COUN 7374 (01) Multivariate Methods Counselor Education Research
Spring 2018
College of Education
Department of Educational Leadership & Counseling

COURSE DESCRIPTION: COUN 7374 Statistical Methods for Counselor Education Research
This course is designed to teach students how to manage, analyze, and interpret multivariate data related to counseling themes at the doctoral level. The course will emphasize multivariate statistics via lectures, exams, pop quizzes, small and large group discussions, and computer work both in and out of class. Credit 3. *Course COUN 7373 is a required course for Counselor Education*

INSTRUCTOR: Rebecca A. Robles-Piña
TEC 338
Department of Educational Leadership & Counseling
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Cell Phone – 979-213-0129
edu_rar@shsu.edu

OFFICE HOURS: By appointment; call me or email to set up an appointment

DAY AND TIME: Mondays, 5:30-8:20

LOCATION: The Woodlands Center, Computer Room, Rm 210

TEXTBOOKS:

Required

Mertler, C. A. & Vannatta Reinhart, R. A. (2017). *Advanced and multivariate statistical methods* (6th ed.). Florence, Kentucky: Taylor & Francis Group LLC. ISBN: paperback 9781138289734; hardback 9781138289710; ebook 9781315266978.

Robles-Piña, R. A. & Rosenblad, S. (2015). *A template approach: Simplifying statistics for research*. College Station, TX: Views Unlimited. You should have access to website and text from previous semester.

Recommended

Cronk, B. C. (2012). *How to use SPSS: A step-by-step guide to analysis and interpretation* (7th ed.). Glendale, CA: Pyrczak Publishing. ISBN 1-884585-99-X. $49.95
Field, A. (2013). *Discovering statistics using SPSS* (4th ed.). Thousand Oaks, CA: SAGE Publications Ltd. ISBN – 978-1-84787-907-3.
Holcomb, Z. C. (2010). *Interpreting basic statistics* (6th ed.). Glendale, CA: Pyrczak Publishing. ISNB 1-884585-91-4. $49.95.
Pyrczak, F. (2010). *Making sense of statistics* (5th ed.). Los Angeles, CA: Pyrczak Publishing. ISBN 1-884585-88-4. $42.50

SPSS (Statistical Package for Social Sciences)

You must have SPSS software loaded onto your laptop computer as this software will be used at every class meeting and you will also need it to complete major assignments.

SHSU will provide you with a license. Call IT desk at 936-294-1950 and they will walk you through the free installation.

COLLEGE OF EDUCATION INFORMATION REGARDING ACCREDITATION

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Education Preparation (CAEP) - formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course Objectives: The following objectives will be met during this course:
Matrix *(A blank example is provided below):*

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
    - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
    - NCATE Standard 1 (all applicable elements) used when there is not a SPA
    - State Standards/Competencies for certification if applicable
    - Diversity and Disposition Proficiencies
    - Conceptual Framework Alignment
    - ISTE NETS Technology Standards (for technology integrated curriculum)

CACREP OBJECTIVES: 2009 CACREP Standards for Doctoral Level Research Courses. The following standards will be met: (Our Counselor Education Program is accredited by the Counseling and Counselor Related Education Program [CACREP] standards. http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf

CACREP Objectives: Our Doctoral Program in Counselor Education and Supervision is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and the following standards must be met; however only standard IV. E.1, Knowledge – Understands univariate and multivariate research designs and data analysis methods will be evaluated in this course at the Novice, Competent, and Proficient Levels.

The counselor, in the context of this training program, is a skilled professional who is able to apply:	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment CA-CACREP 2009 Standards

1. Knowledge – Understands univariate and multivariate research designs and data analysis methods.	• Readings • Discussions • Journal Articles • Datasets • Case Studies • Templates	• Weekly homework assignments. • Weekly Discussions. • Mid-term Test. • Final Oral. Presentation • Final Research Paper.	IV.E. 1- Assessed at Novice, Competent, Proficient levels. Measured in this course.
2. Foundations – Contribute to and promote scholarly counseling research.	• Readings • Discussions • Journal Articles • Datasets • Case Studies • Templates	• Weekly homework assignments. • Weekly Discussions. • Mid-term Test. • Final Oral. Presentation • Final Research Paper.	II. B. 4
3. Knowledge – Design, implementation, and analysis of quantitative and qualitative research.	• Readings • Discussions • Journal Articles • Datasets • Case Studies • Templates	• Weekly homework assignments. • Weekly Discussions. • Mid-term Test. • Final Oral. Presentation • Final Research Paper.	II. C. 5

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:
- Learning to apply course material (to improve thinking, problem solving, and decisions).

