

## EDSR 5307 Graduate Research Sul Ross State University – Spring, 2024

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EDSR 5307  
Term: Spring, 2024 (1/17 – 5/8)  
M, BB Collaborate 6:00 – 8:45 p.m.  
Office Hours: M 8:00-11:00  
T 8:00-11:00 & by appt.

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### **Syllabus Disclaimer**

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

### **Required Textbooks**

1. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (5<sup>th</sup> ed.)*. Thousand Oaks, CA: Sage. ISBN 13: 978-1506386706
2. American Psychological Association (2009). *Publication manual of the American psychological association (6<sup>th</sup> ed.)*. Washington, D.C.: American Psychological Association

### **Course Description**

**EDSR 5307 Graduate Research:** A course designed to broaden the perspectives of graduate students and to introduce them to the techniques of research. Course taken during the first 12 hours of graduate coursework.

### **Student Learning Outcomes**

1. MED General students will demonstrate writing skills and the ability to use research methodology and design a research paper.
2. MED General students will demonstrate their understanding of diversity.
3. MED General students will increase their understanding of content in their chosen area of specialization.

### **Marketable Skills**

1. MED General students will develop writing skills for effective communication.
2. MED General students will develop research skills to promote life-long learning.
3. MED General students will demonstrate an understanding of diversity.

### **Course Outcomes**

As a result of course readings, activities, and assignments students will be able to:

1. Demonstrate competence in the American Psychological Association writing style.
2. Evaluate current research in education.
3. Identify and distinguish research approaches (i.e., quantitative, qualitative, and mixed methods).
4. Develop a research question for a research proposal.
5. Compile an annotated bibliography.
6. Compose an introduction, a literature review, and a methods section as part of their research proposal.
7. Defend the research proposal.

## Class Expectations

Throughout the course students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. Student performance will be evaluated by various written and/or oral assessments as well as class participation. Students will be expected to participate and contribute to class discussions, read all assigned readings, prepare oral presentations, and complete assignments in a timely manner. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected.

## Assessment Methods

There are a total of 100 possible points for this course:

	<u>Points</u>
1. Class Attendance and Participation	5
2. Annotated Bibliography	20
3. Introduction	20
4. Literature Review	20
5. Methods	20
6. Final Revised Document	5
7. Oral Defense of Research Proposal	10

<u>Course Grade</u>	<u>Points</u>
<b>A</b>	90 - 100
<b>B</b>	80 - 89
<b>C</b>	70 - 79
<b>D</b>	60 - 69
<b>F</b>	below 60

## **Attendance/Late Assignments**

Each student is allowed **one** excused absence. All assignments are due at the **beginning of class and must be posted on Blackboard (BB)**. **Late assignments will not be accepted.**

**Class Participation (SLO 1-3; CO 2, 3):** should be active and relevant to the topic of discussion. Students should be prepared for class discussions and activities by reading the assigned chapters and journal articles each week, asking insightful questions, remaining focused on the topic, being respectful of others' comments and ideas, and challenging others' ideas in a constructive and professional manner.

**As a courtesy to classmates and instructor**, students should respect: (a) discussion/sharing time among members of the group, (b) the privacy of their classmates and **information related to schools must remain confidential**. All electronic devices must be turned off.

## **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

## **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

## **Diversity Statement**

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

## **For Remote/Online Courses Only - SRSU Distance Education Statement.**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

## **SRSU Disability Services**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email [pharris@sulross.edu](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

## **Library Information**

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, [library.swtjc.edu](http://library.swtjc.edu). The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

**Written Assignments:** To comply with **course standards and requirements** all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a **12 point Times New Roman** font. All written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (6<sup>th</sup> edition).

