

Course Information

Course Number: SPSY 617
Course Title: Emotional Disturbance in Children
Section: 601
Time: Mondays 9:00-12:00
Location: HEB 137
Credit Hours: 3

Instructor Details

Instructor: David A. Kahn, Ph.D.
Office: Harrington Tower, Room 712
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Office Hours: 12:30-1:30, Mondays
10:30-11:30, Tuesdays
And by appointment

Course Description

Diagnostic procedures and techniques in personality assessment and identification of emotionally disturbed children and youth.

Course Prerequisites

SPSY 610; SPSY 612; SPSY 642

Special Course Designation

This course is a prerequisite for SPSY 614.

Course Learning Outcomes

The purpose of this course is to expand your assessment skills to address social-emotional difficulties, which may or may not occur in conjunction with cognitive and academic difficulties. This class will review some personality theories, developmental considerations, and standards of tests and measurement. In addition, it focuses on best practice for evidence-based assessment, using multiple methods and multiple sources of information. For school practice, how this fits within the multi-tiered system of support and the categories of disorders from IDEIA, as well as the medical model and DSM-5 will be addressed. Finally, the planning of assessment, scoring and interpretation of data, and integration consistent with data-based decision making will be introduced through case studies. The objectives for this course are as follows:

Students will:

- Demonstrate knowledge of and be able to apply the APA ethical principles and code of conduct;
- Understand the developmental basis of affective behavior and emotional regulation and the potential impact on learning and achievement;
- Understand approaches to personality and behavioral assessment with children and adolescents;
- Understand and be able to apply the requirements of IDEIA and state regulations on eligibility for services as behavior disordered/emotionally disturbed/severely emotionally disturbed (BD/ED/SED);
- Understand and be able to use the multi-axial diagnostic system of the DSM 5;
- Demonstrate understanding of basic tenets of psychometrics and measurement standards;
- Be able to select multiple methods for assessment and classification as well as diagnosis of BD/ED/SED consistent with best practice;
- Be able to administer and score a variety of objective measures including but not limited to the various components of the BASC-3/ASEBA/Conners-3;
- Be able to consider the contributions and effects of context and environmental demands in conjunction with intra-individual factors, including culture, race, and ethnicity, when formulating a case conceptualization;
- Be able to integrate the data with regard to affective, biological, cognitive, developmental, and social contexts specific to the individual.
- Be able to understand the nature of projective measures including drawings, sentence completion forms, and story-telling methods;
- Be able to interpret assessment data whether single subject frequency data or standardized data with T-scores or standard scores;
- Be able to write a psychological report that incorporates and integrates history, clinical interview, test observations, test results, and interpretation;
- Be able to generate recommendations with regard for cultural, ethnic, and individual differences

Textbook and/or Resource Materials

All of these materials are available electronically through the University Libraries.

- Frick, P. J., Barry, C., & Kamphaus, R. W. (2021). *Clinical Assessment of Child and Adolescent Personality and Behavior – 4th* NY: Springer.
- American Education Research Association (2014). *Standards for educational and psychological testing*. Washington DC: Author
- Graves, S. L. & Blake, J. J. (Eds.) (2016). *Psychological assessment and intervention for ethnic minority children*. Washington, D.C.: American Psychological Association

Grading Policy

Graded Class Participation – You are expected to come to class having read the assigned chapters or articles, ready to discuss the content. Class participation will account for 10% of your grade and is measured by your active participation in class activities and discussion. Students will be randomly selected to respond to questions or discussion topics, so be prepared. A maximum of 15 points is associated with class participation. Students who are late to class and/or miss class (unexcused absence) more than twice should not expect to get full credit for class participation.

Graded Attendance – Students who are late to class and/or miss class (unexcused absence) more than twice should not expect to get full credit for class participation.

Test Presentation – Each of you will select a test to review and present in class. When the date of the presentation is indicated on the class schedule, you are expected to provide a brief description of the measure, who and what it is intended for, psychometric properties, strengths and weaknesses. Please do not rely only on the test manual. No publisher is going to indicate any weaknesses. You need to identify at least one research study that used the measure and what they concluded. Your presentation should take approximately 15 minutes. The presentation grade = 20 points.

Checkpoints/Quizzes – There are six quizzes across the semester. These are intended to document your mastery of concepts, definitions, legal ethical issues, and general knowledge of the content covered. Each quiz is worth 10 points.

