

UTEP COLLEGE OF SCIENCE MATHEMATICAL SCIENCES DEPT.

¡BIENVENIDOS (WELCOME)!

note: Syllabus is subject to change by the instructor to meet new mandates or course needs, especially for unexpected changes with respect to class size, technology resources, department/UTEP policies, regulations (ADA, FERPA), severe weather or epidemiological conditions, etc.

Course Number: MATM 5364-001 CRN# 17058

Course Title: Quantitative Research in Mathematics Education

Credit Hours: 3

Term: fall 2024

Prerequisite: none

Course Fee: none

Course Meetings & Location: default is for meetings 5-6:20pm on Tuesdays and Thursdays in Bell Hall 130A; on certain dates that have conflicts, the meeting may be held on Zoom or learning may be asynchronous. Within UTEP policies, the instructor may make modifications based on pedagogical affordances, student preferences, occasional schedule issues, and compliance with HOOP policies **IX. 1.11 and 1.12**

Instructor: Dr. Larry Lesser (rhymes with ‘Professor’, spelled like <).

I’ve worked as a state agency statistician, a HS math dept. chair/teacher, a statistical consultant, and a director of a university-wide teaching center. I’ve served on national statistics education journal editorial and research advisory boards and have published quantitative (and qualitative) studies in statistics education journals aimed at researchers as well as articles in journals aimed at teachers. See more background on my [homepage](#), read [this interview](#), or hear my [introductory rap](#).

Office Location: Bell 213

Contact Info:

Phone: (915) 747-6845 if I’m not in my UTEP office and able to answer, you can leave a voicemail on this number at any time

Electronic Communication with Instructor: to keep communications related to our course gathered in one place, I prefer that you contact me through the Messages option within our Blackboard (Bb) course shell. If for some reason Blackboard is down, or if the matter is extremely time-sensitive (because I generally check Bb Messages daily, but generally check email even more often) you may also email me at **Lesser (at)**

utep.edu, remembering to: (1) use a meaningful subject line so that if necessary I could do a keyword search and easily find it again after hundreds of new emails arrive after yours, and (2) email from your **miners.utep.edu** address because it provides more security, minimizes the chance the UTEP server rejects it, and because I'm not allowed to discuss confidential information such as grades if you don't. I will generally check for and reply to messages one or more times a day, except during holidays. Just so you know, on almost all weekends, I check messages on Sunday, but not on Friday evening or Saturday.

For questions requiring live conversation (whether as a phone call or a **Zoom** meeting or maybe even Microsoft Teams), remember to include several possible times that would work for you so I can reply with which option works in my schedule. If I'm at a personal number when I call you back, my name may not show up on your Caller ID, so be prepared to accept that call on your phone.

Homepage: [my UTEP faculty homepage](#) and my (more updated) [personal homepage](#)

Fax: (915) 747-6502 (note: this is a departmental fax machine in a room I do not have a key to, so be sure to have my name clearly on it and be aware that staff are not available to relay faxes to me outside the hours the math department office is staffed); for time-sensitive communications, Bb Messages or email is much better than faxing

Emergency Contact: (915) 747-5761 is the math department (during dept business hours), [UTEP technology support](#) can provide real-time tech help, and for certain types of emergencies, the [UTEP police department](#) is available.

Office hours:

If your question involves technology (e.g., an issue with a browser, connectivity, or Blackboard), contact the [UTEP HelpDesk](#).

