

Texas A&M University-Central Texas

COUN/PSYC 5381

Assessment and Evaluation Fundamentals

Instructor and Contact Information

Instructor: Randi Gonzales, Psy.D., LSSP

Office: 318 P Warrior Hall

Phone: 254-501-5879

Email: rgonzales@tamuct.edu

Office Hours

Tuesday 3-6 PM

Thursday 12-3 PM

Online Wednesday 1-5 PM

Email for additional times or appointments

Mode of Instruction and Course Access

This is a 100% online course and uses the A&M-Central Texas Canvas Learning Management

System [<https://tamuct.instructure.com/>].

Student-instructor interaction

Email (rgonzales@tamuct.edu) is the preferred communication method. Students can expect a 48-business hour response window under normal circumstances. Students are free to book office appointments through the instructor or the department.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [<https://apps.apple.com/app/safezone/id533054756>]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g., {name}@tamuct.edu)
3. Complete your profile and accept the terms of service.

Course Overview

Assessment and Evaluation Fundamentals (3-0). Examines the nature and development of standardized tests, with emphasis on ethical standards, psychometric theory, test standards, and test construction. Selection criteria and utilization of standardized or other instruments in various environments are considered. Includes evaluations and critiques of published tests and experiential exposure to different types of psychological tests. Prerequisites: Admission to the Office of Graduate Studies.

Course Objectives (Student Learning Outcomes):

1. *Demonstrate comprehension and application of factual knowledge of terminology, classifications, methods, trends.* Students will be able to describe the history and use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; and discuss ethical and legal issues related to testing. Students will demonstrate this knowledge on weekly discussion posts and replies, journal article reviews, the construction of interview questions, and periodic exams.
2. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will write and provide external support for their perspectives on topics related to assessment, including ethical issues in testing, on assignments and respond to the perspectives of their classmates. Students will critically evaluate published journal articles. Students will survey several and critically evaluate one type of test/measure/instrument used in the field of psychological testing and assessment (Assessment Instrument Evaluation). Students will use computer applications and software (e.g., SPSS) to evaluate the reliability and validity of an instrument (Survey Questionnaire Development). Students will engage in peer review of an assessment instrument developed by peers and provide appropriate feedback supported by course content (Survey Questionnaire Development). 3. *Integrate course material to improve thinking, problem solving, and decision making.* Students will utilize course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation). Students will utilize course concepts regarding construction of a basic measurement scale to develop appropriate assessment items for an instrument and provide feedback to peers on their instruments (Survey Questionnaire Development).
3. *Demonstrate skill in expressing oneself in writing.* Using appropriate APA style, students will write responses to a variety of assignments including discussion posts and replies and journal article reviews. Students will communicate in a manner appropriate for the discipline by creating, piloting, analyzing, writing, and reporting on an original test/measure in a professional, formal presentation to the class (Survey Questionnaire Development).

Student Learning Outcomes:

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF7: Assessment)- Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, include all the following:

CACREP Standard	Activity	SLOs
Common Core for all students:		
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Evaluation of an Assessment Tool	SLO1
Historical perspectives concerning the nature and meaning of assessment and testing in counseling (IIF7a);	Evaluation of an Assessment Tool	SLO1
Basic methods of effectively preparing for and conducting initial assessment meetings (IIF7b);	Evaluation of an Assessment Tool	SLO1
Use of assessments for diagnostic and intervention planning purposes (IIF7e);	Evaluation of an Assessment Tool	SLO1
Basic concepts of standardized and non-standardized testing, norm referenced and criterion-referenced assessments, and group and individual assessments (IIF7f);	Evaluation of an Assessment Tool	SLO1
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (IIF7g);	Evaluation of an Assessment Tool	SLO1
Reliability and validity in the use of assessments (IIF7h)	Evaluation of an Assessment Tool	SLO1
Use of assessments relevant to academic/educational, career, personal, and social development (IIF7i);	Evaluation of an Assessment Tool	SLO1
Use of environmental assessments and systematic behavioral observations (IIF7j);	Survey Questionnaire	SLO2
Use of symptom checklists, and personality and psychological testing (IIF7k);	Survey Questionnaire	SLO2
Use of assessment results to diagnose developmental, behavioral, and mental disorders (IIF7l);	Evaluation of an Assessment Tool	SLO1
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (IIF7m);		
the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a);	Evaluation of an Assessment Tool	SLO1
The importance of needs assessments (IIF8c);		
Standards for Clinical Mental Health Counseling (CMHC) track:		
Identifies psychological tests and assessments specific to clinical mental health counseling (CMHC:5C1e);	Survey Questionnaire	SLO2

Required Textbooks:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (ISBN: 978-1433832178)

Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, and issues* (9th ed.). Belmont, CA: Wadsworth Cengage Learning. (ISBN: 9781337098137)

A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Competencies for TExES:**School Counselor****DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM****Competency 004 (Program Management)**

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

Knows how to apply research-based practice to improve the school guidance and counseling program.

DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

The beginning school counselor knows how to use research, technology, and other resources to facilitate continual professional growth and improve the school guidance and counseling program.

Educational Diagnostician**Standard I**

The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

Standard II

The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard V

The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Domain IV — Foundations and Professional Roles and Responsibilities

Competency 008: The educational diagnostician understands and applies knowledge of professional practices, roles, and responsibilities and the philosophical, legal, and ethical foundations of evaluation related to special education.

Domain I — Students with Disabilities

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.

Domain II — Assessment and Evaluation

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.

NASP domains 1, 3, 4, 8, & 10**Domain 1: Data-Based Decision Making**

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate

services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Knowledge and Skills Outcomes for CACREP:

Upon successful completion of the course, students will:

1. Understand historical perspectives concerning the nature and meaning of assessment (CACREP II.G.7.a). *weekly discussions, exams
2. Know basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral

observations (CACREP II.G.7.b). *weekly discussions, article reviews, interview questions, survey questionnaire, exams, assessment instrument evaluation

3. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP II.G.7.c). *weekly discussions, exams
4. Understand reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) (CACREP II.G.7.d). *weekly discussions, article reviews, exams, assessment instrument evaluation
5. Understand validity (i.e., evidence of validity, types of validity, and the

relationship between reliability and validity) (CACREP II.G.7.e). *weekly

discussions, article reviews, interview questions, survey questionnaire, exams, assessment instrument evaluation

6. Understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (CACREP II.G.7.f). *weekly discussions, interview questions, survey questionnaire, exams, assessment instrument

evaluation

7. Understand ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (CACREP II.G.7.g). *weekly discussions, exams, assessment instrument evaluation
8. Understand the importance of research in advancing the counseling profession (CACREP II.G.8.a). *weekly discussions, article reviews, exams
9. Understand statistical methods used in conducting research and program evaluation (CACREP II.G.8.c). *weekly discussion, exams

*The methods used to evaluate each Knowledge and Skill Outcome are listed after each standard.

COURSE REQUIREMENTS

Course Sequence of Instruction:

When first logging on to the course, students should review the syllabus. Thereafter, post your personal introductions. Students are expected to check the online class at least 4 times each week which is equivalent to about 8-10 hours per week to complete weekly assignments. This includes posting responses, sending/receiving emails, and navigating over the web. Be sure to **POST YOUR INITIAL RESPONSES BY NOON OF EACH FRIDAY.**

Online learning requires students to be very self-disciplined, be sure you understand, and are prepared to comply with all required class assignments and deadlines. Weekly Discussions run from Monday morning through Sunday midnight.

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments may not be submitted for credit after the due date (no late work accepted for credit).**

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.**

All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the *Publication Manual* and use online style resources provided by the American Psychological Association at www.apastyle.org

Discussions and Replies (10% of Overall Course Grade) (10 points each; 100 points total).

This weekly discussion forum is meant to provide an opportunity for students to integrate in writing the information from the course readings each week and critically discuss it with peers. Students are required to submit **ONE** posts (250 word minimum) on concepts (i.e., theories, topics, constructs) and **TWO** replies to posts made by classmates. Though the specific content in each submission will vary weekly, students should use the following grading rubric to guide their writing.

Students Post Content:

Construct (e.g., term, concept, theory) from text or discussion prompt

0 = none present

1 = construct stated but not defined

2 = construct defined but not integrated into discussion of the concept; definition of construct is disconnected from discussion of topic; student does not clearly explain how definition and example/discussion are related

3 = construct defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion.

Construct from Text Citation

0 = none present

1 = citation is provided for construct including author's name, year, and page number. If the information comes from material outside of course assignments, full citation information in APA style is required.