Contrived Cases – Each of you will be assigned two contrived cases, complete with information derived from multiple methods and multiple sources. You will be writing a comprehensive assessment report for a child and an adolescent using the information provided. You may have to score protocols and you will have to interpret results of tests administered. Ultimately, you will need to reach a case conceptualization with both diagnostic impressions and recommendations for eligibility (or ineligibility) as ED.

Please note, all identifying information has been redacted and replaced with pseudonyms. You will be completing your first contrived case in segments. Test manuals may be obtained at the Counseling and Assessment Center, 3rd floor, Milner Hall during prescribed hours. For most measures, you will need to review the manual in the CAC during times when it is open. It is recommended that you plan ahead in terms of using manuals and protocols as other courses are also using these materials. If a manual can be checked out, it is understood that when checking in or out materials in the CAC, you will behave in a professional and courteous manner. It is assumed that you will extend courtesy to your peers who also need to have access to kits and manuals; this means you are to return any checked-out materials in a timely manner. It is a violation of copyright laws to make photocopies of test forms or materials.

- Case #1 (Child) – Assignments 1-8. Assignments 1-7 are separate components of a comprehensive psychological evaluation. The assignments are generally set up to follow the week that component is covered in class. You will receive feedback on each one. The final assignment is the integrated comprehensive report. You will need to use assignments #1-6 to write the integrated report, with any concerns noted on assignments addressed.

- Assignment 1: Write up the reason for referral and the background information including information from parent(s) and any educational records (5 points)
- Assignment 2: Write up interviews and initial behavioral observations and FBA (5 points)
- Assignment 3: Write up interpretation of intellectual and academic assessment (5 points)
- Assignment 4: Write up interpretation of rating scales and any projective measures (5 points)
- Assignment 5: Write an integrated summary of your case conceptualization, with diagnostic impressions, highlight any criteria for ED classification met, and needs to be addressed (5 points)
- Assignment 6: Write up recommendations – for placement and for interventions (5 points)
- Assignment 7: Compile assignments 1-6 to render an integrated comprehensive report (30 points)
 - Total points for Case #1 = 60 points
- Case Presentation: Present the background information, test results, diagnostic impressions, and recommendations from Case #1
- Case #2 (Adolescent) – For this case, although you are not required to turn in components in advance, it is strongly recommended that you follow the same process rather than waiting until the last week to try and write it up. On the last class day, you will present the background information, test results, and your tentative diagnostic impressions and recommendations. (60 points)

Grading Policy

Class participation (15 pts)	8%
Test Presentation (20 pts)	11%
Quizzes (40 pts)	22%
Assignments 1-6 (30 pts)	11%
Case #1 Report (#7) – Child (30 pts)	16%
Case #2 Adolescent (60 pts)	32%
Total Points = 195 pts	100%

A = 90 – 100
 B = 80-89
 C = 70-79
 D = 60-69
 F <60

Incompletes will only be given in the event of extraordinary circumstances beyond control of the student.

Late Work Policy

Late work is defined as submitting a deliverable after 11:59 pm on the due date. Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy. In general, I do not accept late work, unless the need to turn something in late is

communicated with me in advance. Certain assignments, such as student presentations, should be turned in on time.

Course Schedule

Date	Topic	Readings/Activities	To Be Completed
Week 1: 8/21	Introduction and Historical Perspectives	<i>Class Activity #1</i> <i>Crystal/Frank – referral</i>	
Week 2: 8/28	Personality Development and Family Context - Cultural Considerations	<ul style="list-style-type: none"> • Lambert, Katsyannis et al., 2022 • Hajovsky et al., 2022 <i>Class Activity #2:</i> <i>Crystal/Frank – Background Information</i>	
Week 3: 9/4	LABOR DAY: NO CLASS MEETING		
Week 4: 9/11	Measurement Review, Types of Measures and Scores; Initial Interviews	<ul style="list-style-type: none"> • Kim et al., 2022 <i>Class Activity #3:</i> <i>Crystal/Frank – initial interviews</i>	Assignment #1 due
Week 5: 9/18	Ethics and Law	<ul style="list-style-type: none"> • APA Guidelines and Code of Conduct • IDEIA – ED, Autism, OHI <i>Class Activity #4 – Crystal & Frank -Observations</i>	Quiz #1
Week 6: 9/25	Planning Assessment	<ul style="list-style-type: none"> • Krishnamurthy et al., 2021 • Mayer, 2020 • Wright et al., 2022 • Caemmerer & Hajovsky, 2022 • Lockwood et al., 2021 <i>Class Activity #5 – Crystal, Frank -Cog/Achieve</i>	Assignment #2 due