**\*The following statement of authorship must be completed and submitted with each paper excluding oral defense powerpoint.**

This statement must be signed by the student and should appear at the bottom of the **title page**:

I certify that I am the author of this paper titled \_\_\_\_\_ and that any assistance I received in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification will affect my status as a graduate student.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## ASSIGNMENTS/STUDENT LEARNING OUTCOMES (SLO)

### Graduate Programs: Digital Literacy

As per TAC 228.30(c)(8), all students seeking certification shall receive instruction in digital learning. That learning shall be guided by the International Society for Technology in Education's (ISTE) standards. Access the standards at <https://www.iste.org/standards>. Using the below site, each student will complete a series of digital literacy assessments to demonstrate level of proficiency.

1. Access the Northstar Digital Literacy Assessment at <https://www.digitalliteracyassessment.org/#take-assessment>.
2. Choose "Test Your Digital Literacy: Take An Assessment". For the purpose of graduate level learning, students will complete the *Using Technology in Daily Life* section. This includes Social Media, Information Literacy, Career Search Skills, and Your Digital Footprint.
3. After completing all four modules within the *Using Technology in Daily Life* section, print a copy of the certificate of completion for your records and submit a copy via Blackboard by the due date as indicated in the course syllabus.
4. Based on your scores, choose **two** areas to continue development through the Northstar available resources. You can find the supplemental intervention material at <https://www.digitalliteracyassessment.org/external-resources>.
5. Write a brief report summarizing the areas of concentration and how this knowledge will be advantageous in your current position or future career. Your report must be a minimum of 1 page in length. APA writing style (i.e., citations, headings, etc.) will be adhered to throughout the assignment. Include an APA title and reference page. Upload your report to Blackboard by the due date as indicated in the course syllabus.

### 1. Annotated Bibliography (SLO 1-3; CO 1, 5)

Students will identify 25 peer-reviewed empirical studies related to their research question. The studies will be used to complete the annotated bibliography template. Students will follow APA formatting when referencing the studies.

#### Grading Rubric

APA formatting	2
Identification of 25 empirical studies	3
Complete Annotated Bibliography as presented in class	15
Total	20

### 2. Introduction (SLO 1-3; CO 1, 6)

Students will write an introduction (1-2 pages, excluding title and reference page) to their research proposal delineating the background of the study. Attention should be devoted to include a discussion on: the research problem, a review of studies that have addressed the problem, deficiencies of past studies, the significance of proposed study, and a purpose statement. An APA title and reference must also be included. APA writing style (i.e., citations, headings, etc.) will be adhered to throughout the assignment. Maximum points awarded = 20.

#### Grading Rubric

APA Formatting	Max. points = 20			
Category	18	16	15	14
<b>Introduction</b> Elements as outlined by Creswell (2014) <ul style="list-style-type: none"><li>• study's background</li><li>• studies that have addressed the problem</li><li>• deficiencies in previous studies</li><li>• significance of present study</li><li>• purpose statement.</li></ul>	Demonstrates an <i>exemplary</i> understanding of an introduction.	Demonstrates a <i>proficient</i> understanding of an introduction.	Demonstrates an <i>adequate understanding</i> of an introduction.	Demonstrates a <i>poor</i> understanding of introduction.
Total Points				

### 3. Literature Review (SLO 1-3; CO 1, 6)

Students will use the 25 empirical studies to write a comprehensive literature review (5-7 pages, excluding title and reference page) based on the identified themes among the studies. The review will contain an advanced organizer, headings for the identified themes, and a conclusion of the research studies. The literature review should depict what is known about the topic and the population under study. It should discuss the strengths and weaknesses of prior research, and offer recommendations for further research. APA writing style should be adhered to (i.e., citations, headings, etc.) throughout. Maximum points awarded = 20.

