Instructor: Dr. Carmen Tejeda-Delgado
Office: Faculty Center #245
Office Phone: 361.825.2860; Cell phone: 361.728.5840
Email: Carmen.tejeda-delgado@tamucc.edu (for the purposes of this course, we will ONLY e-mail one another via Blackboard Messages in our Blackboard course shell)

Office Hours: Mondays & Wednesdays: 9a.m. – 12p.m. @ TAMU-CC FC 245
Virtual/Online: (*SKYPE will need to be downloaded by each student onto personal computer, tablet, phone or other smart electronic) (via Blackboard & *Skype – use my cell number and name to SKYPE (361.728.5840 or search “Carmen Delgado”))
Fridays: By appointment only

Class Meeting: This class is 100% online.

Program Assistant: Mari Gonzalez 361-825-5581
**Please remember that I am at Montclair Elementary School for my field-based course, EDCI 4608, on Tuesdays and Thursdays from 7:00a.m. – 3:30p.m. If you can’t meet during my official office hours, please contact me for an appointment. Text or E-mail is probably the best way to contact me, but feel free to call me and leave a message, or send me a text. I may ask that you send me an e-mail if I feel it is something we may handle better via e-mail rather than text, but text me first.

Course Description:

A course emphasizing the finding, interpreting, and use of research to achieve a stated educational goal for each individual student. Concepts of tests and measurements will be emphasized for interpreting research results and gathering data for applied research. Students will develop and execute an applied inquiry project. Enrollment limited to graduate students seeking initial teacher certification. Prerequisite: Successful completion of required courses in the specialization area and instructional methodology. Beginning with Fall 2010, this course will only be offered in the fall and spring semesters.

Required Reading:

- Assigned readings where appropriate

Recommended Reading:
Pan, M. L. (2007) Preparing Literature Reviews: Qualitative and Quantitative Approaches (Third
Tejeda-Delgado, C., EDUC 5358 SYLLABUS SPRING 2014

Additional Resources:

http://ritter.tea.state.tx.us/perfreport/acis/index.html  AEIS accountability system for getting information about schools, districts, groups, etc.
http://citationmachine.net/ - Takes discreet information regarding references and puts it into the appropriate citation format, e.g., APA, MLA, etc
http://webapps.calvin.edu/knightcite - Takes discreet information regarding references and puts it into the appropriate citation format, e.g., APA, MLA, etc.; however, it only works on a PC.

Course Objectives:

As part of this course, the student will:
1. Recognize salient issues to be addressed in the classroom to improve curriculum, instruction, and/or assessment.
2. Examine, select and utilize appropriate resources, materials, and data collection instruments to implement inquiry projects;
3. Evaluate literature and references to substantiate the applied inquiry project;
4. Apply basic descriptive statistical concepts and procedures;
5. Apply concepts of tests and measurements to the classroom environment; and
6. Justify and defend the research questions and design.

Course Requirements:

The student will be expected to:
1. Log into class DAILY;
2. Read weekly announcements which may include, but not be limited to necessary modifications, important information, etc.
3. Participate in class discussions via discussion board responses;
4. Be responsible for any information and materials missed when absent;
5. Complete and submit readings and assignments as assigned (typed format);
6. Complete an Institutional Review Board application;
7. Review and synthesize research articles;
8. Work, in pairs, to develop and implement an applied inquiry project for a classroom or other education project.
9. Submit a video presenting the inquiry project.

Course Assignments: See Appendix 1

Course Evaluation Summary:  

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 points</td>
<td>Sub-Topic Literature Review</td>
<td>282 – 312 = A</td>
</tr>
<tr>
<td>30 points</td>
<td>Statistics Exam</td>
<td>251 – 281 = B</td>
</tr>
<tr>
<td>130 points</td>
<td>Inquiry Project</td>
<td>220 – 250 = C</td>
</tr>
<tr>
<td>30 points</td>
<td>Inquiry Project Pres.</td>
<td>189 – 219 = D</td>
</tr>
<tr>
<td>72 points</td>
<td>Reading Responses</td>
<td>&lt;189 = F</td>
</tr>
<tr>
<td>15 points</td>
<td>IRB application form</td>
<td></td>
</tr>
<tr>
<td>312 points</td>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
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**Special Notes:**