Week 7: 10/2	Personality/ Behavioral Assessment – Part 1	<ul style="list-style-type: none"> • Canives et al. (2021) • Van Meter et al. (2018) • Milledge et al. (2019) <p><i>Class Activity #6- Crystal/Frank -BASC-3+</i></p>	<p>Quiz #2 Test</p> <p>Presentations: BASC-3; ASEBA; CBRS-3; SAED</p>
Week 8: 10/9	NO CLASS MEETING: FALL BREAK		
Week 9: 10/16	Personality/ Behavioral Measures – Part 2	<ul style="list-style-type: none"> • Charles et al. (2022) • Ben-Porath et al. (2022) • Benzi et al. (2021) • Huscroft-D’Angelo et al. (2022) <p><i>Class Activity: Crystal/Frank – PAI-A</i></p>	<p>Test Presentations: PAI-A, MMPI-A-RF</p> <p>Case #2 distributed</p>
Week 10: 10/23	Personality/ Behavioral Measures – Part 3	<ul style="list-style-type: none"> • Viglione et al. (2022) • Gernhardt et al. (2016) <p><i>Class Activity: Crystal/ Frank – TAT, SC</i></p>	<p>Test Presentations: RISB; Roberts-2</p>
Week 11: 10/30	Interpretation and Integration	<ul style="list-style-type: none"> • Carlson et al. (2020) • Lambert, Cullinan, et al. (2022) <p><i>Class Activity: Crystal, Frank – Summary</i></p>	<p>Assignment #4 due</p>

Week 12: 11/6	Report Writing; Evaluating Risk	<ul style="list-style-type: none"> • Hjerne & Saljo (2019) • Lambert et al., (2021) <p><i>Class Activity: Crystal, Frank – Recommendations and Diagnostic Impressions</i></p>	Quiz #3
Week 13: 11/13	Special Populations: ELL, culturally diverse, comorbid	<ul style="list-style-type: none"> • Lambert et al. (2022) (again) • Argabright et al. (2022) • Huang-Pollock et al. (2012) • Laher & Cockcroft (2017) • Pickens (2021) • Rescorla et al. (2019) <p><i>Case # 1 presentations</i></p>	Assignment #5 due
Week 14: 11/20	Assessment of ADHD & Disruptive Disorders	<ul style="list-style-type: none"> • Fenesy & Lee (2022) • Shammaasian & Lee (2016) <p><i>Case # 1 presentations</i></p>	Assignment #6 due
Week 15: 11/27	Assessment of Autism and Internalizing Disorders	<ul style="list-style-type: none"> • Panzeri et al., 2022 • Campbell et al., 2014 (chapter) • Dale & Bray (2022) • Christopher & Lord (2021) <p><i>Case # 1 presentations</i></p>	Assignment #7 (Case#1 Full Report) due

Week 16: 12/4	Contrived Case #2 Presentations Wrap up and preparations for SPSY 614	Background check procedures and preparation for SPSY 614	Quiz #4
Final Exams	Case #2 Report		Due 12/12

Readings List

Argabright, S. T., Visoki, E., Moor, T. M., Ryan, D. T., DiDomenico, G. E., Njoroge, W. F. M., Taylor, J. H., Guloksuz, S., Gur, R. C., Gur, R. E., Benton, T. D, & Barzilay. Association between discrimination stress and suicidality in preadolescent children. *Journal of the American Academy of Child and Adolescent Psychiatry*, 61, 686-607.

Benzi, I. M. A., Fontana, A., Di Pierro, R., Perugini, M., Cipersso, P., Madeddu, F., Clarkin, J. F., & Preti, E. (2022). Assessment of personality functioning in adolescence: Development of the adolescent personality structure questionnaire. *Asses sment*, 29, 668-685.

Ben-Porath, Y.S., Heilbrun, K., & Rizzo, M. (2022). Using the MMPI-3 in legal settings. *Journal of Personality Assessment*, 104, 162-178.

Carlson, R. G., Hock, R., George, M., Kumpiene, G., Yell, M., McCartney, E. D., Riddle, D., & Weist, M.D. (2020). Relational factors influencing parents' engagement in special education for high school youth with emotional/behavioral problems. *Behavioral Disorders*, 45, 103-116.

Caemmerer, J.M. & Hajovsky, D. B. (2022). Reciprocal relations between children's social and academic skills throughout elementary school. *Journal of Psychoeducational Assessment*, 0, 1-16.