Critical Evaluation of Constructs (e.g., term, concept, theory)

0 = none present, or post merely restates information presented in the text or research article, or post merely includes personal agreement or disagreement with construct with no supporting rationale or evidence

1 = post includes evaluation or judgment of the information, but no justification (i.e., research evidence, logically derived conclusions from theory) to support evaluation is provided

3 = post includes evaluation or judgment of the information and justification (i.e., research evidence, logically derived conclusions from theory) to support evaluation is provided

Reply Content:

0 = no reply or reply merely states agreement with post content or indicates "good job"

1 = reply merely restates content of the original post but adds no new information 2 = reply adds new information, but the new information is not explicitly linked to the original post; reply reads as an informative but separate, disconnected contribution

3 = reply adds new information and is explicitly connected to the original post; reply reads as a continuation and extension of the initial discussion

Journal Article Reviews (15% of Overall Course Grade) (3 Assignments due worth 50 points each).

Students will read and review three journal articles from current professional journals (published 2010-2017). Each critique must address a different topic; a list will be provided. Reviews should be word processed and double-spaced in Times New Roman 12-point font and conform to all elements of APA style. Research article summaries should include the following:

- Introductory paragraph stating the purpose of the research and the variables under investigation.
- Statement of research questions/hypotheses
- Brief summary of relevant background research in the introduction section · Summary of the method section including description of participants, procedure, assessments
- Summary of results as they inform the research questions/hypotheses.
- Summary of the discussion section including conclusions and limitations · Independent critical analysis of the research
- Independent synthesis of the research with existing literature
- Reference for the research article in APA style

Interview Questions (5% of Overall Course Grade) (1 Assignment due worth 50 points).

After reviewing the article on *Principles of Interviewing*, students will construct 15 interview questions on a topic of interest. Interview questions can focus on any of these sample topics: traits of healthy families; keys to marital success; effective parent-teen communication; healthy self-esteem, etc.

Assessment Instrument Evaluation: (25% of Overall Course Grade) (1 project worth 250 points).

Students will evaluate an inventory or assessment instrument. Students will research a selected topic thoroughly and will analyze the tool/instrument and research the literature related to the selected assessment. Students must include at least six scholarly sources not included in the Journal Article Review assignment that are most pertinent to the topic that have been published within the last five years in their written research reports. Reports should be approximately 15 pages in length (not

including the title page, abstract, reference list, or any tables/figures that may be included) and must be written in APA style. Students can select an assessment tool of interest and may use the List of Psychological Tests. Areas to describe in the report include Overview of instrument.

History and construction of instrument

Theoretical foundation (if appropriate)

Reliability and validity of instrument

Client consideration

Scales and subscales

Price

Format and administration

Scoring

Interpretation of the instrument

Survey Questionnaire Development: (25% of Overall Course Grade) (1 project worth 250 points).

Students will develop a survey questionnaire (i.e., 15 to 25 items in Likert scale or true/false format) based on a construct of choice (e.g., depression, anxiety, substance abuse, self-esteem, locus of control, etc.). Students should apply information from the textbook as a guide to construct survey items. The survey will be administered to peers as a class project and analyzed using statistical analysis software (e.g., SPSS) to examine reliability and validity. A formal presentation of this assignment will be provided to the class in the discussion board as a conference style poster presentation, and classmates will provide peer review feedback on the survey. For additional resources, students may consult the Clearinghouse on Assessment and Evaluation: <http://ericac.net/ft/tamu/vpiques3.htm> Students should review the webpage *Developing an Item Bias Review Form* to ensure that questionnaires are devoid of testing bias:

<http://ericac.net/ft/tamu/biaspub2.htm>

Exams (20% of Overall Course Grade) (2 tests worth 100 points each).

Two exams (i.e., one at mid-term and one at end of semester) will consist of essay questions which will allow students the opportunity to demonstrate their knowledge and their ability to analyze information and reach defensible conclusions. Students should ensure that they answer all questions thoroughly and comprehensively. Exams must be completed independently. Exams will be available to complete in canvas. Direct all questions to the professor of the course.