- All assignments should be submitted at a graduate-level standard of excellence.
- Please type all assignments, using **American Psychology Association (APA) 6th Edition format/style**. The following helpful instructions are only a few elements of APA 6th Edition format/style. You are responsible for adhering to the APA 6th Edition format.
  - 1-inch-margins top, bottom, left, and right.
  - Times New Roman, 12-pt font
  - Double space lines of text, with 0 spaces before and after lines
  - Indent all paragraphs.
  - Flush-length style, right margin uneven/ragged
  - Do not divide words at the end of a line.
  - Use hanging indent for the references
  - [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx) (This is a link to free online tutorial from APA)
- **Points will be deducted** for misspelled words, errors in mechanics, errors in paragraph formation, etc.
- Additional assignments may be required if they will benefit the course objectives.
- Assignments and due dates may be modified at the discretion of the instructor if they will benefit/enhance the outcomes of the course and/or the student learning outcomes
- Students will be required to attend the Writing Center (CASA) prior to submitting written assignments. A receipt of submission to CASA must be included at the bottom of the written assignment. Failure to do so will result in the lowering of the final grade by one letter grade. Students who already know that they have issues with writing are **encouraged** to enroll in ENGL 5376.210
- Designated assignments to be submitted to SafeAssign or Turnitin that are not submitted in time will **NOT** be considered for a grade.

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED**

**NO INCOMPLETE GRADES WILL BE GIVEN**

**Class Attendance Policy:**

As a graduate student completing the capstone course towards your master’s degree, your presence in class is critical to your success, as well as the success of your peers. Your active participation requires that you **sign in to our class daily (A-synchronized)**. Students must be prepared by having adequately read assignments in enough depth to actively contribute to class discussions. You are personally responsible for **all** material required for this class, even when you miss an announcement or information for not signing in daily. You will need to make your own arrangements for information that may have been conveyed on a day that you were unable to sign in. Lecture notes can be found on BB9.

**COURSE BIBLIOGRAPHY****


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**** Sources that are highlighted in yellow are “On Reserve” at Bell Library.

***Also used in this course will be journals in the various disciplines that report on research in education, e.g., Journal of Research in Science Teaching, School Science and Mathematics.
I. University Policies
   A. Student Affairs
      1. Home Page: http://falcon.tamucc.edu/~students/
      3. Online Catalog: http://catalog.tamucc.edu/
      4. E-mail Account
         a) Per University policy, I will be using your Islander e-mail account to contact you, so if it is not your primary e-mail account, please have your Islander and BlackBoard e-mail accounts forwarded to your preferred e-mail account.
         b) http://sail.tamucc.edu/PDF/Islander_email.pdf

II. Disability Services
   A. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101. The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.
   B. http://disabilityservices.tamucc.edu

III. Academic Honesty
   A. University students are expected to conduct themselves in accordance with the highest standards of academic honesty.
   B. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

IV. Classroom Conduct
   A. Students and faculty each have responsibility for maintaining an appropriate learning environment.
   B. Faculty have the professional responsibility to treat students with understanding, Dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.
   C. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions.
   D. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

V. Statement of Civility
   A. Texas A&M University-Corpus Christi has a diverse student population. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government.
   B. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability.
   C. Behaviors that infringe on the rights of another individual will not be tolerated.
   D. http://studentaffairs.tamucc.edu/handbook.html Student Code of Conduct
Tentative Course Schedule (Subject to Change)

