

Texas A&M University-Central Texas
PSYC 4301-110 Psychological Assessment (CRN 10288)
Spring 2023: January 17, 2023 – May 12, 2023

Instructor: Jeffery L. Kirk, PhD

Office: Warrior Hall 318A

Office Phone: 254-519-5427

Email: Preferred email is through Canvas “Inbox” for course-related information. If correspondence is not related to the course, contact the professor at jeff.kirk@tamuct.edu

Office Hours: By appointment either on campus (Warrior Hall, Room 318A) or book an [appointment](#) via MS Teams

[<https://outlook.office365.com/owa/calendar/JeffKirk@tamuct.onmicrosoft.com/bookings/>]

Class Day and Time: Fully Online

Mode of Instruction and Course Access

This course is a 100% online course and uses the A&M-Central Texas [Canvas Learning Management System](#). [<https://tamuct.instructure.com>]. Asynchronous activities assigned each week will be completed no later than 8:00am Central on the Monday following the module of instruction in question. See the Technological Requirements section of the syllabus for more information on accessing/using Canvas.

Student-Instructor Interaction

Learning is best supported by interaction. This is especially important in an online class. The professor will logon to the course in Canvas every weekday (Monday through Friday) and will reply to email within two business days. If students have course-related questions, these should be posted in Study Hall (discussion board) instead of sending the professor an email/message. When questions are posted in Study Hall, both classmates and professor can reply to questions and all students will have access to the information. Students should work to complete assignments well in advance of deadlines. Reaching out on Sunday afternoon/evening for homework assistance or to ask for clarification is a bit too late to receive a response from the instructor. If you have questions or need assistance, please use the study hall discussion board as you are more likely to receive more timely help.

Students are expected to logon to the course in Canvas daily to review and post assignments, read discussion boards, check messages, etc. The professor will provide feedback on assignments by marking grading rubrics and/or posting comments as needed in the Submission box or on attached documents. Students should review all assignments in the Grade Center when grades are posted to examine and apply the feedback on subsequent assignments. Students may also message the professor to schedule an appointment when needed.

SAFEZONE

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

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 INFORMATION

Course Overview and Description

PSYC 4301: Psychological Assessment, 3 Credit Hours

Explore principles of psychological testing. Study uses and critical evaluation of tests, achievements, intelligence, aptitude, and personalities. This course is designed to form a solid foundation of psychological assessment principles for class members, and then broaden class members understanding of psychological assessment through the learning processes of careful reading for understanding, and critical thinking information research, writing, and class discussion. Examination of psychological assessment will be from physiological, cognitive, social, behavioral, personality, environmental, and cultural perspectives.

Prerequisite(s): PSYC 2301, PSYC 3309, and PSYC 3430 or permission of department chair.

Expanded Course Description

Fundamental to this course are explanations of theoretical concepts underlying psychological testing and assessment. Content will include use of the scientific method as a basis for engaging in critical thinking and the evaluation of sources of information, a review of empirical studies in psychology to evaluate research findings and evaluate claims of reliability and validity, articulate controversial and ethical issues in psychological testing, and use computer technology and appropriate software to complete assignments. In addition to discussion of theoretical concepts, students will learn the history of psychological testing, learn how theories, principles and concepts are used in psychometric assessment and are applied in educational, clinical and employment settings, compute and interpret basic psychometric statistics, and create, pilot, analyze, and provide a written report (in APA-style) of their mini-test project.

Course Objectives (Course Student Learning Outcomes (SLO))

Course objectives and content will be covered through assigned text readings, lectures, homework assignments, and, if available, fieldwork. Students will be responsible for both lecture-based material including activities and demonstrations as well as textbook-based material for writing assignments. Upon satisfactory completion of this course, students will be able to:

1. Gain factual knowledge (terminology, classifications, methods, trends). Students will be able to describe the history and use of psychological testing and assessment. Students will be able to apply basic statistical concepts as they apply to assessment, define, and describe types of reliability and