Campbell, J.M., Ruble, L. A., & Hammond, R. K. (2014). Comprehensive developmental approach assessment model. In L.A. Wilkinson (Ed), *Autism spectrum disorder in children and adolescents: Evidence-based assessment and intervention in schools*. Washington, DC: American Psychological Association.

Canivez, G. L., von der Embse, N. P., & McGill, R. J. (). Construct validity of the BASC-3 teacher rating scales; Independent hierarchical exploratory factor analyses with the normative sample. *School Psychology*, 36, 235-255.

Charles, N. E., Bullerjahn, M. R., & Barry, C. T. (2021). Understanding at-risk youths: Average PAI-A scores and their associations with impulsivity-related constructs. *Journal of Personality Assessment*, 103, 33-47.

Charles, N. E., Cowell, W., & Gullledge, L. M. (2022). Using the Personality Assessment Inventory-Adolescent in legal settings. *Journal of Personality Assessment*, 104, 192-202.

Christopher, K., & Lord, C. (2021). Best practice assessments for autism spectrum disorders in schools. *Psychology in the Schools, 59*, 1454-1468.

Dale, B. A., & Bray, M.A. (2022). Collaborative approaches to autism spectrum disorder assessment. *Psychology in the Schools, 59*, 1263-1266.

De Lange, J., Baams, L., van Bergen, D. D., Bos, H. M. W., & Bosker, R. J. (2022). Minority stress and suicidal ideation and suicide attempts among LGBT adolescents and young adults: A meta-analysis. *LGBT Health, 9*. Doi: 10.1089/lgbt.2021.0106

Fenesy, M. C, & Lee, S. S. (2022). Childhood ADHD and executive functioning: Unique predictions of early adolescent depression. *Research on Child and Adolescent Psychopathology, 50*, 753-770.

Gernhardt, A., Keller, H., & Rubeling, H. (2016). Children's family drawings as expressions of attachment representations across cultures: Possibilities and limitations. *Child Development, 87*, 1069-1078.

Hajovsky, D. B., Caemmerer, J. M., & Mason, B. A. (2022). Gender differences in children's social skills growth trajectories. *Applied Developmental Science, 26*, 488-503.

Hjorne, E., & Saljo, R. (2019). Diagnoses and their instructional implications – children's agency and participation in school activities. *Emotional and Behavioral Difficulties, 24*, 219-223.

Huang-Pollock, C. L., Karalunas, S. L., Tam, H., & Moore, A. N. (2012). Evaluating vigilance deficits in ADHD: A meta-analysis of CPT performance. *Journal of Abnormal Psychology, 121*, 360-371.

Huscroft-D'Angelo, J., Wery, J., Martin-Gutel, J. D., Pierce, C., & Loftin, K. (2022). The scales for assessing emotional disturbance – third edition: Reliability and the validity of the screener. *Assessment for Effective Intervention, 47*, 137-146.

Kim, E. K., Anthony, C. J., & Chafouleas, S. M. (2022). Social, emotional, and behavioral assessment within tiered decision-making frameworks: Advancing research through reflections on the past decade. *School Psychology Review, 51*, 1-5.

Krishnamurthy, R., Hass, G. A., Natoli, A. P., Smith, B. L., Arbisi, P. A., & Gottfried, E. D. (2022). Professional practice guidelines for personality assessment. *Journal of Personality Assessment, 104*, 1-16.

Laher, S., & Cockcroft, K. (2017). Moving from culturally biased to culturally responsive assessment practices in low-resource, multicultural settings. *Professional Psychology Research and Practice, 48*, 115-121.

Lambert, M. S., Cullinan, D., Epstein, M. H., & Martin, J. (2022). Differences between students with emotional disturbance, learning disabilities, and without disabilities on the five dimensions of emotional disturbance. *Journal of Applied School Psychology, 38*, 58-73.

Lambert, M. C., January, S-A. A., Gonzalez, J. E., Epstein, M. H., & Martin, J. (2021). Comparing behavioral and emotional strengths of students with and without emotional disturbance. *Journal of Psychoeducational Assessment, 39*, 999-1014.

Lambert, M. C., Katsiyannis, A., Epstein, M. H., & Cullinan, D. (2022). An initial study of the emotional and behavioral characteristics of Black students school identified as emotionally disturbed. *Behavioral Disorders, 47*, 108-117.