While information and assurances are provided in this course syllabus and calendar, it should be understood that various events could necessitate changes. The professor will inform students of any changes to the syllabus and calendar.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 22</td>
<td>● Housekeeping/Introductions via Student Lounge/Course Overview-syllabus</td>
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<tr>
<td></td>
<td></td>
<td>● Review the Textbook &amp; Assignments</td>
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<tr>
<td></td>
<td></td>
<td>● Review BB9 access</td>
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<tr>
<td></td>
<td></td>
<td>● Review sample final projects</td>
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<td></td>
<td></td>
<td>● 5:45p.m. Library, 2nd Floor Computer Lab  L.I.C. II – Denise Landry-Hyde, Read pp. 166-169 (tentative)</td>
</tr>
<tr>
<td>2</td>
<td>Jan 27</td>
<td>● <strong>DUE:</strong> 2-3 sentence observation, Chapter 1 &amp; Chapter 7 Reading Responses</td>
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<tr>
<td></td>
<td></td>
<td>● Sharing insights from well-remembered events –Questions raised and observations</td>
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<tr>
<td></td>
<td></td>
<td>● Chapter 1 – What is teacher research and where do I start?</td>
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<td></td>
<td></td>
<td>● Chapter 7: How do I pull it all together?</td>
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<td></td>
<td>● Review Article 7 handout</td>
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<tr>
<td>3</td>
<td>Feb 3</td>
<td>● <strong>DUE:</strong> Chapter 2 Reading Response</td>
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<td>● Chapter 2 – How do I frame my questions?</td>
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<tr>
<td>4</td>
<td>Feb 10</td>
<td>● <strong>DUE:</strong> Chapter 3 Reading Response; Research Questions</td>
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<td></td>
<td></td>
<td>● Chapter 2 - Continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Chapter 3: What will my research design look like?</td>
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<tr>
<td>5</td>
<td>Feb 17</td>
<td>● <strong>DUE:</strong> SubTopic Lit Review – submit to SafeAssign &amp; hard copy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● <strong>DUE:</strong> Chapter 4 Reading Response &amp; Research Design</td>
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<td></td>
<td></td>
<td>● Chapter 4: How do I collect my data?</td>
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<tr>
<td>6</td>
<td>Feb 24</td>
<td>● <strong>DUE:</strong> Data collection instruments developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Chapter 4: How do I collect my data? (Continued)</td>
</tr>
<tr>
<td>7</td>
<td>Mar. 3</td>
<td>● <strong>DUE:</strong> Research Design, First Draft of Web &amp; Outline &amp; Data Collection Instruments</td>
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<td></td>
<td></td>
<td>● Descriptive Statistics 1-3 (Answer questions at end of chapter - Bring calculator)</td>
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<td></td>
<td></td>
<td>● Problem Sets 1 &amp; 2</td>
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<tr>
<td>8</td>
<td>Mar. 10</td>
<td>● Descriptive Statistics 4 – 6 SPRING BREAK</td>
</tr>
<tr>
<td>9</td>
<td>Mar 17</td>
<td>● Statistics Exam</td>
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<tr>
<td></td>
<td></td>
<td>● Group Work</td>
</tr>
<tr>
<td>10</td>
<td>Mar 24</td>
<td>● Group Work</td>
</tr>
<tr>
<td>11</td>
<td>Mar. 31</td>
<td>● <strong>DUE:</strong> Chapter 5 Reading Response &amp; Data collected to date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Chapter 5: How do I analyze my data?</td>
</tr>
<tr>
<td>12</td>
<td>Apr 7</td>
<td>● Computer Time to complete IRB</td>
</tr>
<tr>
<td>13</td>
<td>Apr 14</td>
<td>● <strong>DUE:</strong> IRB FORM</td>
</tr>
<tr>
<td>14</td>
<td>Apr 21</td>
<td>● <strong>DUE:</strong> Rough Draft of completed project – Critical Friend Time**</td>
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<tr>
<td>15</td>
<td>Apr 28</td>
<td>● <strong>DUE:</strong> Final Projects – Submit to SafeAssign or Turnitin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● <strong>DUE:</strong> Celebration/Inquiry projects presentation—AERA style (CASA receipt required)</td>
</tr>
<tr>
<td>16</td>
<td>May 5</td>
<td>● <strong>DUE:</strong> Celebration/Inquiry projects presentation Videos—AERA style</td>
</tr>
</tbody>
</table>

**If you are working in a team, EACH of you provide a video so you can pair up with someone.**

**Option:** Depending on the number of projects to be presented, the final due date for projects may be adjusted.
REFOCUSING OUR LENSES

As you go about the business of life, take time to examine and reflect on your everyday sights, sounds, and feelings. Try on your “empathy shoes” and look at things through the eyes of others, e.g., children, senior citizens, animals. As the teachers did in pages 9 – 12 in the Hubbard and Power text, generate at least one 2-3 sentence observation about something you have seen everyday but with this new lens you now have a different perspective on. DO NOT focus on school related events. You will post your observations on the Discussion Board on BB9, and along with your peers’ statements, the class will generate its own narrative of What We Have Observed.

READING RESPONSE

For each chapter assigned in the Hubbard and Power text, you will generate a one-page, single-spaced typed reading response and submit it on Blackboard under the appropriate Discussion Board Thread (no attachments; therefore, please type it up in a word or otherwise document and copy your final version into the BB discussion thread in order to avoid accidental deletions, etc. that may occur when working directly in the BB shell)These responses will be shared and read by your group members and serve as the basis for your small group discussions of the readings, as well as our whole group Socratic Dialogue. See the Reading Response Guide Sheet for suggestions on writing your Reading Responses. Please use the Reading Response Rubric as your guide and submit it (with your own self rating) as page 2 along with the Reading Response. This is essentially a reflection of your reaction to the readings. The key words are reflection/reaction – ABSOLUTELY no summary as all your peers will have already read what you are writing about. If the response is submitted after the due date or after the discussion, 0 points will be earned. Reading responses MUST be submitted by 5 p.m. on the Monday preceding class meeting in order to be considered for grading and to give your peers sufficient time to have read prior to class and responded as necessary.