If your question involves prerequisite content, contact the [UTEP math tutoring center \(MaRCS\)](#)

If your question involves course policy, grades, course content, or big picture stuff about your major/career/life, contact me. With our small class size, we have the flexibility to arrange for office hour conversations to fit our schedules. My fall 2024 office hours on Zoom include 8-8:55am Tuesdays and Wednesdays, and by appointment. Also, quick questions can often be handled right before or after class meetings, for example. Longer discussions can also be arranged at a wide range of mutually convenient times using telephone or **Zoom** or Microsoft Teams. Advantages of online conversations include: privacy (e.g., if grades are discussed in a virtual room, no one overhears from a virtual hallway), capacity (when more people have the same question than could reasonably fit in my office), safety (if one of us is ill), and flexibility (e.g., to accommodate everyone's busy work schedules by meetings outside normal business hours as needed). To make an appointment for a different day/time, send me several possible times that would work for

you (as well as whether you prefer phone or Zoom) so that I can reply with which of those options works in my schedule for that week.

Textbook(s), Materials:

Required textbook: Kathryn A. Adams & Eva K. Lawrence (2019). *Research methods, statistics, and applications* (2nd ed.). Sage Publications (ISBN 978-1-5063-5045-5).

The **specific edition listed** is required because the exercise numbers, chapter numbers, page numbers, and examples we refer to will all be based on the that edition. However, it does not matter whether you buy or rent, or get the print edition or a digital edition.

There may be occasional bits of content not in the textbook that are covered and there may be occasional bits of content in the textbook that are not covered, but a typical week will cover one chapter's worth of material, with occasional modifications that take into account scheduling and assessments as well as the relative importance and complexity of specific topics.

Required Technology:

* **calculator:** A physical calculator not connected to the Internet is allowed on all activities and assessments, but be prepared to show enough work to show your process. A very simplified example is that when finding the mean of {3, 4, 5, 5, 8}, don't just write "5", but write out $(3 + 4 + 5 + 5 + 8) / 5 = 5$. I will sometimes demonstrate things with a calculator such as a **TI-83/84** -- their Guidebooks are under the Downloads pulldown menu at the above link). For assessments/activities where online resources are allowed, you could use a free calculator from websites such as **Desmos math tools**.

* **software:** You will have the opportunity to do statistics using software that is accessible to you (at school or even from home) at **no cost** to you as a UTEP student. This software includes packages such as Excel, Minitab, and **CODAP** (and there are resources on these in the technology folder of our Blackboard course shell) and **UTEP offers additional statistical packages** as well.

TECHNOLOGY REQUIREMENTS

Make sure you have the technology setup to access course content and resources via the Internet (e.g., through Blackboard and Zoom). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. Having the **Zoom client downloaded** onto your computer is also a good idea.

For any online meetings (e.g., on Zoom), you will need to have access to a computer/laptop and be able to scan images if necessary (there is a handout in the technology folder of our Bb course shell of how to do that with your phone). You should also have at least a built-in microphone so that you can talk during an online meeting or

office hour. A webcam, hotspot, and even a laptop may be available for checkout from the **UTEP technology support center**. Having cameras on so we can see each other during an online class meeting or office hour conversation (especially when you are speaking) enhances communication and class community and gives me valuable non-verbal cues, while privacy concerns can usually be handled by using a virtual background (e.g., blur). That said, if there is still a compelling reason you do not want to have your camera on, you may choose to keep it off, especially when you are not speaking.

Check that your computer hardware and software are up-to-date and able to access all parts of the course. The Technology Support Center has laptops and hotspots available to students to borrow for the whole semester using this **application form**.

You may need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's **Microsoft Office 365** Portal.

IMPORTANT: If you encounter general technical difficulties beyond your scope of troubleshooting, please contact the UTEP **Help Desk** as they are trained specifically in assisting with technological needs of students and are better equipped than I am to help in this area.

Course Communication: How we will stay in contact with each other

There are a number of ways we can keep the communication channels beyond in-person meetings:

Office Hours: (as described earlier)

Technology help: contact the **UTEP HelpDesk**.

Discussion Board: You will have frequent opportunities to interact on the Discussion Board Forums. In addition to making your own posts, you are encouraged to respond to other students' posts when you have a helpful, constructive response to offer.