Important:
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

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

- Understand the holistic relationship between all statistical analyses.
- Write measurable research questions that can be answered with statistical analyses.
- Use ethical practices in conducting research (IRB training and approval as well as using instruments that are valid and reliable).
- Use SPSS as software for coding, analyzing, and interpreting statistical analyses.
- Calculate descriptive statistics (frequencies, percentages, mean, median, mode, range, standard deviation).
- Conduct an a priori power analysis.
- Review inferential statistical procedures learned in COUN 7373 Introductory Statistics (testing of assumptions, t-test of independent means, chi-square, paired-samples t-test, one-way ANOVA, correlations, simple linear regression, two-way ANOVA) by calculating, interpreting, and writing the analyses.
- Use Qualtrics for collecting and analyzing data.
- Calculate, interpret, and write the analysis for repeated measures ANOVA.
- Apply concepts of mediating, moderating, and confounding variables to analyses.
- Calculate, interpret, and write the analyses for a one-way MANOVA.

- Calculate, interpret, and write the analyses for a factor analysis.
- Calculate, interpret, and write the analyses for multiple regression with interval and categorical data.
- Calculate, interpret, and write the analyses for logistic regression.
- Calculate, interpret, and write the analyses for Structural Equation Modeling.
- Use a large dataset (i.e. Youth Risk Behavioral Survey) for multivariate analyses.
- Prepare a 15-20 research paper using multivariate regression or logistic regression and applying the APA 5th edition writing style.

COURSE CACREP AND CAEP ALIGNMENT

The major assignments used to evaluate the CACREP and CAEP standards are as follows: (a) Weekly Homework Assignments using a different statistical analysis (25 pts.); (b) Weekly Discussions used to discuss journal articles relevant to the statistical analysis being used (Participation points, Pass/Fail), (c) Midterm test to assess individual's knowledge of Multiple Regression statistical analyses (100 pts.); and, (d) Final research projects consisting of an oral presentation (50 pts.) and a final research paper using a large dataset and Multiple Regression as the statistical analysis (100 pts.).

Weekly Homework Assignments. The purpose of the weekly homework assignments is to allow students to practice a new analysis, review it in class, and then to turn in a revised version of the homework assignment within 24 hours. The CACREP objective covered is: (a) IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods.

Scoring Rubric:

Research Question, Null Hypothesis, Alternate Hypothesis, indicating IV, Independent Variable, and DV, Dependent Variable.	**2.5 pts.**
Test Assumptions (Normality, Homogeneity of Variance, Independence, and Interval Data for DV).	**2.5 pts.**
Run Statistical Analysis (i.e. Multiple Regression, Hierarchical Multiple Regression with Categorical Variables)	**7.5 pts.**
Run Commands Correctly	**2.5 pts.**
Interpret Statistical Analyses	**10 pts.**
	25 Total Points

Novice (70%) or score of 70
Student demonstrates minimal understanding for the material and minimal ability to apply information with 70% accuracy. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.
Competent (80%) or score of 80
Student demonstrates a clear understanding of material and a confident ability in its application with 80% accuracy. Student clearly demonstrates both the

knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Proficient (90%) or score of 90

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies with 90% accuracy.

The purpose of the Weekly Discussions is to discuss journal articles relevant to the statistical analysis being used (Participation points, Pass/Fail). The CACREP objective covered is: (a) IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods. The rubric is the following:

Scoring Rubric:

Identify Problem Statement	Pass/Fail
Identify Literature	Pass/Fail
Identify Gap	Pass/Fail
Identify Research Questions	Pass/Fail
Identify Theoretical Framework	Pass/Fail
Identify Methods (Participants, Instruments, Design, Statistical Analysis)	Pass/Fail
Identify Major Findings	Pass/Fail

Novice (70%) or score of 70 – Fail

Student demonstrates minimal understanding for the material and minimal ability to apply information with 70% accuracy. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Competent (80%) or score of 80 – Pass

Student demonstrates a clear understanding of material and a confident ability in its application with 80% accuracy. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Proficient (90%) or score of 90 – Pass

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies with 90% accuracy.