SUB-TOPIC LITERATURE REVIEW

For each one of the subcategories of research questions, find relevant refereed journal articles and synthesize the information into a well-written, cohesive, and succinct review of the literature. To be graded and receive credit for this assignment, an electronic copy MUST be submitted to “SafeAssign or Turnitin on BlackBoard 9” as well as a hardcopy to your instructor on the designated day by the beginning of the class period. Along with the hardcopy, be sure to submit your research design and the completed rubric attached as the last page of the paper. You should make use of the Writing Center (CASA) as appropriate and each other as critical friends PRIOR to turning in your assignment.

NOTE: Paper must be error free to receive full credit.

Summaries of articles taken from non-refereed journals will need to be redone and the maximum number of points that can be earned will be 15.

Completed rubrics MUST be submitted with each assignment
INQUIRY PROJECT
This assignment is the major portion of your grade. You must be able to demonstrate that you have the skills to design an inquiry project, conduct a literature review that undergirds the essence of the study, frame research questions appropriately, develop data collection instruments that relate to the research questions, triangulate the data to answer the questions with integrity, and discuss and relate findings to the review of the literature. Team members MUST work collaboratively. It is HIGHLY recommended that team members meet in person to ensure all aspects of the assignment are being met. Individual team members can take the lead on parts of the assignment BUT all team members must contribute equally; failure to do so will result in 50% reduction of the final project grade. The following components will be graded according to a rubric. You MUST submit to SafeAssign or Turnitin (professor will inform) on the due date, as well as a hardcopy, if you wish to have your paper scored and considered for a course grade. Failure to do so will result in failing the course. Additionally, the final product submitted MUST be signed by the team members indicating they have contributed equally to the project, have read the entire document, and approve what is being submitted. In addition, a receipt from CASA is also required along with the paper submission.

The final product will include:

   A. Title + required text
   B. Author’s Name (Byline) and Institutional Affiliation
   C. Author Note

II. Abstract (APA, 2010, pp. 25-27)

III. Table of Contents

IV. Graphic Organizer

V. List of Tables and Figures

VI. List of Appendices

   A. Introduce the problem.
   B. Significance of the study. Explore the background and why it deserves examination.
   C. State the primary research question and the related subtopics

VIII. Review of the literature
   A. Cohesive, integrated, well-written synthesis of the literature that undergirds the study.
   B. Cite a minimum of 15 sources from refereed journals
   C. Use a consistent style of citation--APA

IX. Methodology [APA, 2010, p. 29-32; Must be explicit and comprehensive enough that procedures are clear and replicable]
   A. Describe the Research Design (reference Research Design in Appendix)
   B. Describe the Participants and the procedures for human subject protection
   C. Describe the research interventions (training, materials, program implementation, etc.) (APA 2010, pp. 31-32)
   D. Describe the data collection activities – a minimum of three (one from each category)
   E. Describe the data analysis procedures, use of statistics, coding, etc.

   A. Describe/summarize what your specific findings/results were for the study.
   B. Use tables and figures, as appropriate
   C. Triangulate the data and relate findings to the literature review.
XI. **Discussion** (APA, 2010, pp. 35-36).
   A. Relate findings back to research questions. Address the Significance of the Study:
      1. What implications will this study have for you in your teaching, or for the school, or the profession at large?
      2. Applications: “How the findings can be applied in practice”
   B. Limitations: What were the limitations of your study?

XII. **References** (APA, 2010, p. 37; pp. 193-224). You will have a minimum of 15 references.

XIII. **Appendices** (APA, 2010, p. 39)

XIV. **Mechanics**

XV. **Overall presentation**

**INQUIRY PROJECT PRESENTATION**

Team members will present their inquiry topics in a manner similar to that used for the American Educational Research Association Annual Meeting. Each presenter will professionally present their study (this means that individuals are required to dress professionally for their final presentation). Each presentation will include technology, 3 sets of handouts (power point-3 slides/page), and discussion.

Using Power Point, (as if you were presenting at a formal conference):
1. Contextualize your study (why is it important to you)
2. Share the gist of the study
3. Share the methodology (who, what, when, where)
4. Share the findings
5. Share the significance
6. Share the limitations (what would have worked better, what would you do differently next time, what limited the findings in your study)
7. Be prepared to answer questions.