#### Grading Rubric

APA Formatting	Max. points = 2			
Category	18	16	15	14
<b>Literature Review Elements</b> <ul style="list-style-type: none"> <li>Synthesis of Studies</li> <li>Comparing &amp; contrasting studies</li> <li>Abstract of relevant studies</li> </ul> Literature Review Elements	Demonstrates an <i>exemplary</i> understanding of a literature review.	Demonstrates a <i>proficient</i> understanding of a literature review.	Demonstrates an <i>adequate</i> understanding of a literature review.	Demonstrates a <i>poor</i> understanding of a literature review.
Total Points				

### 4. Methods (SLO 1-3; CO 1, 6)

Students will provide a thorough discussion of the methodology (2-3 pages, excluding title and reference page) selected to answer the research question. Attention should be devoted to include crucial elements of the particular research approach (i.e., quantitative or qualitative) selected. An APA title and reference page will be included and APA writing style (i.e., citations, headings, etc.) will be adhered to throughout the assignment. Maximum points awarded = 20.

#### Grading Rubric

APA Formatting	Max. points = 2			
Category	18	16	15	14
<b>Methodology Elements</b> as appropriate to Quantitative, Qualitative, or Mixed Methods Research	Demonstrates an <i>exemplary</i> understanding of Quantitative, Qualitative, or Mixed Methods Research	Demonstrates a <i>proficient</i> understanding of Quantitative, Qualitative, or Mixed Methods Research	Demonstrates an <i>adequate understanding</i> of Quantitative, Qualitative, or Mixed Methods Research	Demonstrates a <i>poor</i> understanding of Quantitative, Qualitative, or Mixed Methods Research
Total Points				

### 5. Revised Research Proposal (SLO 1-3; CO 1-4, 6)

Students will utilize the revised versions of the introduction, literature review, and methods to write a final research proposal (8-12 pages, excluding title and reference page). The proposal shall be free of grammatical errors and written in accordance to the APA writing style (i.e., citations, headings, etc.).

#### Grading Rubric

APA formatting & free of grammatical errors	2
Coherence, thoroughness and smoothness of final document	3
Total	5

### 6. Oral Defense of Research Proposal (SLO 1-3; CO 7)

Students will prepare a PowerPoint presentation (no more than 10 minutes) on their research proposal. The presentation should include information on the study's background/context, literature review, and methodology. Students should be prepared to answer questions at the conclusion of the presentation.

#### Grading Rubric

Category	2.5	2	1.5	1
Introduction Elements as outlined by Creswell (2014) <ul style="list-style-type: none"> <li>study's background</li> <li>studies that have addressed the problem</li> <li>deficiencies in previous studies</li> <li>significance of present study</li> <li>purpose statement.</li> </ul>	Demonstrates a <b>thorough</b> understanding of all 5 elements of an introduction.	Demonstrates a <b>clear</b> understanding of an introduction, but lacks 1 element.	Demonstrates a <b>fair</b> understanding of an introduction, but lacks 2 elements.	Demonstrates a <b>poor</b> understanding of introduction, but lacks 3-5 elements.
Literature Review Elements <ul style="list-style-type: none"> <li>Synthesis of Studies</li> <li>Comparing &amp; contrasting studies</li> <li>Abstract of relevant studies</li> </ul>	Demonstrates a <b>thorough</b> understanding of a literature review and shows evidence of all 3 elements.	Demonstrates a <b>clear</b> understanding of a literature review and shows evidence of 2 elements, but lacks abstracting most relevant studies.	Demonstrates a <b>fair</b> understanding of a literature review and shows evidence of 1 element, but lacks comparing and contrasting, and abstracting most relevant studies.	Demonstrates a <b>poor</b> understanding of a literature review and lacks evidence of all 3 elements.
Methodology Elements as appropriate to Quantitative, Qualitative, or Mixed Methods Research	Demonstrates a <b>thorough</b> understanding of Quantitative, Qualitative, or Mixed Methods Research	Demonstrates a <b>clear</b> understanding of Quantitative, Qualitative, or Mixed Methods Research	Demonstrates a <b>fair understanding</b> of Quantitative, Qualitative, or Mixed Methods Research	Demonstrates a <b>poor</b> understanding of Quantitative, Qualitative, or Mixed Methods Research
Questions to Presenter	Responses were <b>thorough</b>	Responses were <b>clear</b>	Responses were <b>fair</b>	Responses were <b>poor</b>