Lockwood, A. B., Farmer, R. L, Winans, S., Sealander, K. (2021). Specific learning disability identification practices in the USA: A survey of special education administrators. *Contemporary School Psychology*, <https://doi.org/10.1007/s40688-021-00375-4>

Mayer, J. D. (2020). An integrated approach to personality assessment based on the personality systems framework. *Journal of Personality Assessment, 4*, 443-456.

Panzeri, F., Mazzaggio, G., Giustolisi, B., Silleresi, S., & Surian, L. (2022). The atypical pattern of irony comprehension in autistic children. *Applied Psycholinguistics, 1*, 1-28.

Pickens, I. B. (2022). Integrating a culturally responsive lens into social, emotional, and behavioral assessment within tiered decision-making frameworks. *School Psychology Review, 51*, 55-58.

Rescorla, L. A., Althof, R. R., Ivanova, M.Y., & Achenbach, T. M. (2019). Effects of society and culture on parents' ratings of children's mental health problems in 45 societies. *European Child and Adolescent Psychiatry, 28*, 1107-1115.

Shemmassian, S. K., & Lee, S. L. (2016). Predictive utility of four methods of incorporating parent and teacher symptom ratings of ADHD for longitudinal outcomes. *Journal of Clinical Child and Adolescent Psychology, 45*, 176-187.

Viglione, D. J., de Ruiter, C., King, C. M., Meyer, G. J., Kivisto, A. J., Rubin, B. A., & Hunsley, J. (2022). Legal admissibility of the Rorschach and the R-PAS: A review of research, practice, and case law. *Journal of Personality Assessment, 104*, 137-161.

Wright, A. J., Pade, H., Gottfried, E.D., Arbisi, P. A., McCord, D. M., & Wygant, D. B. (2022). Evidence-based clinical psychological assessment (EBCPA): Review of current state of the literature and best practices. *Professional Psychology: Research and Practice, 53*, 372-386.

APA Professional and Ethical Competencies

Alignment of Objectives with Content and Products

Objective	Modules and Readings	Products
Demonstrate knowledge of and be able to apply the APA ethical principles and code of conduct	Module 1, 4, APA Ethical Principles and Code of Conduct	Quiz#1, Case Reports

Understand approaches to personality and behavioral assessment with children and adolescents	Modules 1, 2, 6, 7, 8, 9, Kim et al. (2022); Carlson et al. (2020); Lambert, Cullinan, et al. (2022); Viglione et al. (2022); Gernhardt et al. (2016); Charles, Cowell, & Guiledge, (2022); Canives et al. (2021); Van Meter et al. (2018); Milledge et al. (2019)	Quiz #1, #2; Case Reports; Test Presentation
Understand the developmental basis of affective behavior and emotional regulation and the potential impact on learning and achievement	Modules 2, Lambert, Katsyannis et al., 2022; Luyent & Blatt, 2013; Hajovsky et al., 2022	Assignment #2, Quiz#1, Case reports
Be able to consider the contributions and effects of context and environmental demands in conjunction with intra-individual factors, including culture, race, and ethnicity, when formulating a case conceptualization	Modules, 2, 9, 11 Lambert, Katsyannis et al., 2022; Luyent & Blatt, 2013; Hajovsky et al., 2022; Argabright et al. (2022); Huang-Pollard et al. (2012); Laher & Cockcroft (2017); Pickens (2021); Rescorla et al. (2019); Carlson et al. (2020); Lambert, Cullinan, et al. (2022);	Quiz #1, #4; Assignment #2, #6; Case Reports
Understand the nature of projective measures including drawings, sentence completion forms, and story-telling methods	Module 8 Viglione et al. (2022); Gernhardt et al. (2016)	Quiz #3, Case reports
Be able to select multiple methods for assessment and classification as well as diagnosis of BD/ED/SED or other disorders consistent with best practice	Modules 5, 6, 7, 8, 12, 13 Panzeri et al. (2022); Dale & Bray (2022); Luallin et al. (2022); Christopher & Lord (2021); Fenesy & Lee (2022); Shammasian & Lee (2016); Viglione et al. (2022); Gernhardt et al. (2016); Charles, et al. (2022); Ben-Porath et al., 2022; Benzi et al., 2021; Turner, (2014); Canives et al. (2021) Van Meter et al. (2018); Milledge et al. (2019); Krishnamurthy et al., 2021; Mayer, 2020; Jordan et al., 2022; Caemmerer & Hajovsky, 2022; Fisher et al, 2007	Quiz #2, 4; Assignment #6; Test Presentation; Case reports
Be able to interpret assessment data whether single subject frequency data or standardized data with T-scores or standard scores	Module 3, 9 Frick et al., 2021 AERA, 2014	Quiz #1, Assignment #5, Case Reports