Midterm Test using Multiple Regression (100 pts.) The purpose of the midterm test is to evaluate whether students can independently conduct all aspects of Multiple Regression. The CACREP objective covered is: (a) IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods.

Scoring Rubric

Research Question, Null Hypothesis, Alternate Hypothesis, indicating IV,	**20 pts.**

Independent Variable, and DV, Dependent Variable.	
Test Assumptions (Normality, Homogeneity of Variance, Independence, and Interval Data for DV).	**10 pts.**
Run Statistical Analysis (i.e. Multiple Regression, Hierarchical Multiple Regression with Categorical Variables)	**30 pts.**
Run Commands Correctly	**5 pts.**
Interpret Statistical Analyses	**35 pts.**
	100 Total Points

Novice (70%) or score of 70
Student demonstrates minimal understanding for the material and minimal ability to apply information with 70% accuracy. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.
Competent (80%) or score of 80
Student demonstrates a clear understanding of material and a confident ability in its application with 80% accuracy. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.
Proficient (90%) or score of 90
Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies with 90% accuracy.

Final Research Project – 150 pts. (Oral Presentation = 50 pts.; 15-20 page APA paper – 100 pts.). The purpose of this final research project is to integrate all of the concepts learned and apply it to Multiple Regression statistical analysis using a large dataset. The CACREP standard that is met is the following: (a) IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods.

Scoring Rubric:

Criteria	Pts. Paper (100 pts.) / Presentation (50 pts.)
APA (headings, citations, references, abstract, keywords, tables, figures) (10 pts.)	10 pts. /5
Problem Statement and Rationale (5 pts.)	5 pts. / 2.5
Literature Review by Themes and Gap in the Literature (15 pts.)	15 pts. / 7.5
Purpose Statement and Research Questions (10 pts.)	10 pts./ 5 pts.

Title, problem statement, rationale, gap, research questions, literature review must all align (5 pts.)	10 pts./2/5 pts.
Theoretical Framework (5 pts.)	5/2.5 pts.
Methods (15 pts.) ___Participants ___Design (IRB,Consent) ___Instrumentation (Quantitative and Qualitative) (Purpose of Test, Number of items, how were items scored, what scores mean (i.e. > 50; (high anxiety) ___Reliability ___Validity ___How were the data collected? (i.e. 1 = *Agree*….) (Independent and Dependent Variables	15 pts./ 7.5 pts.
Data Analysis & Results (20 pts.) ____Use Multiple Regression, graphs, tables. Use a large dataset. ____Answers to Research Questions - Interpretation of Analysis with APA Tables ____Should match your Abstract	20 pts./10 pts.
Conclusions – support or refute prior research; theoretical explanations, limitations (10 pts.)	10 pts./5 pts.
Implications on training, education, assessment) (5 pts.)	5 pts./2.5 pts.

Novice (70%) or score of 70
Student demonstrates minimal understanding for the material and minimal ability to apply information with 70% accuracy. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.
Competent (80%) or score of 80
Student demonstrates a clear understanding of material and a confident ability in its application with 80% accuracy. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.
Proficient (90%) or score of 90
Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies with 90% accuracy.

CALENDAR OF EVENTS

The following calendar notes dates, activities, and evaluation assignments. Please note that the syllabus is only a guide and can change due to pacing of materials. However, all students will be notified in advance of any changes to the syllabus.

Note that pop quizzes will be administered any time to check for readiness of concepts. Low grades on pop quizzes should indicate that you need to seek out help by meeting with me outside of class or consulting the list of resources found at the end of the syllabus.

Homework is due by class time on the following meeting day (5:30 PM); it will be reviewed in class, corrected, and submitted within 24 hours for a final grade.