Grading Criteria Rubric and Conversions:

		Points	Points	% Overall
<u>Graded Assignments</u>	<u># Due</u>	<u>Each</u>	<u>Total</u>	<u>Grade</u>
Weekly Discussion and Replies	10	10	100	10.0
Journal Article Reviews	3	50	150	15.0
Interview Questions	1	50	50	5.0
Assessment Instrument Evaluations	1	250	250	25.0
Survey Questionnaire	1	250	250	25.0
Exams	2	100	<u>200</u>	<u>20.0</u>
			1000	100%

Posting of Grades:

Grading Scale: Grades are not 'given' in this course; they are earned. Students earn grades by actively reading material, participating in course discussions, and applying subject-matter content on written projects and assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade. Weekly grades will be posted by Monday noon of each week.

Grade University Definition Percentage

A Excellent 90-100

B Good 80-89

C Fair 70-79

D Not Passing 60-69

F Failing 59 or below

Grade Posting: All students' grades will be posted in the grade book after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades on the Monday they are due and will have all grades posted by the following Monday. Students should regularly monitor their grades in the Canvas grade book, and *students should not hesitate to ask the professor about any grade or concern.*

COURSE OUTLINE AND CALENDAR**Complete Course Calendar**

Date	Content Discussions and Activities	Assignments Due
Getting Started	Establish library access from home. Resolve all computer difficulties. Introduce self Read Kaplan & Saccuzzo Ch 1 Introduction	All assignments are due by midnight of each Sunday.
Week 1 Aug 28- Sep 3	Write discussions and replies Research articles (Article Reviews & Evaluation of Assessment Tool) Read Ch 2 Norms and Basic Statistics for Testing Write discussions and replies	Discussions & Replies
Week 2 Sep 4-10	Research articles (Article Reviews & Evaluation of Assessment Tool) Read Ch 3 Correlation and Regression	Discussions & Replies
Week 3 Sep 11-17	Write discussions and replies Write article review Read Ch 4 Reliability	Discussions & Replies Article Review #1
Week 4 Sep 18-24	Write discussions and replies Research articles (Article Reviews & Evaluation of Assessment Tool) Read Ch 5 Validity	Discussions & Replies
Week 5 Sep 25-Oct 1	Write discussions and replies Write article review Read Ch 6 Writing & Evaluating Test Items Read Ch 7 Test Administration	Discussions & Replies Article Review #2
Week 6 Oct 2-8	Write discussions and replies Read Ch 8 Interviewing Techniques	Discussions & Replies
Week 7 Oct 9-15	Write discussions and replies Pilot and analyze survey questionnaire	Discussions & Replies
Week 8 Oct 16-22	Exam I (Chapters 1-8) Reach Ch 19 Test Bias	Exam I (Chapters 1-8)
Week 9 Oct 23-29	Write discussions and replies Survey questions	Discussions & Replies Survey Questionnaire
Week 10 Oct 30-Nov 5	Interview questions	Interview Questions
Week 11 Nov 6-12	Read Ch 9 Theories of intelligence & Binet scale Read Ch 10 Wechsler Intelligence Scales Write discussions and replies	Discussions & Replies
Week 12 Nov 13-19	Article Review #3	Article Review #3
Week 13 Nov 20-26	Library/Study Please use this week to study, read, and complete upcoming assignments. Read Ch 13 Applications in Clinical and Counseling Settings	
Week 14 Nov 27-Dec 3	Write discussions and replies Write article review	Discussions & Replies
Week 15 Dec 4-10	Evaluation of Assessment Tool	Evaluation of Assessment Tool
Week 16 Dec 11-15	Exam II	Exam II

Important University Dates:

Sept 4 Labor Day

Sept 13 Drop Deadline 16-week classes

Oct 27 Graduation Application Deadline for Fall Ceremony Participation

Nov 4 Deadline to drop with a Q or W

Nov 10 Veteran's Day

Nov 23-24 Thanksgiving

Dec 15 End of Semester

<https://www.tamuct.edu/registrar/academic-calendar.html>

Late work policy

All assignments are expected to be submitted by stated due dates. When this is not possible the reasons should be communicated to the instructor prior to the due date if at all possible. Work submitted past the due date without a University Excused Absence will be reduced in score by 10% for each day past the assigned due date with allowances for extra time at the discretion of the instructor.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Login 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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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.

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 Warrior Center for Student Success, Equity 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 accommodation, 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>]

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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 referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53t0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed 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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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 assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) 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 assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[https://tamuct.libcal.com/appointments/?g=6956]. 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 workspaces, 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]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 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 making an appointment via [WCOnline](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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 Wellness and 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online.

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

*While this syllabus represents the direction and scope of this course, it is subject to change.