Basic content review: contact the **UTEP math tutoring center (MaRCS)**

Help from the instructor: If your question involves course policy, grades, content questions, or big picture questions about your major/career/life, contact the instructor by using the Messages tool in Blackboard.

Announcements: Check the Blackboard announcements daily for any updates, deadlines, or other important messages. (Another option is that if you **check your official UTEP email each day**, you should find out if there is a Blackboard Announcement, but by logging into Blackboard you will also be able to see any activity in the Discussion Boards, Messages, etc.). If I get a message like "oh, I

just saw the announcement from 6 days ago about the assignment that was due yesterday – can I turn it in late?”, the answer will generally be no.

If UTEP has a website shutdown like it did in March 2021: look for updates from **UTEP's Facebook page**, from which we learned that if the **my.utep.edu** way of accessing Blackboard does not work, we can still access Blackboard by going to **UTEP's Blackboard page** and clicking on the third-party account drop-down menu, click on UTEP CAM SSO to go to the UTEP SSO ("single sign on") page, enter your credentials and click log in. Also, the Technology Support Help Desk was available to assist students who are having difficulty accessing Blackboard. Reach out to them by emailing them at **a cloud-based account set up for this purpose**. Also, even though faculty/staff email was not available for a week, student email along with other Microsoft applications were still available by going to the **Microsoft Office page** and signing in with your Miners credentials.

Course Objectives:

Students will be able to....

- Gain an overview of quantitative research methods in mathematics education research, including: descriptive and inferential statistics, surveys, experiments, psychometrics, simple and multiple regression, ANOVA, chi-squared, logistic regression.
- Improve critical thinking and conceptual understanding of these methodologies.
- Learn better how to generate and interpret technology output in the context of reporting the results of mathematics education research, including p -values and effect sizes.
- Learn how to align methods with research question in mathematics education and to investigate the assumptions of the statistical models.
- Gain ability to better understand statistical information commonly encountered by working classroom teachers

Also, **teachers** will become better positioned to teach related **TEKS**, and become (more) aware of connections to the **NCTM Standards**, the **GAISE PreK-12 Curriculum Framework**, and the **Common Core State Standards**, **ASA resources**, **Skew the Script** lessons, and **Statistics and Data Science for Teachers**.

Course Activities/Assignments: Students will participate in a variety of activities and assessments, informed by factors such as available technology and other resources.

Assessment of Course Objectives: Assessments may include quizzes, exams, discussion board posts, and projects.

Course Schedule:

UTEP Census Day: Wed. Sept. 11

Exam 1 on chapters 1-7: Oct. 17

Deadline to Drop with a "W": **Friday Nov. 1** (College of Science won't approve drop requests after this except for withdrawal of all courses)

Project due Dec. 5 (last day of classes) via Blackboard Assignments:
 End-of-Course Evaluations by students during expected window of **Nov. 25 - Dec. 8**
 Exam 2: **Dec. 10, 4-6:45pm is the time during finals week that UTEP has us scheduled for, so that will be a day you may want to arrange for permission to leave your high school campus a bit early or take a half-day off; alternatively, if everyone agrees on aiming for moving the exam to be an hour later (5-7:45pm), I can look into making sure we have a classroom available during that time and you can arrive on campus at the usual Tuesday time; I will survey everyone early in the semester to see what people's preferences are and what other constraints or factors (e.g., any other exams that night) we want to take into account**

Module/chapter #: topic(s)	Deadline for associated assessments
1: the research process; 2: literature review	
3: reliability and validity	
4: description, measurement, and sampling	
5: descriptive statistics IRB training certificate	
6: inferential statistics	
7: examining one variable at a time	
Exam 1 (chapters 1-7)	on Oct. 17, 5-6:20pm (online)
8: correlational design	
9: causality; experimental design	
10: independent-groups designs	
11: dependent-groups designs	
12: factorial designs	
13: nonparametric statistics	
14: case studies and single N designs 15: choosing design and analysis	
Project due	Dec. 5, 5pm via Blackboard Assignments
End-of-course evals (extra-credit based on response rate)	Nov. 25 - Dec. 8
Exam 2 (focus on material after Exam 1)	on Dec. 10, 4-6:45pm (which we may be able to shift to an hour later)

