# 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, grading resources, department/UTEP policies, regulations (ADA, FERPA), severe weather or epidemiological conditions, etc.

Course Number: MATM 5364-001 29353
Course Title: Quantitative Research in Mathematics Education
Credit Hours: 3
Term: Spring 2022
Prerequisite: none
Course Fee: none

Course Meetings & Location: this is a hybrid class with the default being 5-6:20pm in-person meetings on Tuesdays in **UGLC 234** (a computer lab classroom which has a strict policy of allowing no food and no drinks except water) and 5-6:20pm online meetings on Thursdays (in **Zoom**); within what UTEP allows, the instructor may make modifications based on pedagogical affordances, student preferences, and compliance with HOOP policies **IX. 1.11 and 1.12**

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

See background on my **faculty homepage** (or my **personal homepage**) or 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; if I'm at a personal number when I call you back, the number may be blocked from showing up on your Caller ID, so you would have to be prepared to accept that call on your phone.

Electronic Communication with Instructor: to keep communications related to our course gathered in one place, I prefer that you contact me through the Course 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 Course Messages daily, but generally check email even more often) you may 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, the number may be blocked from showing up on your Caller ID, so you would have to be prepared to accept that call on your phone.

## Homepage: **my individual faculty 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 Course Messages or email is much better than faxing

**Emergency Contact**: (915) 747-5761 is the math department (which is open during business hours); if someone needs to reach us in an emergency when we are in the UGLC 234 classroom, they should try 747-0067 (which I believe is the phone at the instructor podium) or 747-8743 (the help desk just outside our classroom).

## 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. Office hour conversations are available using telephone or **Zoom** for several advantages: privacy (e.g., if grades are discussed in a virtual room, no one overhears in a hallway), capacity (when more people have the same question than could reasonably fit in my office), safety (following the spirit of "Miners Take Care of Miners" and HOOP policies **IX. 1.11 and 1.12**), flexibility (e.g., to accommodate everyone's busy work schedules by meetings outside normal business hours as needed), and convenience (since it's easy to pull up and display material with a better view than would be possible in-person with social distancing). A default scheduled office hour time will be the hour before online class meetings, and if you know you'll be dropping in, a heads up is appreciated so I can make sure my Zoom window is not covered up by, say, a window for responding to a student's email. 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. We can also arrange outdoor in-person conversations (e.g., before or after Tuesday's class).

## Textbook(s), Materials:

**Required textbook:** Kathrynn A. Adams & Eva K. Lawrence (2019). ***Research methods, statistics, and applications*** (2nd ed.). Sage Publications (ISBN 978-1-5063-5045-5). The textbook has a **supporting website**: **https://edge.sagepb.com/adams2e**

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: Your physical calculator that is not connected to the Internet will be allowed on all activities and assessments, but you still must be prepared to show enough work so I can follow your process. A simplified example is that when finding the mean of {3, 4, 5, 5, 8}, don't just say "5", but write out (3 + 4 + 5 + 5 + 8) / 5 = 5. I will sometimes demonstrate things with 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

Because this course is hybrid, some course content is delivered via the Internet through the Blackboard learning management system 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 online meetings, 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, and privacy concerns can usually be handled by using a virtual background (e.g., blur). Plus, if we are wearing masks in person, this may be a wonderful chance to see each other's full faces. That said, if you still have a major issue with having your camera on, you may choose to keep it off.

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 help**:** 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 Course Messages tool in Blackboard.

