

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

PSYC 637 Academic Assessment & Intervention

Course Number _____ or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

This course is proposed as part of the realignment of the Specialist in School Psychology Program. The closing of the masters of special education program in the education department necessitated the creation of new courses to address academic assessment and intervention content within the psychology department. In addition, a recent review of the Specialist in School Psychology program by the National Association of School Psychologists Program Accreditation Board recommended additional course content in this area.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	A
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	A
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G or G to U	A	A	A		A			A	A
11.	Cross list with another department: U or G level	A	A	A		A			A	A
12.	Department of record	A	A	A		A			A	A
13.	Open or close a course	A	A	A		A			A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

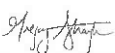
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

		Department/School Chair(s) 1/28/2021
Signature		Approval date
Signature		Approval date

College Academic Council(s)		
 Jordan Camp (Apr 12, 2021 14:19 CDT)		
Signature		Approval date
Signature		Approval date

Dean(s)		
		
Signature		Approval date
Signature		Approval date

Teacher Education Council		
Chair's signature		Approval date

General Education Council		
Chair's signature		Approval date

Undergraduate Academic Council		
Chair's signature		Approval date

Graduate Council		
Chair's signature		Approval date

Provost		
Signature		Approval date

Faculty		
Chair of faculty senate		Approval date

President		
Signature		Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	PSYC 637
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Charles W. Wadlington
2	Course Instructor	Charles W. Wadlington
3	Course Title	Academic Assessment & Intervention
4	Course Abbreviation for Banner if title is more than 30 characters	Academic Assmt & Intervention
5	College	College of Arts and Sciences (graduate)
6	Department or School	Psychology
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	15
17	Catalog Description (50 words or less)	PSYC 637: This course focuses on academic assessment and intervention strategies for groups and individuals across educational and clinical settings. Principles and procedures included in the course content include reliability, validity, data collection methods, cognitive, affective, and systematic assessments, interventions, and conducting curriculum-based measurement and intervention.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? All * The course may be offered in Spring or Summer in future years, but only once per academic year.
22b	Will the course be offered in spring terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2021
24	Is this course required for a degree/s?	☒ No ☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree	☒ No ☐ Yes

	plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: PSYC 640.01, 201910 - 5 PSYC 640.01, 202010 -4; PSYC 640.01,202110-4
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course was created to adapt to a realignment in the SSP degree program.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

A recent program review described a need for additional courses to address academic assessment and intervention.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Graduate students in Psychology

2. State the overarching course goal(s) in performance terms.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will demonstrate knowledge and comprehension of the techniques of academic and intellectual assessment.	● Academic Case Study, Chapter and Topical Presentations
2	demonstrate knowledge and experience in the organization and operation of the schools and in the ability to collaborate effectively with others in planning and decision-making processes.	Academic Case Study, IEP Meeting Observations, Mock ARD

3	develop critical thinking and conceptualization skills in dealing with socialization and development of life skills and the development of strategies in working with a diverse population of clients.	Chapter and Topic Presentations, Academic Case Study, Mock ARD
4	develop critical thinking and conceptualization skills in dealing with ethical issues frequently encountered in the practice of school psychology.	Mock ARD, IEP Meeting Observations
5	develop knowledge and experience in identifying the instruments, procedures necessary to complete curriculum based assessment, academic interventions, and progress monitoring.	Academic Case Study
6		

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

See syllabus

Shapiro, E. (2011) Academic Skills Problems Gilford Press: New York
 Hosp, Hosp, and Howell, (2007) The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement, Gilford Press: New York
 Joseph, L. (2015) Understanding, Assessing, and Intervening on Reading Problems, NASP Publications, Bethesda, MD. 2nd Edition

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or

	part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

PSYC 637 Academic Assessment and Interventions

3 Credit Hours

Meets: 9:10 AM-12:00 PM

Onstead Science Center 261

ABILENE CHRISTIAN UNIVERSITY

Fall 2021

Instructor: Charles Wadlington, PhD, Associate Professor of Psychology

Virtual Office hours by appointment: Monday 1-3, Wednesday 1-3 and Friday 3-5

Office: McKinzie Hall 133 Email: Charles.Wadlington@acu.edu Phone: 325-674-2381

Email is the best way to contact me. I will do my best to answer all emails within 24 hours.

THE MISSION of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The College of Arts and Sciences endeavors to educate students for worldwide Christian service and **leadership** through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Department Mission: The mission of the Abilene Christian University Psychology Department is equipping students with psychological science and practice for Christian service and leadership throughout the world.