Grading Policy: after any rescaling needed for all components to be on the same 0-100 scale, the letter grade is determined by the usual cutoffs of 90-80-70-60 based on these:

- * Exam 1: 20%, currently scheduled for Oct. 17 on chapters 1-7
- * Exam 2: 20%, currently scheduled for Dec. 10, focused on post-Exam 1 material
- * Quizzes: 10% The number and format will be determined based on what makes the most practical sense for considerations of curriculum, technology, FERPA, ADA, etc. complex constraints and parameters of Blackboard, FERPA, and ADA; some of these

quizzes may be “take-home quizzes” that are more like “homework”; some may be online and some may be in-person

* **Discussion Board posts** (10%): Each is all-or-nothing. To get credit, the post needs to be a sincere, constructive, thoughtful, specific post with rationale (not just “I agree with Bill”) relevant to the question and submitted by the deadline.

* **CITI IRB Training** (10%): upload certificate showing completion of SBR course

* **Project** (30%) due May 3, 5pm

* **Extra Credit**: up to 6 points added to all scores on the last exam based on class response rate on end-of-course evaluations (100% = 6 pts, 90% = 4, 80% = 3, 70% = 2, 60% = 1), assuming UTEP keeps allowing this reward and lets me access the rate in a timely manner

Makeup Policy:

If you have a major/unavoidable situation that could impact completion of a major assessment in the course, I am happy to work something out with you that is supportive and fair, especially if you have some kind of documentation (such as doctor/counselor note, jury summons, note from an employer/athletic/military supervisor, etc.) and if you take the initiative to send me a Bb Message, email, or voicemail (747-6845) before or within 24 hours (or the earliest medically possible opportunity) of the deadline that lets me know your situation. Out of considerations of fairness and logistics, if a makeup or extension is granted, it may be subject to a grade penalty commensurate with how late it is, the timeliness of the notification, and the nature and documentation of the extenuating circumstances.

ALTERNATIVE WAY TO SUBMIT WORK IN CASE OF TECHNICAL ISSUES

If you are experiencing difficulties submitting your work through the Blackboard, please contact the **UTEP Help Desk**. Remember there is a document in our course shell (see Technology Resources folder) describing how to use your phone to take a picture of work and upload it as a PDF file.

Save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit and as a last resort, you can send me or the grader (via Bb Messages, or by email if Bb is down) your backup document.

POLICY ON AN INCOMPLETE GRADE FOR THE COURSE

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Drop Policy: According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with

a grade of “F” after the course drop deadline.” While I would have the right to do this, I am letting you know that I won’t generally be the one to drop you from the course – you will instead need to contact the Registrar’s Office yourself to initiate the process by the deadline to make sure you won’t be at risk of receiving a failing grade. The reason for this policy is because I have found that the very cause of an extended absence is what may also prevent you from being in touch to discuss it with me in a timely manner, and I have also had some students actually prefer a likely F to dropping the course due to particular requirements of their financial aid or military service agreement.

Academic Integrity Policy: It’s UTEP’s policy (and mine) for all suspected violations to be referred to the **Office of Community Standards (formerly, the Office of Student Conduct and Conflict Resolution)** for investigation and disposition (see the **Handbook of Operating Procedures**). Cheating, plagiarism and collusion in dishonest activities are serious acts which erode the university’s purpose and integrity and cheapen the learning experience for us all. Don’t resubmit work completed for other classes without specific acknowledgment and permission from me. It is expected that work you submit represents your own effort (or your own group’s effort, if it is a group project), will not involve copying from or accessing unauthorized resources or people (e.g., from a previous year’s class). You must cite references that you do consult, using **APA style** with complete citations even for websites and people you consult. **For material on academic integrity, see our textbook (Chapter 1 and Appendix B) and the module in our Bb course shell.**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. **Cheating** may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. **Plagiarism** occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. (Some of your coursework and assessments may submitted to plagiarism-detecting software such as SafeAssign. (SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.) **Collusion** involves collaborating with another person to commit any academically dishonest act.