- validity, describe the process of test development, explain norm- and criterion-referenced testing, describe personality, intelligence, aptitude, achievement, interest, and work and career assessments and theories. (Assignments to achieve objective: reading the textbook and completing exams)
2. Learn and apply fundamental principles, generalizations, and/or theories. Students will read, discuss, and write about theoretical concepts underlying the construction of a basic measurement scale and develop appropriate test items for the scale. Students will apply basic statistical concepts to determine the reliability and validity of a test/measure developed for the course. (Assignments to achieve objective: reading the textbook, creating an original test/measure based on theory, writing a test blueprint/test specifications document for the measure, and completing exams)
 3. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. Students will have content-specific knowledge to identify the types of tests/measures/instruments used in the field of psychological testing and assessment. Students also will develop their skills using the computer applications and software necessary to evaluate the reliability and validity of an instrument. Students also will have further developed their skills in communicating for the discipline by creating, piloting, analyzing, writing, and reporting on an original test/measure created for the class. (Assignments to achieve objective: reading the textbook, creating an original test/measure based on theory, writing a test blueprint/test specifications document for the measure, and completing exams)
 4. Learn how to find and use resources for answering questions or solving problems. Students will be directed to use their textbooks and course assignments (e.g., APA style test report) as resources for future coursework. They will be given and instructed to use online resources to supplement their text while learning. In addition, students will be encouraged to use SPSS for statistical analysis of their test development project. (Assignments to achieve objective: creating notes from the textbook to use for later reference, utilizing online resources for additional instruction, utilizing statistical software to assist in item analysis, writing APA style test reports, test critiques, and position papers)
 5. Learn to apply course material (to improve thinking, problem solving, and decisions). Students will solve problems and write essays in which they are required to evaluate psychological test and measurement concepts from the text and related readings. Students also will be able to evaluate ethical issues in society and testing. (Assignments to achieve objective: working homework writing assignments writing APA style test reports, test critiques, and position papers, and completing exams)

Required and Recommended Reading and Textbook(s)

Required Textbooks/Resources:

Salkind, N. J., & Frey, B. B. (2023). *Tests and measurement for people who (think they) hate tests & measurement* (4th ed.). Sage (ISBN: 978-0357585047) (New, used, and digital costs range from \$60.50 to \$90.00)

DeVellis, R. F., & Thorpe, C. T. (2022). *Scale development* (5th ed.). Sage (ISBN: 978-1544379340) (New, used, and digital costs range from \$32.10 to \$65.00)

American Psychological Association. (2020). *Publication manual of the American psychological association* (7th ed.). American Psychological Association. (ISBN: 978-1433832178; spiral) (New, used, digital costs range from \$22.25 to \$45.00)

Peer Reviewed Articles

Students will be expected to access peer reviewed journals and professional materials using the online library at A&M-Central Texas. To access these materials:

1. University Library Online: Click or use this URL in your browser <http://tamuct.libguides.com/index>
2. Click: A-Z Databases (left side of page)
3. Choose your database. For example, scroll way down to "P" and choose Psychology and Behavioral Sciences Collection
4. Login using normal log in credentials, if you are off campus.
5. Type in search topic in top box just under the name of the data base. For example for Module 4, you may type in: Stanford Binet
6. It is VERY IMPORTANT that before you hit search that you check the box that says: Peer Reviewed AND the box that says: Full Text under the section called Limit Results
7. Click Search. This should bring up various peer-reviewed articles for your review.
8. If you don't find any relevant articles, try a different search word.

Required Electronic Resources: None

Recommended Software and Equipment

SPSS (student/grad pack; newest version available). This computing software is widely used to compute statistical analyses and is available for students to use on university computers free of charge. If students live far from the University or do not want to use the computer lab resources, students can rent a subscription to SPSS for their personal computers at home. Students can purchase or lease the program for 6- or 12-months via the IBM-supported online store, OnThe Hub, at <http://www.onthehub.com/spss/>

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. (Texas Education Code 51.9705.)

COURSE REQUIREMENTS

Please note this class is organized by weekly learning modules (located on the left menu bar in Canvas). Each module contains several actions and activities designed to guide student participation and direct student attention to important course content. Complete these actions in the following order for each module.

Please note this class is organized by weekly learning modules (located on the left menu bar in Canvas). Each module contains several actions and activities designed to guide student participation and direct student attention to important course content.

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. Assignments submitted after the due date will not receive full credit. A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the due date deadline will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on the assignment.