Week 1 Jan. 22 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: (a) to review syllabus, (b) to examine final capstone project by reviewing rubric, (c) to apply concepts of moderating, mediating, and confounding variables to *t*-tests and ANOVA analyses, (d) review concepts related to selection of data, (e) review templates from last semester, and (f) to review *t*-tests and ANOVA analyses. • Read templates provided last semester. • View Mediating and Moderating video https://www.youtube.com/watch?v=cNGhO0HHjZA • Resources: Templates & Videos.	• Use Classroom Management Dataset (12-17). Conduct *t*-test of independent means. Select IV - Age 3 and > 4, DV = Drugs. Diagram possible mediating and moderating variables. (25 pts.) • Use Classroom Management Dataset. Conduct ANOVA. Select IV Age into 3 groups; DV = Drugs, (25 pts.).
Week 2 Jan. 29 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: (a) review homework; (b) review Chi-square analyses; (c) review two-way ANOVA, (d) review concepts of recoding data. • Resources: Templates, Videos, & Chapter 4 *Advanced and Multivariate…..*	• Use Classroom Management Dataset (12-17). • Conduct Chi-square using Gender x Category (25 pts.) • Conduct two-way ANOVA IV – Gender x Position; DV = Extortion. Draw diagram explaining mediating and moderating variables (25 pts.) • Homework will be reviewed Feb. 12
Week 3 Feb.5 ***Online Assignment*** **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: (a) create a survey using Qualtrics, (b) analyze the data using correlational analysis. • See detailed instructions on Blackboard.	• Survey and correlational analysis due Feb. 12. (50 pts.)

Week 4 Feb. 12 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: (a) review Qualtrics survey and results, (b) review Ch-square and two-way ANOVA with mediating and moderating variables, (c) use Power Analysis to determine sample size, (d) review simple linear regression. • Resources: Templates, Videos, Chapter 4 in *Advanced and Multivariate….*	• Simple Linear Regression (25 pts.)
Week 5 Feb. 19 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: (a) introduce Repeated Measures ANOVA, (b) introduce Principal Components Analysis. • Resources: Templates, Videos, Chapter 9 in *Advanced and Multivariate….*	• Repeated Measures ANOVA, 25 pts. • Principal Components Analysis, 25 pts.
Week 6 Feb. 26 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: (a) review repeated Measures ANOVA, (b) review Principal Components Analysis, (c) introduce MANOVA. • Resources: Templates, Videos, Chapter 6 in *Advanced and Multivariate….*	• MANOVA, 25 pts.
Week 7 March 5 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: (a) review MANOVA, (b) introduce Multiple Regression using interval scale data. • Resources: Videos, Templates, Chapter 7 in *Advanced and Multivariate….*	• Multiple Regression, 25 pts.
Week 8 March 12 Spring Break	• Select a database for use for final research presentation.	
Week 9 March 19 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: (a) review Multiple Regression using interval scale data, (b) introduce Multiple Regression using categorical data. • Resources: Templates, Videos, Chapter 7 in *Advanced and Multivariate….*	• Multiple Regression with categorical data, 25 pts.

Week 10 March 26 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: (a) review Multiple Regression using categorical data, (b) introduce Multiple Regression with interactions and interpretation of slopes using Interaction software. • Resources: Templates, Videos.	• Multiple Regression with interactions, 25 pts.
Week 11 April 2 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: (a) review Multiple Regression with interactions, (b) introduce Logistic Regression. • Resources: Templates, Videos, Chapter 11 in *Advanced and Multivariate….*	• Logistic Regression, 25 pts.
Week 12 April 9 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: (a) review Logistic Regression, (b) introduce Structural Equation Modeling. • Resources: Templates, Videos.	• Structural Equation Modeling, 25 pts.
Week 13 April 16 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Objectives: Review Structural Equation Modeling. • Resources: Templates, Videos • Prepare for Midterm Multiple Regression Analysis.	• Analysis of data using database and Multiple Regression, 25 pts.
Week 14 April 23 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs and data analysis methods**	• Midterm using Multiple Regression analysis.	• 100 pts.
Week 15 April 30 **IV.E. 1 – Knowledge, Understands univariate and multivariate research designs**	• Final Research Paper and Final Research Presentation due. Rubric and Sample Papers will be provided.	• 150 pts.