Announcements: Check the Blackboard announcements daily for any updates, deadlines, or other important messages. (Another option is that by checking 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, Course 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 have the chance to gain background 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. Feb. 2
Exam 1 on chapters 1-7: March 10
Pi Day: March 14 (not part of our course, but here's a **webpage** to celebrate the day)
Deadline to Drop with a "W": Friday April 1 (College of Science won't approve drop requests after this except for withdrawal of all courses)
Project due May 3 via Blackboard Assignments:

End-of-Course Evaluations by students during expected window of April 25-May 8
Exam 2: May 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 will want to take into account
Course grades: submitted by instructor to registrar (and posted in Blackboard) by May 18

| **Module/chapter #: topic(s)** | **Deadline for associated assessments** |
|---|---|
| 1: the research process;<br>2: literature review | |
| 3: reliability and validity | |
| 4: description, measurement, and sampling | |
| 5: descriptive statistics<br>IRB training certificate | |
| 6: inferential statistics | |
| 7: examining one variable at a time | |
| Exam 1 (chapters 1-7) | on March 10, 5-6:20pm (online) |
| 8: correlational design | |
| 9: causality; experimental design | |
| 10: independent-groups designs | |
| 11: dependent-groups designs | |
| 12: factorial designs<br>13: nonparametric statistics | |
| 14: case studies and single N designs<br>15: choosing design and analysis | |
| Project due | May 3, 5pm |
| End-of-course evals<br>(extra-credit based on response rate) | April 25- May 8 |
| Exam 2 (focus on material after Exam 1) | on May 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 March 10 on chapters 1-7
* Exam 2: 20%, currently scheduled for May 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 (15%): Each is all-or-nothing. To get credit, the post needs to be a sincere, constructive, thoughtful, specific post relevant to the question and submitted by the deadline.
* CITI IRB Training (5%): 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% = 5 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:

For a makeup exam to be possible, you must take the initiative to send me a Course Message, email, or voicemail (747-6845) within 24 hours (or the earliest medically possible opportunity) that tells me: (1) why missing the scheduled class exam window was unavoidable or unforeseen (even if it takes another few days to relay to me written documentation such as a letter from a employer/athletic/military supervisor, doctor's note, jury summons, etc.), and (2) specifically states the soonest you are able to take a makeup exam. Also, out of considerations of fairness and logistics, if an assignment is turned in late without solid justification, it is subject to a significant grade penalty (commensurate with how late it is) if it is accepted at all.

If you have a major situation that could impact an exam or multiple smaller items, let me know in a timely manner (in advance, if possible, but no later than 24 hours after a deadline) and 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's note, jury summons, a note from an employer/athletic/military supervisor, etc.).

## 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 Course 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 Student Conduct and Conflict Resolution** (OSCCR) 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 a plagiarism-detecting software such as SafeAssign. SafeAssign is used 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.

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 Student Conduct and Conflict Resolution** 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 Student Conduct and Conflict Resolution** 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: Give me an email or written documentation as soon as possible if you anticipate the possibility of missing large parts of class due to military service.

## COVID-19 PRECAUTIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let your AI/TA know as soon as possible to work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to **covidaction@utep.edu**, so that the Dean of Students Office can support you and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear facemasks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area and may be available on campus. For more information about the current rates, testing, and vaccinations, please visit **El Paso Strong**.

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.

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 Course 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: lots of great **resources for learning from home**, including equipment checkout, mobile hotspots, smartphone use, OneDrive, Minitab statistics software,

Microsoft Office (including Excel and PowerPoint), VPN (to access Library materials). **UTEP HelpDesk** 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.

FINANCES: If you need assistance with tuition, books, technology, or even food and housing, there are many resources available, including: **UTEP Cares**, **Dean of Students Emergency Aid**, **Student Emergency Fund** (yes, I have donated to this), and the **Student Success HelpDesk**.

HEALTH: UTEP **counseling center**, **Student Health and Wellness Center**,
El Paso coronavirus hotline 212-6843, **El Paso COVID-19 information**,
El Paso's 24-hour Mental Health Crisis Line 779-1800,
National Suicide Prevention Hotline or Veterans Crisis Line 1-800-273-8255,
NAMI (National Alliance Against Mental Illness) of El Paso 534-5478, **CDC Self Care**, and **CDC mental health resources**.