For Group Work: Within a group, members are allowed to divide up subsets of the project for which individuals will take the initial responsibility for coordinating efforts, but it is expected that by the time a group turns in a writeup that all members have read, discussed, contributed to, and understand everything that is being turned in. Group members may not share or discuss parts of written work with members of other groups.

Chat GPT and other AI platforms

Artificial Intelligence (AI) has become more easily accessible recently. We recognize there are useful functions of this technology and encourage you to use it ethically and responsibly for your academic endeavors. For example, it is fine to use AI to generate

practice problems or examples to help you learn a concept (but be cautious assuming everything you get is correct – sometimes it isn't!). However, it would be inappropriate and academically dishonest to submit work (such as an exam question or entire sections of a research paper) to be graded that was written or assisted by an AI program (e.g. ChatGPT). Just like the other tools you have available to help you through this course, you'll need to consider when and how to use them to help you meet your learning goals. If you are in doubt, please consult the instructor or any guidance UTEP may issue.

Civility Statement: We should all strive to follow basic standards of courtesy. Our comments in discussion forums should focus constructively and respectfully on the intellectual merit of a position, *not* critiquing the person expressing it. Finally, know that free speech has limits and that the *UTEP Handbook of Operating Procedures* prohibits communication that is harassing, disruptive, or that incites imminent violations of law. Violations may be referred to the **Office of Community Standards** or Campus Police.

NETIQUETTE

Follow **UTEP netiquette guidelines**. As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these **netiquette** (network etiquette) guidelines in mind. Violations may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor. You can critique someone's statement while respecting, not attacking, the person who made the statement. No harassment or inappropriate (e.g., profane, hateful, racist, sexist, etc.) postings will be tolerated and sustained/deliberate violations will be referred to the **Office of Community Standards (formerly, OSCCR)** if necessary.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Student Accommodations Statement: The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with

sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University.

If you have or believe you have a disability requiring accommodations, you may wish to self-identify by contacting the **Center for Accommodations and Support Services** (CASS; 747-5148; East Union Building 106; cass@utep.edu) to show documentation or register for testing and services. CASS will ask you to discuss needed accommodations with me within the first 2 weeks of the semester or as soon as disability is known, and at least 5 working days before an exam. Be aware that CASS does not allow accommodations to be offered retroactively, so, for example, if you believe you qualify for an accommodation for extra time on an exam or assignments, you should make sure you contact CASS with enough time before that exam/assignment, not afterwards. At the start of a term, CASS sometimes has had processing delays, and you are responsible to contact (and follow up with) CASS promptly so that I receive the CASS accommodation letter as soon as possible. CASS provides note taking, sign language, interpreter, reader and/or scribe services, priority registration, adaptive technology, diagnostic testing for learning disabilities, assistance with learning strategies/tutoring, alternative testing location and format, and advocacy. Depending on the specifics of your accommodations, I may need to email you to set up a live conversation with you about the best approach, so please be responsive. In summer 2020, **CASS** launched the online portal AIM (Accessible Information Management) that allows students to access or request services online 24/7.

Military Statement: Thank you for your service. If you anticipate the possibility of missing large parts of class due to military service, please give me an email with appropriate information/documentation, and I will be happy to work with you.

Catalog Description: Quantitative Research in Mathematics Education is an introductory course on the fundamentals of descriptive and inferential statistics including: sampling, regression, multiple regression, chi-square, analysis of variance, psychometrics, and the appropriate use of technology. Additional topics are selected from: analysis of covariance, logistic regression, factor analysis, and nonparametric statistics. Emphasis is on practical usage and the conceptual understanding of data analysis and experimental designs that are commonly used in the research literature for the specific context of mathematics education or statistics education.