and data analysis methods		

EVALUATION

Assignment	Pts.	Pts. You Earned
Homework Practice	25 pts X 14 = 350 pts.	
Qualtrics Survey and Analysis	50 pts.	
Midterm – Multiple Regression	100 pts.	
Final Research Paper	100 pts.	
Final Research Presentation	50 pts.	
Discussion (Journal Articles, Homework, Concept Papers)	Pass/Fail	
Total	**650 pts.**	

650 – 585 = A
584 – 520 = B
519 – 455 = C
<454 – Fail

COURSE EXPECTATIONS AND STUDENT INFORMATION

Course Expectations:

- Ethics of Test-Using:
  - All testing and handling of test materials, clients and information obtained from the clients will be in accordance with the American Psychological Association's Ethical Principles for Psychologists or the American Counseling Association. Any violation of the above will result in the failing of this course plus possible dismissal from the program.
- Late Assignment Policy
  - All assignments are due by the date listed on Blackboard assignments. All assignments contained within the module, including discussions, are due on the date listed on the course calendar and schedule that has been provided in Blackboard. A letter-grade reduction per each 24-hour period will be earned for late assignments. Original discussion board posts have to be submitted early on in the week in order for your classmates to respond.
- Professionalism:
  - Professionalism is required (no texting in class, talking when others are talking, working on assignments which are not relevant to course, use of computer for assignments not relevant to course, tardiness, excessive absences, not having the materials and textbooks required for course, not being prepared for classroom discussions; failure to complete assignments by due dates). Lack of professionalism in any area will result in a letter grade deduction on the final grade.
- Time Requirement
  - The Counseling Faculty has established a policy for all Counseling courses. "(1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. (2) With a second absence, a drop of one letter grade will occur unless the student

writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The Faculty will discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. (3) A drop of a letter grade will occur for each subsequent absence."

- Students in an online course should expect to spend the same amount of time you would in a face-to-face class. That would be three hours of class time, plus preparation time. You should plan on spending 5-6 hours per week and signing in to the online system a minimum of twice a week.

STUDENT GUIDELINES

University Policies

- SHSU Academic Policy Manual-Students
  - Procedures in Cases of Academic Dishonesty #810213
    - **Academic Dishonesty:** Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines*. All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.
  - Students with Disabilities #811006
    - Students who have a disability that affects academic performance are expected to arrange for a conference via telephone with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. Students with a physical disability may contact the Director of the Counseling Center for assistance at (936) 294-1720 or call the instructor for more information and assistance.
  - Student Absences on Religious Holy Days #861001
    - Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. Please inform the instructor if you

anticipate being "absent" for the purpose of observing a religious or holy day activity including travel in which internet services will be unavailable to you.

- Academic Grievance Procedures for Students #900823
- **Student Syllabus Guidelines:** You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: **http://www.shsu.edu/syllabus/**
- SHSU Academic Policy Manual-Curriculum and Instruction
  - Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728
- Technology during instruction: You may take full benefit of technology during instruction. Many links to websites will be offered to allow you to explore information beyond our text. PowerPoints will be supplied to aid you in your readings in the text, both accessible on the Navigation Pane of BlackBoard and in DocSharing. I will post notes/lectures this way as well.
- Technology during exams: All technology may be used during exams, which are untimed and you may take each exam at your own pace, following submission deadlines.
- Technology in emergencies: In an emergency, you may need additional time to complete an assignment; you will be given the new deadline. If it is a personal emergency, I require that you contact me to let me know details of your emergency, so that other accommodations may be provided.

- Visitors in the Classroom- Only registered students may access class on BlackBoard. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

RESOURCES

The Academic Success Center at The Woodlands Center (ASC@TWC) is looking forward to serving you and your students throughout the semester. The ASC@TWC staff consists of the Director, one Doctoral Assistant, and three Graduate Assistants; all of whom will assist students with individual and group: writing assignments, PPT presentations, and capstone projects. Also, we can assist masters and doctoral level students with revising and editing their theses and dissertations. We have two statistics tutors to help undergraduate students: one tutor for traditional statistics courses and one tutor for business analysis courses. Our primary goal at the ASC@TWC is to help all SHSU students develop strategies for writing, reading, and statistics that will allow them the opportunity to become competent, confident learners who persist to graduation at all academic levels.

