

Texas A&M University - Central Texas

PSYC 5314 – Assessing Intelligence and Achievement

Fall 2019

INSTRUCTOR AND CONTACT INFORMATION

Instructor: M. E. Campbell, Ph.D.
Class Time: Wednesday 6:00 to 8:45 pm, WH 315
Email: michael.campbell@tamuct.edu
Office Hours: times by appointment

This course meets face-to-face, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Student-instructor interaction:

Instructor will check email Monday through Friday and reply to student emails within 48 hours. Emails received Saturday and Sunday will be addressed on Monday.

Warrior Shield:

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Texas A&M University-Central Texas Mission Statement

Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

College of Education Mission Statement

The mission of the College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in the College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

The goal of the Texas A&M University Central Texas is to develop graduate students with skills necessary to assess and diagnose learning and social disabilities in school-aged children and adolescents including the administration, interpretation and articulation of academic, social and cognitive assessment data in order to assist parents and teacher to develop appropriate and legally compliant educational environments for exceptional learners.

COURSE INFORMATION

1.0 Course Overview:

Standardized assessment of the cognitive skills and achievement of students referred for, or currently receiving special education services, including test administration, analysis and reporting of scores and program planning.

2.0 Course Objectives related to student's acquisition of skills:

Students will demonstrate their understanding of the following basic premises related to competence as an educational diagnostician or licensed specialist in school psychology:

1. Understand formal and informal academic assessment as part of the diagnosis and placement of students with disabilities in special or general education classrooms.
2. Accurately administer and score all tests presented in this course.
3. Competently interpret the results of all assessment methods presented in this course.
4. Compose accurate reports regarding the findings of assessments in a professional manner.

2.1 Student Learning Outcomes:

Upon completion of this course the student will:

1. Further develop their understanding of the processes of learning and development and demonstrate their knowledge of the effects of disabilities on the academic learning of students through analysis of intelligence assessment data.
2. Demonstrate an understanding of learning environments that are responsive to the academic strengths and needs of learners with disabilities.
3. Select, administer and interpret standardized academic achievement assessment data in a form that is usable to classroom teachers, service providers and/or parents.
4. Articulate and demonstrate the ability to accurately assess students from diverse backgrounds through consultation with other professionals and/or use of data collection systems using formal, informal and standardized data.
5. Demonstrate an understanding of the application of academic assessment data to classroom instruction and learning environments.
6. Articulate and demonstrate the ability to work collaboratively using a team approach.
7. Articulate the role and responsibilities of an educational diagnostician in the Texas public schools including the knowledge to ensure educational excellence and equity for all learners with special needs.
8. Articulate and demonstrate knowledge of ethical practice in the assessment of students with disabilities and those suspected of having disabilities.

2.2 Student learning outcomes related to technology:

Standard I: Teachers use technology related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard IV: Teachers communicate information in different formats and for diverse audiences.

2.3 Competency Goal Statements related to student skills and TExES competencies:

Competency 001: The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.

Competency 002: The educational diagnostician understands and applies knowledge of ethnic and cultural diversity for evaluation, planning, and instruction.

Competency 003: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Competency 004: The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.

Competency 005: The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

2.3 Competency Goal Statements related to evaluation from the *Texas State Board of Examiners of Psychologists Act and Rules*

465.16. Evaluation, Assessment, Testing, and Reports.

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(a) Scope and Purpose.

(1) Licensees clearly describe the scope and purpose of evaluation, assessment, and testing to patients before they provide these psychological services.

(2) Licensees produce reports that clearly state and accurately reflect the scope and purpose of evaluation, assessment, and testing.

(b) Reliability and Validity.

(1) Licensees verify, by signature and date, that every evaluation, assessment, test result, report, recommendation, or psychological diagnostic or evaluative statement produced is based on information and techniques sufficient to provide appropriate substantiation for its findings.

(2) Licensees administer, score, interpret or use assessment techniques or tests only if they are familiar with the reliability, validation and related standardization or outcome studies of, and proper applications and use of, the techniques they use.

(3) Licensees who administer, score, interpret or utilize psychological assessment techniques, tests or instruments do so in a manner and for purposes for which there are professional or scientific bases.

(4) Licensees do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(5) Licensees do not base decisions or recommendations on tests and measures that are obsolete or not useful for the current purpose.

(c) Limitations.