### Tentative Course Schedule

Week	Topic	Activities & Assignments
1-1/15		<i>MLK Holiday</i>
2-1/22	Course Introduction	1/22 - Syllabus Discuss research question exercise  1/24 - Complete research question assignment
3-1/29	Getting Started Research Question Library Article Search Annotated Bibliography	1/29 - Research question <ul style="list-style-type: none"> <li>• Demonstrate database</li> <li>• Review articles (Pea &amp; Scanlon) in groups</li> <li>• Demonstrate sample AB</li> </ul> 1/31 - Search for peer reviewed articles
4- 2/5	Research Approach Annotated Bibliography	2/5 - Creswell (2014) – PPT. Ch. 1 <ul style="list-style-type: none"> <li>• Review Research Questions handout (Fall..., 1/31/22)</li> <li>• In-class work on Annotated Bibliography</li> </ul> 2/7 - Identify personal research approach <ul style="list-style-type: none"> <li>• Read Creswell (2014) – Ch. 3</li> </ul>
5- 2/12	Research Question Purpose Statement Annotated Bibliography - Continued	2/12- Creswell (2014) – PPT. Ch. 7 <ul style="list-style-type: none"> <li>• Identify Research Approach</li> <li>• PPT. Ch. 6</li> <li>• Write Purpose Statement</li> <li>• Work on A.B.</li> </ul> 2/14 - Read Creswell (2014) – Ch. 5 <ul style="list-style-type: none"> <li>• Complete Annotated Bibliography</li> </ul>
6- 2/19	Introduction	2/19 - Creswell (2014) - PPT. Ch. 5 <ul style="list-style-type: none"> <li>• Sample Introduction, pp. 112-114 (Creswell Intro. textbook copies)</li> <li>• Work on Introduction</li> </ul> <b>Annotated Bibliography due on BB by 6 p.m.</b>  2/21 - Complete Introduction



7- 2/26	<p>Literature Review</p> <ul style="list-style-type: none"> <li>• Summary of Studies</li> <li>• Synthesizing Studies</li> </ul>	<p>2/26 - Creswell (2014)</p> <ul style="list-style-type: none"> <li>• Summarize studies- In groups (3 to 1 sentence); Rinaldi followed by Gessler Wert.</li> <li>• Synthesize (Gessler Wert &amp; Rinaldi)</li> </ul> <p><b>Introduction due on BB by 6 p.m.</b></p> <p>2/28 – Summarize all articles (3 to 1 sentence).</p> <ul style="list-style-type: none"> <li>• Modify research question based on studies</li> </ul>
8- 3/4	<p>Literature Review</p> <ul style="list-style-type: none"> <li>• Synthesize</li> <li>• Compare &amp; Contrast</li> <li>• Abstract Studies</li> <li>• Level Headings (Outline)</li> <li>• Advanced Organizer</li> </ul>	<p>3/4 - Creswell (2014) – PPT. Ch. 4 (Ethical Considerations)</p> <ul style="list-style-type: none"> <li>• Demonstrate sample literature review</li> </ul> <p>3/6 - Complete Literature Review with an advanced organizer; include an outline of lit. review as a separate word document.</p>
9-3/11-3/15	<i>Spring Break</i>	
10-3/18	<p>Methods of Data Collection</p>	<p>3/18– Johnson &amp; Christensen - Chs. 9</p> <ul style="list-style-type: none"> <li>• Literature Review ex.</li> </ul> <p><b><i>Using Technology in Daily Life Certificate Due on BB Report- 2 areas of concentration Due on BB by 6 p.m.</i></b></p> <p>3/20- Read Creswell (2014) - Ch. 8</p>
11-3/25	<p>Quantitative Methods</p>	<p>3/25 - Creswell (2014) – PPT. Ch. 8</p> <ul style="list-style-type: none"> <li>• Draft Quantitative Methodology; p. 148-Survey design, p. 162-Experimental design</li> </ul> <p><b>Literature Review Due on BB by 6 p.m.</b></p> <p>3/27 - Read Creswell (2014) – Ch. 9</p>
12-4/1	<p>Qualitative Methods</p>	<p>4/1 - Creswell (2014)-PPT. Ch. 9 &amp; 10</p> <ul style="list-style-type: none"> <li>• Draft Qualitative Methodology, pp. 183-184</li> <li>• Discuss Revised Methodology handout on BB-Spring 2020</li> <li>• Go over Quantitative &amp; Qualitative Methodology -use Methodology Elements &amp; Sampler Excerpts 11/2021.</li> </ul> <p>4/3 - Work on Methods section</p>