I welcome the opportunity to visit your classes for a short discussion to inform you of our services. Also, we can schedule classroom visits to discuss writing strategies, various writing format guidelines, and textbook reading strategies. We look for every advantage to help your students be more successful in their academic endeavors. One important

way that you can help us help you and your students with writing assignments is to email us a copy of your writing assignments, including writing guidelines and specific due dates. This strategy will allow us be prepared to meet the needs of your students because we will be familiar with the parameters of the assignments, and we can schedule tutors to assist your students effectively and efficiently.

To schedule a classroom visit, please email us at ASC_TWC@shsu.edu or call at 936.202.5102. To email writing assignments, please use the previously mentioned email address.

The ASC@TWC is located in Room 101.

Spring 2017 hours of operation are:
Monday-Thursday 10:00 am – 7:00 pm
Friday 10:00 am – 5:00 pm
Saturday 12:00 pm – 5:00 pm

Please share the information with your students and invite them to use our services.

The ASC@TWC staff is looking forward to working with you and your students to support the positive, professional learning environment at The Woodlands Center.

Best regards,
Wally Barnes & the ASC@TWC Staff

Wally Barnes, Ed. D.
Director, Academic Success Center-
The Woodlands Center (ASC@TWC)
Sam Houston State University
3380 College Park Drive
The Woodlands, TX 77384
Ph. 936.202.5102
email: wbb001@shsu.edu
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Library Assistance

I hope you enjoyed your holidays and are ready for another busy semester. For those who don't know me yet, my name is Tyler Manolovitz and I am the Research/Instruction Librarian at TWC. I have been a librarian at Newton Gresham Library since 2008, but have worked at TWC since its opening in 2012 in order to provide full-time library assistance to you and your students. Although we don't have a traditional library at TWC, we can provide you with virtually all of the library services you may need. A summary of those services are listed below, but please take special note of the first two items listed and let me know if there is any way I can assist you or your class.

- **In-class library instruction** – I can provide in-class library instruction *personalized* for your class and assignments. These instruction sessions provide an excellent foundation for your students' research and can be as broad or as detailed as you wish. In my experience, students at **every level** of research experience benefit from these sessions. I do my best to be

unobtrusive and fit into your schedule as seamlessly as possible. If interested, simply let me know.

- If you are not interested in an instruction session, please consider giving me literally one minute your class time near the beginning of the semester to introduce myself and let your students know the library services available to them. Despite the signage and my face being plastered throughout the building, many students at TWC remain unaware of these services. A brief introduction will do wonders.

- **Embedded Librarianship** – Having an "embedded librarian" simply means that I would be included in your Blackboard class to provide resources, tutorials, and research support directly to your students within the course. This is a great way to get important information out to your students while providing them with a simple and direct method for requesting library assistance. Please contact me for additional information, or simply fill out this brief form: http://library.shsu.edu/services/faculty/embedrequest.html.

- **On-Site Course Reserves** – if you have any books or other materials you would like to have available for your students, let me know and I can put them on reserve for your students to check out.

- **On-site delivery of library materials** – for you, and most students, I can have library materials from the library sent directly to TWC for pickup.

- **Hands-on research support** for papers, speeches, projects, etc. This applies to your students and you!

- **One-to-One Consultation** – this is a program specifically designed for thesis and dissertation students in which I provide one-on-one research support throughout the course of their project.

Above all else, my job is to be here to assist you and your students in any way I can, so please don't hesitate to stop by, call, or e-mail me with any questions or requests. I am located in the Information Resources Center (computer lab 315) Monday – Friday 10-7 and Fridays 8-5. I look forward to visiting with you and wish you all a successful semester!

Tyler Manolovitz
Research/Instruction Librarian
Information Resources Center
Sam Houston State University
The Woodlands Center
(936) 202-5047
tyler@shsu.edu