(1) Licensees include all information that provides the basis for their findings in any report in which they make findings or diagnoses about an individual.

(2) Licensees identify limits to the certainty with which diagnoses, judgments, or predictions can be made about individuals.

(3) Licensees identify various test factors and characteristics of the person being assessed that might affect their professional judgment or reduce the accuracy of their interpretations when interpreting assessment results, including automated interpretations.

(4) Licensees include any significant reservations they have about the accuracy or limitations of their interpretations or findings in any report they produce.

(5) Licensees provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When such an examination is not practical, licensees document the efforts they made to obtain such an examination and clarify the probable impact of their limited information to the reliability and validity of their conclusions.

(6) Licensees must meet any education, training, or licensure requirements established by a test publisher for the purchase or use of its test materials. It is presumed that a licensee meets any such requirements if a test publisher or other authorized vendor, sells test materials to a licensee. Any false or misleading representation by a licensee regarding the individual's qualifications will negate this presumption.

(d) Test Security and Validity. Licensees conduct testing and maintain and release test protocols and data in a secure manner that does not compromise the validity of the test.

Adopted to be effective: June 3, 1999

Amended: March 13, 2000; December 10, 2002; June 5, 2008; September 26, 2017

Required Reading and Textbook(s):

Flanagan, D. & Alfonso, V. (2017). *Essentials of WISC V Assessment*. Hoboken, New

Jersey: Wiley.

Mather, N. & Wendling, B.J. (2015). *Essentials of WJ IV Tests of Achievement*. Hoboken, New Jersey: Wiley.

Schrank, F.A., Decker, S.L., & Garruto, J.M. (2016). *Essentials of WJ IV Cognitive Abilities Assessment*. Hoboken, New Jersey: Wiley.

Other readings as assigned and supplied by professor

Recommended Textbook(s):

Flanagan, D., Ortiz S., & Alfonso, V. (2013). *Essentials of Cross-Battery Assessment –W/CD, 3rd Ed.* Hoboken, New Jersey: Wiley.

**A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. **

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

Demonstrate professionalism 100 Total Points

Students show professionalism when they: (a) attend all classes and observations on time and remain in class/observation for the duration, (b) are prepared for class discussions; (c) attend to class discussion and timelines for assignments, (d) are flexible to schedule changes; (e) respect the opinion and rights of others; (f) work collaboratively with colleagues, (g) and uphold the Code of Ethics for Educational Diagnosticians and abide by local, state, federal rules, regulations and policies.

All assignments should be turned in during the class period on the day they are due or via email on days we do not meet. Assignments turned in after such times are considered late. Points will be deducted for each day the assignment is late. Discuss special circumstances with Dr. Campbell.

Test Administration:

Goal:

Work toward mastery of test administration and scoring. You will administer the following tests during the course of the semester (subject to change):

1. Two WISC-V
2. Two WJIV COG
3. One Leiter
4. Two Woodcock Johnson IV Achievement + Oral Language
5. Two KTEA III
6. Two WIAT III
7. One adaptive measure
8. One DP III or other developmental scale
9. One WPPSI
10. One WAIS

Protocols will be turned in to the instructor. Each testing protocol will be graded for appropriate completion. Failure to submit a completed testing protocol with a copy of the signed parent permission slip will result in a reduction of your final grade in the class by one full letter grade.

Test Reporting-Assessment Comprehensive reports

1. WISC-V (100 points)
2. WJIV (100 points)

Other instruments may be used for the comprehensive reports if approved by Dr. Campbell.

Who to test?

Students must recruit testing subjects. Parents of testing subjects must sign a consent form. Consent form will be provided in class. Children should **NOT** be tested if they are receiving special education services or if it is anticipated that they will be recommended for special education services over the next two years.

Feedback to examinees?

No persons, except you and the instructor are to know the scores of any test given as part of this course. You must inform examinees that you will make **NO** recommendations for psychological, medical or educational treatment to the examinees or their parents/guardians on the basis of your evaluation. You will make these recommendations in your report to the instructor. No one outside of this class is to see your report or information contained in your report. The information you collect **is confidential** and **not to be discussed** with anyone outside this class. To help ensure confidentiality **use only first names** on all protocols and reports. Fictitious identifying information should be used on reports. You can provide general feedback to the parents **after** consulting with instructor about the results.

Serious?

Violation of any of the above directions will result in dismissal from this course.

