letter of Informed Consent, Permission Letter for Each Data Collection Site, and Supporting Documents
(10% of total grade)**

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Each student will complete an actual IRB protocol with a letter of informed consent for participants and a permission letter for each data collection site, as well as other needed supporting documents before data are collected. Each student will be required to submit the IRB protocol, letter of informed consent, permission letter for each data collection site, and supporting documents to the University IRB Committee for approval. Supporting documents will include a general information letter, questionnaires, observation forms, and tables/charts for organizing collected archival data as applicable to the study. The University IRB Committee's approval of the IRB protocol, letter of informed consent, permission letter for each data collection site, and supporting documents must be obtained before any data are collected for the qualitative study.

Qualitative Research Proposal (10% of total grade)

Each student will complete the Qualitative Planner and use the compiled information in this organizer to complete a Qualitative Research Proposal. The information in the proposal will assist the student in writing the final research paper. Each student will use information from the textbooks and peer-reviewed journal articles to complete the planner and research proposal. S/he will not include personal opinions in the planner or research proposal. A title page and list of references should be included for the Qualitative Research

Proposal. Qualitative Research Project (Study) (10% of total grade)

Each student will conduct a qualitative study using one of the five qualitative research approaches. S/he will develop an interview protocol with five to seven interview questions. Five semi-structured, in-depth interviews will be conducted. The interviews are to be recorded. The length of each interview should be from 60-90 minutes. Each student will transcribe the data. In addition, s/he will use one other qualitative data gathering technique to collect data (i.e., questionnaire, observation form, or archival data as applicable to the study).

For the Qualitative Research Project (Study) assignment, each student will submit the following documents:

- five signed letters of informed consent,
- transcriptions of the five audio-taped interviews, and
- all copies of administered questionnaires, completed observation forms, and/or tables/charts of reviewed archival data as applicable to the study.

Data Coding and Analytic Memo Writing (10% of total grade)

Each student will use initial coding, process coding, and axial coding to analyze the five transcriptions and archival data. In addition, s/he will write three brief analytic memos describing the codes, categories, and themes generated. In addition, s/he will include information in the memos 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 where memos can be written and tagged electronically while data are coded.

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

- 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.

Qualitative Research Paper (15% of total grade)

Each student will write a Qualitative Research Paper that addresses the qualitative study that s/he conducted. This paper will include the following: parts: a title page, an abstract, body (21-25 pages), references, and appendices. The body of the paper will include the following sections:

- Introduction to the Study (1-2 pages)
- Review of the Literature (5-6 pages)
- Methods (2 pages)
- Data Collection (2 pages)
- Data Analysis (5-6 pages)
- Findings/Conclusions (3-4 pages)
- Recommendations for further research (2 pages)
- Summary (1 page)

For this paper, you should use APA format, 7th edition, including 12-point Times New Roman font and one-inch margins. Do not include excessive quotations, and do not include long ones. Use headings and subheadings to help with the flow of writing. Use pseudonyms rather than the names of actual participants. Remove all names and identifiers from interview questions and transcribed interview responses. Include the following supporting documents with this paper as appendices: copies of all protocols (Interview Protocol, Questionnaire Protocol, Observation Protocol, and/or Review of Archival Data Protocol as applicable to the study).

Characteristics of Qualitative Research Paper (5% of the total grade)

Students will construct a paper that includes a description of the characteristics of qualitative research. In this paper, students will address each of the following areas:

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

For this paper, you should use the APA format, 7th edition, including 12-point Times New Roman font, one-inch margins, headings, and subheadings, etc. The required length for this paper is 3-5 pages. In the paper, please include cover sheet, 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 bulleted topics listed above), and a concluding paragraph that briefly summarizes the main points of the paper.

Journal Article Critiques (10% of the total grade)

Students will critique three qualitative primary source, peer reviewed journal articles that address qualitative studies using different approaches (phenomenology/Transcendental, ethnography or narrative inquiry, and qualitative multiple case study, respectively). The required length for each critique is at least 4 pages (this

page length does not include the title page and references page with the critiqued journal article and any other sources that are cited in the critique). Students should not merely summarize the articles. For these assignments, students will critique the authors' descriptions of the following:

- Research purpose and research questions – How were the research questions aligned to the purpose of the study and the research problem?
- The conceptual framework (DF) or theoretical framework (TF) – How did the authors construct the DF or TF?
- Methods- How were the sampling criteria, site selection, and unit of analysis described?
- Data analysis – How did the authors use the data analysis techniques to code the data?
- Findings- How did the authors organize the findings?
- Conclusions – How did the authors' conclusions align with the findings?
- Recommendations for future research and practice.
- For these journal article critiques, include a cover page, use APA format, 7th edition, which includes 12-point Times New Roman font, one-inch margins, etc.

The minimum required length for this paper is 4 pages (this page length does not include the title page and references)—it may be longer. You should use headings and subheadings to help with the flow of the content. The paper should include an introductory paragraph with identification of the journal article's title and author, a brief summary of the study, and a thesis statement. It also should include at least 6 supporting paragraphs that develop the thesis statement--these paragraphs will address the above bulleted topics. In addition, the paper should include a concluding paragraph that summarizes the strengths and weaknesses of the research study.

Midterm Exam (10% of the total grade)

- Final Exam/PowerPoint Presentation (10% of the total grade)
- Each student will design a 15-minute PowerPoint with voice over and graphics to present his or her research paper. Creativity is encouraged. Each slide should have one topic and include 3-4 bullets. There is a limit of 10 slides for this presentation.
- Students should address the following areas in the PowerPoint Presentation:
 - Research Problem grounded in the literature, Purpose of the Study, and Research Questions
 - Research Design and Rationale
 - Data Collection Tools and Data Analysis Techniques
 - Findings organized by themes
 - Conclusions and Recommendations

Discussion Board 1 – Ethical Considerations (5% of the total grade)

- Ethical practices in research are grounded in the moral principles of respect for persons, beneficence, and justice. Describe each of these ethical principles and explain how you will demonstrate adherence to these three principles in your Research Study and IRB Protocol.

Discussion Board II – Qualitative Research Approach Justification (5% of the total grade)

- After reviewing each of the five qualitative research approaches, discuss the research approach you selected for your study. Explain the purpose of this research approach and the rationale for

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employing the approach. Do not include any personal opinions. Paraphrase information from the textbooks and other resources in the modules.

GRADING SCALE

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

Assessment Point Breakdown

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

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)

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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)
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)

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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)
CL0 – 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

LMS

All course sections offered by East Texas A&M University 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 Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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@etamu.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, off Desktop Support

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>

Interaction with Instructor Statement

The instructor normally responds to student questions within 2 days. Email is the preferred method of communication. The instructor has provided a cell phone number for students to call for more detailed or urgent communication.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Assignment/Deliverables Policy

Assignment due dates are individualized for each student. All paper submissions should be submitted in the course as a .doc or .docx file unless specified otherwise.

Late Work

Late work may be subject to grade point deduction.

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>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University 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 Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

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[Graduate Student Academic Dishonesty Form](#)

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

Students with Disabilities-- ADA Statement

ADA Statement – Students with Disabilities: 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 Resources and Services

East Texas A&M University Velma K Waters -
Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University 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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M 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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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Mental Health and Well-Being

The university aims to provide students with 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 to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

AI Use policy [Draft 2, May 25 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (Individual instructors may disallow entirely the use of such software for individual assignments or for 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 the use of 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.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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