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 will 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

Course Assignments:

Start Here Module (SLOs, None; 0% of overall grade; 0 points each, 3 assignments due for a total of 0 points)

Completion of the 'Start Here Module' is necessary to verify the initial attendance of students. Failure to complete the module could result in a student's financial aid and if not fully completed by the deadline noted in the syllabus may result in a one letter grade penalty on the final course grade.

Weekly Group Discussions (SLOs 1 - 5; 32% of overall course grade; 20 points each, 16 assignments due for a total of 320 points)

Each week the instructor will provide a prompt or discussion topic based upon the week's readings. Students will provide their response to the discussion prompt in the Canvas Discussions area. The student's original response is worth up to 10 points. The original post is due on Thursday by midnight. In addition to the response, students are expected to respond to at least 2 peers as well (up to 5 points each) by Sunday midnight. To receive full credit, the original post and peer response must show knowledge of the readings as well as application to the student's life, career, experiences, or perspective. In other words, the response must go beyond summarizing the textbook. For late discussion posts, only the original post will count towards credit.

Measurement Practice: (SLOs 1 - 5; 10% of overall course grade; 100 points each, 1 assignment due for a total of 100 points)

Students will be provided with data from measurement tools and will utilize computer software (excel or SPSS) to evaluate the reliability and validity of the instruments.

Examinations (SLOs 1,2,3,5; 15% of overall course grade; 50 points each, 3 exams for a total of 150 points). Three exams (50 points each) that include both multiple choice, free response, and problems to calculate will be given during the semester (see Course Calendar for dates). These exams will cover content from the assigned chapters and activities listed in the Course Calendar. Students may use textbooks, notes, and calculators when completing the exams. However, all exams must be completed independently. Direct all questions to the professor of the course. Students should use a hardwired internet connection, NOT a wireless internet connection when completing exams. Wireless connections "blink," and when they do, students will be exited from the exam and will not be allowed to re-enter it. If students are kicked out of an exam unexpectedly, email the professor immediately. To reduce the likelihood of this occurrence, physically plug the computer into the wall port with an internet cable.

Test Critiques (SLOs 2,3,4,5; 18% of overall course grade; 60 points each, 3 critiques for a total of 180 points)

Students will apply their knowledge of test construction, reliability, validity, and other key concepts by providing a written critique of specific assessment tools from physiological, cognitive, social, behavioral, personality, environmental, and cultural perspectives. The critiques will include a thorough description of the test, how it was constructed, evidence to support reliability and validity, limitations, cultural considerations, ethical issues, and specific recommendations for best practices when utilizing the test.

Assessment Instrument Development (SLOs 1 - 5; 5% of overall course grade; 50 points each, 1 instrument for a total of 50 points). Students will develop an assessment tool designed to measure a concept of their choice. In addition to creating the items for the assessment tool, a written explanation of how the tool was developed, rationale for the item content and form, and a plan to establish reliability and validity will be included.

Position Paper (SLOs 2,3,4,5; 5% of overall course grade; 50 points each, 1 paper for a total of 50 points)

At the beginning of the semester, students will identify a current controversy in psychological or educational testing that can be (or should be) addressed by scientists from the field of psychological and educational assessment. After selecting a topic, students will choose an initial position to take on the issue. For example: "Should high stakes (i.e., standardized) testing be relied upon for making critical educational decisions about school children or schools? Yes, there is evidence that scores on high stakes tests track similarly with scores on other tests, suggesting that high stakes tests provide reliable information on student performance." You will write a 4 – 6-page paper (page count does not include the cover page or the reference section) that summarizes current relevant research findings applicable to the controversy you selected. The references used in the creation of the position paper will be obtained using library research using resources available through the local library or by using the online databases relevant to the topic. Librarians will provide specific instruction in the effective and efficient use of the resources to individuals and to groups. The position you take in your paper does not necessarily need to be the same as when you started, but you must take a final position in your paper. A minimum of 3 empirical articles from refereed journals will need to be cited in your paper to receive credit for this assignment. Papers must be in APA format. If you do not know APA format, it is your responsibility to obtain and follow the APA Publication Manual (7th ed.).

Final Paper (SLOs 1 - 5; 15% of overall course grade; 150 points each, 1 paper for a total of 150 points).