13-4/8	Continue-Methods	<p>4/8 - Work on methodology</p> <ul style="list-style-type: none"> <li>• Quan. Ex. (R. Hoffma)/Qual. Methods Ex. (Jerry)</li> </ul> <p>4/10 - Revise Introduction &amp; Lit. Review</p>
14-4/15	Proposal Defense	<p>4/15 - Discuss Proposal Defense</p> <ul style="list-style-type: none"> <li>• Quantitative &amp; Qualitative Proposal Defense ex.</li> </ul> <p><b>Methodology due on BB by 6 p.m.</b></p> <p>4/17 - Complete PowerPoint for oral defense</p>
15-4/22	Presentations	<p>4/22 - <b>Oral Defense of Research Proposal</b></p> <p>4/24 - Read Johnson &amp; Christensen – Ch. 21</p>
16-4/29	Presentations	<p>4/29 - <b>Oral Defense of Research Proposal</b></p> <p>5/1 - Complete final revised document</p>
17-5/6		<p>5/6 - <b>Final Revised Document due on BB by 6 p.m.</b></p>

## STUDENT PARTICIPATION AGREEMENT

Please read this carefully. To be an engaged member of this learning experience, you must meet the expectations listed below. After you have read this agreement, sign, date and turn in. Contact information is optional.

1. Due to the nature of this course it is imperative that you participate in all class activities. The quality of your participation (e.g., observations you make, questions you ask, resources you provide, experiences that you share) will determine the quality of this class experience.
2. **Assignments** require that you deliver your work to class **on time** and post your work. You must post your assignments by the due date and beginning of class. **Late postings are not accepted.**
3. Class participation is an important part of this course. As a courtesy to the classmates and instructor, students are required to be respectful to people's ideas, comments, and concerns. In addition, respect toward the instructor and respecting the **confidentiality of issues** discussed in class is of utmost importance. Information related to schools in the area might be shared and must remain confidential. Sharing information is for the purpose of professional growth only and is not meant to serve as a forum for intentional criticism.
4. To remain updated on course events, you should check the course web-page regularly for assignment reminders, news, and other important and timely announcements. As an adult learner, you must take responsibility for your learning. Staying in touch with your team members, sharing your learning with classmates, and communicating regularly with the instructor is a large part of this learning experience. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.
5. For whatever reason, if at any point you decide to drop this course, it is **your responsibility to officially drop or withdraw**. Failure to do so will result in a failing grade (F).

Print Name: \_\_\_\_\_ Course enrolled: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student contact Information (optional):

E-mail: \_\_\_\_\_

Telephone # \_\_\_\_\_



## **SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE**

*A Member of the Texas State University System*

**Department of Student Services**  
2623 Garner Field Road  
Uvalde, Texas 78801

**(830) 758-5006**  
**(830) 279-3003**  
**Fax: (830) 279-3016**

### **Disability Services Procedures**

Sul Ross State University Rio Grande College, a Member of the Texas State University System, supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services 830-758-5006 in Eagle Pass, Texas.

Services available to all SRSU RGC students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Sul Ross State University Rio Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Sul Ross State University Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