Videos

Students are required to submit a video recording of three test administrations. Videos should be destroyed after grading to ensure confidentiality.

The videos you submit are worth **100 points** each for a total of **300 points**. Your performance on the **video** will be graded for accuracy administration and professionalism (handout with more details is forthcoming). Any **video** with a grade less than 80% may be redone for a new grade.

Midterm (50 points) and Final Exam (50 points):

Grading Criteria and Conversion

Grades will be determined by how many points are earned over the semester. The menu of evaluations and their points appears next:

Nature of Activity Point Potential

Activity	Points
Professionalism	100
Protocols (15@20 pts. Each)	300
Midterm Exam	50
Comprehensive Reports	200
Videos	300
Final Exam	50
Total	1000

Grade

Equivalent:

100-90% = A

89-80% = B

79-70% = C

69-60% = D

Less than 60% = F

Posting of Grades:

Grades will be posted on the Canvas Gradebook. Grades will be posted within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

Late work policy: 20% off the total grade for each day that the assignment is late. Nothing accepted after 5 days.

Attendance policy: Class attendance is required and crucial to your development as a student. Please email me before class if you will be absent. *There will be a grade reduction (5-point deduction to the final course grade) for each unexcused absence after the first.* Two or more **in-class lecture absences** may result in grade of "F" (at the instructor's discretion). Arriving 10 or more minutes late or leaving 10 or more minutes early is considered an absence.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return

the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[<http://tamuct.libguides.com/index>].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

COURSE CALENDAR

Week	Topics/Assigned Reading	Lab Focus	What's due today?	Notes
1 8/28	Class Intro	Introduction to Class	-	Check out test kits
2 9/4	Sattler Ch. 1 Handout provided	Role of the Evaluator	Reading/find testing subjects	
3 9/11	Essentials (A) (C) Chapters 1 and 2	WJIV Administration/Scoring		
4 9/18	Essentials (A) (C) Chapters 3 and 4 Report Writing Sattler Ch 8-Handout provided	WJIV Administration and Scoring Interpreting Scores	Video One due and Protocol 1,2 due	Video One Due Protocol 1 due
5 9/25	SB5 IQ Testing	Introduction to SB5	Report 1	Report One Due
6 10/2	Essentials on the WISC V Wechsler Tests	WISC-V Administration/Scoring	Protocol 3,4	
7 10/9	Sattler Chapters 3- 4, Essentials on the WISC V Wechsler Tests	Practice testing with WJ and WISC	Protocol 5,6 Video Two due	
8 10/16	Other Wechsler Tests/	KTEA Admin/Scoring	Midterm Exam	
9 10/23	Leiter	Leiter Admin/Scoring	Protocol 7,8	
10 10/30	Other Measures of Intelligence	WIAT Administration	Reading and Testing	
11 11/6	Other Measures of Intelligence	WAIS Administration	Protocol 9,10	
12 11/13	Cross Battery Assessment		Protocol 11,12	
13 11/20	Guest Lecturers	Adaptive Measures ABAS	Protocol 13	
14 11/27	Cross Battery Assessment Overview		Report 2 due Protocol 14	Report two Due
15 12/4	Review for Final	Scoring, Report Writing, Review	Video Three due Protocol 15	Video Three Due

16 12/11	FINAL EXAM	Final Exam	Final Exam	
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IMPORTANT UNIVERSITY DATES

August 12, 2019	Classes Begin for Minimester
August 23 2019	Classes End for Minimester
August 26, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week Classes. \$25 fee assessed for late registrants
August 26, 2019	Classes Begin for Fall Semester
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 2, 2019	Labor Day (University Closed)
September 3, 2019	Deadline to Drop First 8-Week Classes with No Record
September 11, 2019	Deadline to drop 16-Week Classes with No Record
October 4, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
October 4, 2019	Deadline for Graduation Application for Ceremony Participation
October 18, 2019	Classes End for First 8-Week Session
October 18, 2019	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 21, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 fee assessed for late registrants
October 21, 2019	Classes Begin for Second 8-Week Session
October 21, 2019	Class Schedule Published for Spring Semester
October 23, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 28, 2019	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2019	Deadline for GRE/GMAT Scores to Graduate School
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 22, 2019	Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate School for Fall Semester
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline to Clear Thesis Office for Fall Semester
December 23, 2019 - January 1, 2020	Winter Break (University Closed)
January 13, 2020	Classes Begin for Spring

Semester