For the final paper students will apply their knowledge of common tests, how tests are used, and evaluation of tests to make recommendations related to a case provided by the instructor. Students will select 3 tools that the psychologist could use to assess the client related to that question or problem. The student will provide a detailed summary of each tool as well as recommendations for using each tool for the assessment purpose related to the case.

Grading Criteria Rubric and Conversion

Assignments & Grading

Assignment	Number	Points Each	Points Totals	% Overall Grade
Required but Not Graded Assignments				
Complete 'Start Here' Module	1	0	0	0%
Add profile picture to Canvas course	1	0	0	0%
Acknowledgement of Understanding	1	0	0	0%
Meet and Greet Post	1	0	0	0%
Weekly Graded Assignments				
Weekly Group Discussions	16	20	320	32.0%
Measurement Practice	1	100	100	10.0%
Exams	3	50	150	15.0%
Test Critiques	3	60	180	18.0%
Assessment Instrument Development	1	50	50	5.0%
Position Paper	1	50	50	5.0%
Final Paper	1	150	150	15.0%
			1000	100.0%

Posting of Grades/Grading Rubric

Please note that grades for this class are earned, not 'given'. Students earn points by actively utilizing course content and by demonstrating their grasp of subject-matter content on written assignments and quizzes. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade. (To calculate your overall grade to date, multiply the percentage of points earned for each assignment by the 'Percentage of Overall Grade for Each Assignment' above, then sum all points earned.)

Grade	University Definition	Course Definition	Percentage
A	Excellent	Exceptional	90-100
B	Good	Above Average	80-89
C	Fair	Average	70-79
D	Passing	Unsatisfactory	60-69
F	Failing	Failure	59 or below

Posting of Grades

All assignments are due no later than the date/time noted in Canvas. All students' grades will be posted in the Canvas Grade Center after the assignment due date has passed. Grades on Homework Problems will also be available in the MindTap grade book immediately after the assignment's due date has passed. Students are encouraged to independently verify their Homework grades in MindTap and ensure that the professor has transferred them into Canvas properly. On the SPSS and writing assignments (i.e., Key Concepts and Application Essays) the professor will begin reading, grading, and recording grades on the Monday they are due and will have all grades posted within one week. Students should regularly monitor their grades in the Canvas Grade Center, and students should not hesitate to ask the professor about any grade or concern.

Exam/Quiz Make-up Policy:

Make-up exams/quizzes will be granted only under exceptional circumstances (e.g., cardiac arrest or death of first-degree relative) and when accompanied by official documentation of your emergency (e.g., a note from the academic dean or a copy of an obituary). Make-up exams/quizzes may differ in format from the one given at the scheduled time. The professor reserves the right to determine if circumstances merit a make-up exam. **To be fair to all students, there are no exceptions to these policies.**

Late Work Policy:

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments submitted after the due date will not receive full credit.** A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the deadline on the due date will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on the assignment.

Students also should note that once an assignment is submitted it is a completed assignment. No changes will be allowed and the grade for the assignment will be considered as final.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar PSYC 4301 (January 17, 2023, thru May 13, 2023)

Week	Module	Instructional Activities	Assignments Due
	Getting Started	Log on to Canvas Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 'back-up' computers w/internet Introduce self in discussion forum	Please review the syllabus and assignments in Canvas so you will be aware of assignment requirements and deadlines All assignments are due NLT 0800 (Central) on Monday mornings following the required module Complete all required 'Start Here' Module assignments
Jan 17 (12:30am) thru Jan 23 (8:00am)	Module 1: Why Measurement? An Introduction	Read S&B Chapter 1 Read D&T Chapter 1 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	All module assignments/discussions are due no later than Mondays at 0800 Discussion board post and replies
Jan 23 (8:00am) thru Jan 30 (8:00am)	Module 2: Levels of Measurement and Their Importance: One Potato, Two Potato	Read S&B Chapter 2 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies
Jan 30 (8:00am) thru Feb 6 (8:00am)	Module 3: Reliability and Its Importance: Getting it Right Every Time	Read S&B Chapter 3 Read D&T Chapter 3 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies Position Paper due