**INSTITUTIONAL REVIEW BOARD (IRB) FORM**

*The research project for this course is for a course grade, only. Data and results are used for learning assessment in this course according to the established grading criteria and data and results are not to be used for any other purpose. Data and results may not be used for any other purpose outside of this course.*

**Concerns**

Anytime research is being conducted there are ethical concerns, often legal concerns too, that must be addressed. With regard to courses/programs that have a student research component to them, two major concerns are raised:

1. Research bias: Conducting research on one’s students (subordinates or other relationally close subjects) may lead to results that are biased, therefore, how useful or accurate are the data?
2. Coercion: This is the greater issue. Because research may be done on one’s own students, etc., there is no opportunity for them to opt out. There is no opportunity for parents/guardians to have the children opt out.

**Coursework Research**

In short, from the TAMU-CC perspective, TAMU-CC students are permitted to conduct research on their own students, or in their own classrooms, or in their own school districts or designated educational area. They do not have to be CITI certified through CITI training and they do not have to submit an IRB protocol for prior approval to conduct a course/program assigned research project. The following conditions must be present to do so:

1. The project must be a requirement of a course/program;
2. The project must be for a course/project grade, such as A through F, or Pass/Fail;
3. The actual research is an activity conducted under established or regularly accepted educational settings, such as, but not limited to instruction, techniques, curricula, classroom management.

**Results**

Results from a TAMU-CC students’ research as part of a course/program requirement can be used only for the following:

1. The results may be used for the course/program grade;
2. The results may be used for a course/program presentation as part of the require of the course/program grade;
3. Assessment of the course/program research project may be conducted by a faculty team as part of assignment, course/program, and/or degree quality;
4. The research results may not be used for another purpose other than course/program grade, such as publication(s), formal or informal presentations, any public venue outside the classroom intent of the assignment in which the data were obtained as part of the course/program grade.
5. Once the data are collected, TAMU-CC students and faculty may not request that the data be used for research publication(s), presentations, or other venues after the data were collected for a course/program grade.

One way to look at the assignment is through FERPA—only those who have a need to know may be included in the distribution of the results.

**Further Use of Data and Results (System Repository)**

Departments may choose to warehouse students’ research data and use it for publication, presentations, or other venues. The following conditions must apply though:

1. Data must be de-identified;
2. Data must be stored in a protected system, such as a password protected computer;
3. To use the data for research, researchers must be CITI certified and submit an IRB protocol with TAMU-CC’s IRB office and/or other IRB offices if application (such as a school district);
4. If a student and faculty member are CITI certified and the course/program research project was previously IRB approved through the TAMU-CC IRB office and/or other IRB offices, such as through Corpus Christi ISD prior to data collection, the data can be used for further use, including publication(s), presentations, and reports.

The research conducted under the auspices of this course at Texas A&M University -- Corpus Christi, will require completion of an IRB Form BUT NOT AN APPROVAL. Protocols can be downloaded in PDF format at http://research.tamucc.edu/compliance/irb/irbForms.html. While IRB approval is NOT a requirement of this course, ALL students will be asked to:

1. complete an IRB Protocol form
2. develop a parental consent form
3. develop a consent/assent/information form (as appropriate)

The final product to be submitted to the professor (as part of the Inquiry assignment):

1. the IRB Protocol Form
2. the appropriate consent forms
3. all appendices referred to in the document including research design, data collection instruments, etc
4. the scoring rubric which will be the last page of the document.

If you have questions, PLEASE do not contact Erin Sherman, ask your professor!

ACCESSING BLACKBOARD

EDCI 5308 will be a 100% online course using the BlackBoard 9 version. This is a new version for the entire campus and, as such, I ask that you remain flexible and open to learning new technology as we work out the learning curve kinks, the system kinks and the user kinks.

To get you started, please:

1. Use your Active Directory (Computer labs/Wi-Fi) account credentials to log in to 9.1.
2. If you have not established these, or are in need of resetting them, please perform the following steps.

Step 1: Go to “newuser.tamucc.edu” and click Computer Labs and Wireless Access
Step 2: Fill in the boxes with the requested information in the required format
Step 3: Click Submit
Step 4: You will see your user id and temporary password, which you should write down carefully to avoid errors.

NOTE: YOU MUST NOW WAIT 5 MINUTES FOR THE ACCOUNT TO ACTIVATE
Step 5: You will see: “Please go to https://islander.tamucc.edu/pcu
Step 6: Follow the directions to change your Computer Labs and Wireless Access password.”
Step 7: Click on the link and carefully follow the required password creation protocols.

Should you require additional assistance, please contact one of the CTS Computer Labs in CCH 201 or CI 227 or to the IOL Helpdesk at (361)825-3059.