

Texas A&M University-Central Texas

PSYC 5314 120 CRN 80543

Assessment Intelligence and Achievement

Wednesday, 6-9 PM Fall 2023 (Aug. 28-Dec. 15)

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 12:00-3 PM

Wednesday 3-6 PM

Online Thursday 1-5 PM

Email for additional times or appointments

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:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [<https://apps.apple.com/app/safezone/id533054756>]
 - [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

Study the selection, administration, and interpretation of selected tests used in the individual measurement of intelligence. Materials Fee for test kits \$75. Prerequisite(s): COUN/PSYC 5358 and PSYC 5381, or permission of department chair.

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.

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.

Competency Goals Statements (certification or standards)

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

NASP Standards

This course addresses NASP Standards for Graduate Preparation of School Psychologists 2.1 and 2.4.

2.1: 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.

2.4: 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.

Required Reading and Textbook(s):

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

Sattler, J. (2020). *Assessment of Children: Cognitive Foundations and Applications*, 6th Edition. La Mesa, California: Jerome M. Sattler Publishing.

Other readings as assigned and supplied by the 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. **

Requirements/Methods of Evaluation

Demonstrate Professionalism and Lecture Participation 15 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.

Test Administration (10 protocols @ 3 points each; 30 Total Points):

- **Goal:**
 - Work toward mastery of test administration and scoring. You will be introduced to and/or administered the following tests during the course of the semester (subject to change):
 - WISC-V
 - WJIV-Cognitive
 - WJIV-Achievement + Oral Language
 - KTEA-III
 - WIAT III
 - Adaptive measure

- DP IV or other developmental scale
- WPPSI-IV
- WAIS-IV
- DAS-II
- Leiter-3

Protocols and signed consent forms will be turned in to the instructor. Each testing protocol will be graded for appropriate completion. This includes the scoring sheets. 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. Each protocol will need to have a signed consent form with it.

Test Reporting-Assessment Reports (2 reports @ 10 points each; 20 Total Points):

You will complete 2 assessment reports, one including a cognitive measure (**10 points**) and one including both cognitive and achievement measures (**10 points**).

Reports will follow a standardized format. Use the samples provided as guides. You will not have information for all of the areas to develop a comprehensive report; reporting will be based on information you are able to obtain. ALWAYS include a summary and recommendations, even if minimal.

Who to test?

Participants: For this course, you will need to find your own participants. The participants' parents or guardians will need to complete a consent form. A model will be provided on Canvas. You will need to submit the consent, assessment protocol, and any scoring information. Students are responsible for finding participants to test to fulfill requirements for this course. It is strongly advised that you do not test your own children or family members but instead test the children of friends. If this is not possible then you are permitted to test your own children or family members. However, I caution you to choose wisely because in your professional role, you and I, are mandated reporters of any issues pertaining to child maltreatment. Thus, if necessary, you may be asked to make a report against a family member in an instance of child maltreatment.

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 the instructor about the results.

Serious?

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

Videos (2 @ 10 points each; 20 Total Points):

Students are required to submit a video recording of two test administrations. All videos should be deleted at the completion of the course.

The videos you submit are worth **10 points** each for a total of **20 points**. Your performance on the **video** will be graded for accuracy of administration and professionalism. Any **video** with a grade less than 80% may be redone for a new grade.

Mock ARD Presentation (15 Points Total):

Students will present testing information from the test report utilizing cognitive and achievement scores. Students will be graded on:

- Professionalism in reporting information
- Ability to explain scores—identifying possible areas of strength and/or weakness.
- Summary and recommendations based on testing information gathered.

Grading Criteria and Conversion

Grades will be determined by how many points are earned over the semester. See evaluations and their points below.

Nature of Activity Point Potential

Activity	Points
Professionalism	15
Protocols (10 @ 3 pts. Each)	30
Test Reporting (2 @ 10 pts. Each)	20
Videos (2 @ 10pts. Each)	20
Mock ARD Presentation	15
Total	100

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.

Course Specific Calendar

	Wednesday	Topic	Reading	Assignments
Week 1	8/30/23	Intellectual Ability and Assessment- NASP Introduction to WISC-V	NASP: Intellectual Ability & Assessment	
Week 2	9/6/23	Understanding Test Scores Review WISC-V	Understanding Test Scores article Sattler Ch. 1	
Week 3	9/13/23	Test Administration Introduction to WJ-IV Cognitive	Sattler Ch. 6 Schrank, Decker, and Garruto Ch. 2 & 3	
Week 4	9/20/23	Statistics in Evaluations Review WJ-IV Cognitive	Sattler Ch. 4	Due: Protocol #1
Week 5	9/27/23	Report Writing Introduction to cross-battery	Sattler Ch. 18 Flanagan & Alfonso Ch. 7	Due: Protocol #2
Week 6	10/4/23	Score Interpretation Introduction to WPPSI-IV	Sattler Ch. 12 Schrank, Decker, and Garruto Ch. 6	
Week 7	10/11/23	Assessing Achievement Introduction to WJ-IV Achievement	Mather & Wendling Ch. 2, 3, & 7	Due: Protocols 3 & 4 Video #1
Week 8	10/18/23	Assessing Minorities Introduction to the KTEA-3	Sattler Ch. 5	Due: Report #1
Week 9	10/25/23	Adaptive Measures Review ABAS-III Evaluation Ethics Introduction to the KABC-II		

		Case Reviews		
Week 10	11/1/23 *Asynchronous Class*	Evaluation Ethics Introduction to the KABC-II	Sattler Ch. 3	*Participation in discussion boards is required for attendance credit*
Week 11	11/8/23	Introduction to the DAS-II		Due: Protocols #5 & 6
Week 12	11/15/23	Introduction to the WIAT-3		
Week 13	11/22/23 *Asynchronous Class*	Review Cross Battery	Flanagan, Ortiz, & Alfonso Ch. 4	*Participation in discussion boards is required for attendance credit*
Week 14	11/29/23	Introduction to the WAIS-IV Specialized Measures		Due: Protocols #7 & 8 Video #2 Report #2
Week 15	12/6/23	Introduction to the Bayley-IV and Leiter-III	Flanagan & Alfonso Ch. 7	Due: Protocols #9 & 10
Week 16	12/13/23	Utilizing evaluation information Course Overview		Mock ARD Presentations

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>]

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 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>]

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>].

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].

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%2f53b8369e-0502-4f36-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 out 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>]. 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 out 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>] 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) [<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 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) [<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 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 making an appointment via WOnline [<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>].

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.