Week	Module	Instructional Activities	Assignments Due
Feb 6 (8:00am) thru Feb 13 (8:00am)	Module 4: Validity and Its Importance: The Truth, the Whole Truth, and Nothing but the Truth	Read S&B Chapter 4 Read D&T Chapter 4 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies Measurement Practice Due
Feb 13 (8:00am) thru Feb 20 (8:00am)	Module 5: Scores, Stats, and Curves: Are you Hufflepuff or Ravenclaw?	Read S&B Chapter 5 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies
Feb 20 (8:00am) thru Feb 27 (8:00am)	Module 6: Item Response Theory: The "New" Kid on the Block	Read S&B Chapter 6 Read D&T Chapter 8 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours Exam 1: Chapters 1 - 6	Discussion board post and replies Exam 1: Chapters 1 - 6
Feb 27 (8:00am) thru Mar 6 (8:00am)	Module 7: Achievement Tests: Is Life a Multiple-Choice Test?	Read S&B Chapter 7 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies
Mar 6 (8:00am) thru Mar 13 (8:00am)	Module 8: Aptitude Tests: What's in Store for Me?	Read S&B Chapter 8 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies
Mar 13 thru Mar 17	Spring Break	Spring Break	Spring Break

Week	Module	Instructional Activities	Assignments Due
Mar 20 (8:00am) thru Mar 27 (8:00am)	Module 9: Intelligence Tests: Am I Smarter Than My Smart Phone?	Read S&B Chapter 9 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies Tool Critique #1: Intelligence
Mar 27 (8:00am) thru Apr 3 (8:00am)	Module 10: Personality and Neuropsychology Tests: It's Not You, It's Me	Read S&B Chapter 10 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies Tool Critique #2: Personality
Apr 3 (8:00am) thru Apr 10 (8:00am)	Module 11: Career Choices: Have We Got a Job for You!	Read S&B Chapter 11 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours Exam 2: Chapters 7 - 11	Discussion board post and replies Tool Critique #3: Workplace Exam 2: Chapters 7 - 11
Apr 10 (8:00am) thru Apr 17 (8:00am)	Module 12: Picking the Right Answer: Choose Your Own Destiny	Read S&B Chapter 12 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies Assessment Instrument Due
Apr 17 (8:00am) thru Apr 24 (8:00am)	Module 13: Building the Right Answer: Construction Work Ahead	Read S&B Chapter 13 Read D&T Chapters 5, 9 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies
Apr 24 (8:00am) thru May 1 (8:00am)	Module 14: Surveys and Scale Development: What Are They Thinking?	Read S&B Chapter 14 Read D&T Chapter 5, 9 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies

Week	Module	Instructional Activities	Assignments Due
May 1 (8:00am) thru May 8 (8:00am)	Module 15: True and Justice for All: Test Bias and Universal Design	Read S&B Chapter 15 Scan/20Read D&T Chapters 1,3,5,7, Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours	Discussion board post and replies Final Paper due
May 8 (8:00am) thru May 12 (8:00am)	Module 16: Laws, Ethics, and Standards: The Professional Practice of Tests and Measurement	Read S&B Chapter 16 Take notes on PPT slides Participate in Weekly Discussion Board Topic Participate in Study Hall/Office Hours Exam 3: Chapters 12 - 16	Discussion board post and replies Exam 3: Chapters 12 - 16

***Textbooks:** **Salkind and Frey (S&F)** **DeVellis and Thorpe (D&T)** **APA**

Large portions of this syllabus were blatantly pirated from a wide variety of sources...mostly Dr. Andria Schwegler, Dr. Sam Fiala, and Dr. Stephanie Weigel.

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

Important University Dates

Click here to view the [Academic Calendar](https://www.tamuct.edu/registrar/academic-calendar.html) [https://www.tamuct.edu/registrar/academic-calendar.html]

TECHNOLOGY REQUIREMENTS AND SUPPORT

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.**

Logon to A&M-Central Texas [Canvas](https://tamuct.instructure.com/) [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

Logon to A&M-Central Texas [Canvas](https://tamuct.instructure.com/). You will login through the Microsoft portal.

Username: Your MyCT username. 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

Click her for [Web Chat](#)

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 the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%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.

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](#) Canvas page (log-in required).

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/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](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 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 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 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-on-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 [WCOOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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>]. 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](#) [<https://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](#).

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information. 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.

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