Demonstrate understanding of basic tenets of psychometrics and measurement standards (Quizzes, Case Reports)	Module 3, 9 Frick et al., 2021 AERA, 2014	Quiz #1, Assignment #5, Case Reports
Understand and be able to use the multi-axial diagnostic system of the DSM 5	Module 4, 10 Hjorne & Saljo (2019); Lambert et al., (2021)	Quiz #2, Case Reports
Understand and be able to apply the requirements of IDEIA and state regulations on eligibility for services as behavior disordered/emotionally disturbed/severely emotionally disturbed (BD/ED/SED)	Module 4, 10 IDEIA, Hjorne & Saljo (2019); Lambert et al., (2021)	Assignment #6, Case Reports, Quiz #2
Be able to integrate the data with regard to affective, biological, cognitive, developmental, and social contexts specific to the individual	Module 9	Assignment #6, Case reports
Be able to write a psychological report that incorporates and integrates history, clinical interview, test observations, test results, and interpretation	Module 10 Lambert, Katsyannis et al., 2022; Luyent & Blatt, 2013; Hajovsky et al., 2022;	Assignment #6; Case reports
Be able to generate recommendations with regard for cultural, ethnic, and individual differences	Module 10, 11 Argabright et al. (2022);Huang-Pollard et al. (2012); Laher & Cockcroft (2017); Pickens (2021); Rescorla et al. (2019)	Assignment #7; Case reports

Optional Course Information Items

Diversity Statement – The National Association of School Psychology and the American Psychological Association have explicit policies regarding matters related to race, gender, class, sexual orientation, disability, religion, etc. You may find this information in the APA publication manual, standards and ethics for each organization, and on the organizations’ respective home pages. In this class, you will be expected to reflect the standards and ethics of our profession. Any use of written or verbal language should be consistent with that specified by APA and NASP. These policies should also be reflected in your conceptualization of client needs, interpretation and use of assessment results, critical analysis of

assessment tools, and creation of services provided to clients. You will be evaluated accordingly on these skills.

Technology Support – Technology Services' mission is to provide a robust, secure, and innovative IT environment that supports Texas A&M University's goals in teaching, research and service. For assistance with IT questions, contact Help Desk Central, any time day or night:

By phone: 979.845.8300

By email: helpdesk@tamu.edu

By chat: 8 a.m. to midnight

In person: 8 a.m. to midnight at the [Computing Services Center](#), room CS00

Website: hdc.tamu.edu

To view the status of campus services, including outages and planned maintenance, visit italerts.tamu.edu.

Learning Resources – Academic support is available from multiple departments at Texas A&M University. StudyHUB, sponsored by the Academic Success Center, connects you to those resources through its searchable database. The [Study Hub website](#) lists many on-campus learning resources to support students in achieving academic excellence, including information about the University Writing Center.

University Policies

This section outlines the university level policies that must be included in each course syllabus. The TAMU Faculty Senate established the wording of these policies.

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at [988lifeline.org](#).

Campus-Specific Policies

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to [howdy.tamu.edu](#) and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

Statement Regarding Academic Freedom

Academic freedom is a cornerstone of the University. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.¹ Each faculty member is entitled to full freedom in the classroom discussing the subject which the faculty member teaches.² Texas A&M will not penalize or discipline members of the faculty because of their exercise of academic freedom.

Along with this freedom comes responsibility. It is the responsibility of faculty members to ensure that topics discussed are related to the classroom subject. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.³ It is not the proper role of the university or any outside agency to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive.⁴ Engaging with new ideas and perspectives helps students grow intellectually and is beneficial to the educational process.

¹ 1940 Statement of Principles on Academic Freedom and Tenure

² Texas A&M System Regulation 12.01: Section 1.2

³ American Association of University Professors Joint Statement on Rights and Freedoms of Students

⁴ The Chicago Statement

College and Department Policies

Community Statement

The School of Education and Human Development upholds the Aggie Core Values, welcomes all individuals and respects their different experiences, beliefs and values. Our School promotes reasoned discussions and intellectual arguments, accepting disagreement as long as it is respectful. We will not tolerate unprofessional, insensitive, or disrespectful behavior.

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a

disability such that you need to record class-related activities, please contact Disability Resources. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with *anyone* without the prior written approval of the instructor.