Professionalism Statement: Beyond the previously-mentioned Civility Statement, students in this course are expected to exhibit professionalism that goes beyond avoiding negative behaviors. This includes making a good faith effort in preparation for and participation in individual and collaborative class activities. This also includes supporting a classroom culture respecting “incorrect answers” as usually correct answers to a different question or valuable opportunities to address an important distinction or common misconception. (*Fun Fact:* “mistakes” led to inventing sticky notes, penicillin, and rubber tires!) Also, be open to local opportunities for professional growth or service. For example, teachers may consider encouraging K-12 students to enter an **ASA Project**

or Poster (due April 1) or joining (at cheaper student rates!) professional organizations on the state (**TCTM**) or national (**ASA, NCTM, TODOS**, etc.) levels. You can also get a further taste of student research by attending events on campus such as the COURI symposium or Graduate Student EXPO.

COVID-19 Precautions

To reduce the spread of COVID-19, any person who is sick, feels ill, or experience symptoms consistent with COVID-19 should get tested. Anyone testing positive should follow current CDC guidelines on self-isolation, masking, and follow-up testing. While reporting test results to UTEP is no longer required, if you report results to COVIDAction@utep.edu, a UTEP Environmental Health and Safety representative can be in contact and offer additional guidance and instructions.

Other contagious potentially dangerous health conditions should also be handled in a way that is respectful of the health of other people. Please contact me immediately if you have major illness during the semester so that we can work together to formulate a strategy to help you maintain or resume progress as soon as you are physically able.

Confidentiality: UTEP policy requires that inquiries about confidential information such as grades cannot be done over the telephone, but can be from your miners.utep.edu account or within Blackboard Messages and accompanied by your 800 number. If the question happens during a virtual office hour where others are present, the instructor can bring you into a private virtual “breakout room” where no one else can hear. Grade information will be posted in our Bb course shell.

Any recording of class meetings is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP’s acceptable-use policy. Any recording of class sessions will be kept and stored by UTEP in accordance with FERPA and UTEP policies. Your instructor will not share any recordings of class activities outside those allowed to attend and you, in turn, may not post or share any recordings outside of this course and doing so may result in disciplinary action.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Other Resources: For those who may be helped by consulting statistics books for additional mathematical theory, conceptual intuition, or real-world connections, go to the UTEP library circulation desk and ask them to look under “MATH/MATM 5364” or “STAT 1380” or “Lesser”). I compiled some **statistics education resources** that not only can help your own understanding in this course, but also offer further context and connections with some topics. In the Library, free walk-in math tutoring (Library 218; 747-5366) is available for some concepts of this course as well as free help with writing papers (Library 227; 747-5112, **Writing Center**). Here are some **general study tips** and the **Student Success Help Desk**.

Student Support: While my training is limited to academic resources, I want anyone who feels overwhelming stress/crisis/need to know about these broader resources:

TECHNOLOGY: **resources for learning even from home** include equipment checkout, mobile hotspots, smartphone use, OneDrive, Minitab statistics software, Microsoft Office (including Excel and PowerPoint), VPN (to access Library materials). **UTEP's Technology Support Help Desk** continues to offer you technical support at you can **test your Internet connection** from your location and make sure your upload and download speeds are at least 1-2 Mbps.

WELLNESS:

- UTEP **counseling center**, 202 Union West, (915) 747-5302
- **Student Health and Wellness Center**, 100 Union East, (915) 747-5624
- El Paso's 24-hour Mental Health Crisis Line (915) 779-1800
- National Suicide Prevention Hotline or Veterans Crisis Line 1-800-273-8255
- NAMI (National Alliance Against Mental Illness) of El Paso (915) 534-5478