Course Description

This course focuses on academic assessment and intervention strategies for groups and individuals across educational and clinical settings. Principles and procedures included in the course content include reliability, validity, data collection methods, cognitive, affective, and systematic assessments, interventions, and conducting curriculum-based measurement and intervention.

Personal Statement:

I believe that true Christianity involves God in every aspect of your life. In this class we will be addressing issues that you will confront in your work. This course has been designed to aid you in learning how to handle these issues educationally and spiritually. As we progress through this course, I encourage you to ask yourself not only what you can learn from this class, but in what ways the Lord will use you in the lives of those you will touch in your chosen profession.[1]

Intended Audience[2]

This course is intended for psychology graduate students who intend to work in academic settings.

Learning Outcomes

Competencies: [CW3]

	Competency	Measurement Instrument
1.	Students will demonstrate knowledge and comprehension of the techniques of academic and intellectual assessment.	Chapter and Topical Presentations; Class Activities
2.	Students will demonstrate knowledge and experience in the organization and operation of the schools and in the ability to collaborate effectively with others in planning and decision-making processes.	Practice mock ARD/IEP
3.	Students will develop critical thinking and conceptualization skills in dealing with socialization and development of life skills and the development of strategies in working with a diverse population of clients.	IEP Meeting Observations
4.	Students will develop critical thinking and conceptualization skills in dealing with ethical issues frequently encountered in the practice of school psychology.	Chapter and Topical Presentations; Class Activities
5.	Students will develop knowledge and experience in identifying the instruments, procedures necessary to complete curriculum based assessment, academic interventions, and progress monitoring.	Virtual Academic Case Study

EVALUATION METHODS AND GRADING CRITERIA: [4]

Chapter and Topical Presentations = 15%

A variety of strategies will be used to cover course content: readings, group discussion, class presentations, and lecture. Each student will also present to the entire class on an assigned chapter from the text during each week that reading is assigned. Presentations will be relatively concise and will provide a structure for understanding and making professional use of the assigned topic. Presentation handouts should be provided however the use of PowerPoint is not

required. Students will be responsible for providing discussion questions for their assigned chapter. These questions should be posted online no later than the Friday before the assigned discussion. If it becomes apparent that students are not prepared for discussions, reading quizzes will be added as part of this grade.

Class Activities= 20%

Students will participate in several class activities to develop knowledge and clinical skills in academic assessment and interventions. These will include partner practice of subject area achievement tests, review of special education law, orientation to the school setting, curriculum based assessment, and the development of an academic intervention. These assignments will be discussed in class the week before they are due on the course schedule. All assignments should be submitted to canvas before the start of class. Assignments submitted after the start of class will be counted as late.

Practice mock ARD/IEP = 25%

Students will participate in a mock ARD meeting with other departments at ACU and professionals in the community. Each student will be paired up with a team of students too plan and implement an IEP and ARD meeting. The teams will meet a minimum of four times throughout the semester.

- First Meeting
 - Date & Time: 9/3 6-8 PM - on Zoom
 - Introduce Purpose
 - Watch videos
 - Then students will go into breakout rooms via Zoom
 - Introduce Professional Roles: Students will do this and they need to come prepared to share their professional roles and responsibilities
 - Choose roles within their groups and share contact information
 - Please add all meeting times and date ranges to your course syllabus as an additional requirement for your course. The sooner they know the better!!
 - Students will need a device and Zoom account - this may also need to go into our syllabus
 - Organize Groups - please add your student's names to this document (in comments) and color code according to the key.

Second Meeting

- Date & Time: Needs to occur the week of Oct. 5-9
- Case study for mock ARD student should be shared before this meeting
- Students should discuss Doug's immediate needs and identify areas in which their professional responsibilities align with those needs
- Product - Google doc where students put in data relevant to their profession
 - These need to be turned in after their first meeting for meeting documentation.

Third Meeting

- Date & Time: Needs to occur the week of Nov. 2-6
 - Students should arrive to this meeting with goals to share with other group members and request feedback/have discussions about the goals.
 - They also need to discuss what accommodations and or modifications they will make to assist in meeting those goals for Doug
 - Product - Draft with accommodations and goals, assessments, and interventions
- These need to be turned in after their first meeting for meeting documentation.

We will conduct 15 Mock ARD Meetings November 23

- Location: TBA (Plan A: In person) (Plan B: Zoom)
- We will be required to adhere to university large gatherings protocol if we choose to be in person.

IEP Meeting Observations = 20%

Students will observe 3 IEP meetings as part of their Practicum 1 experience. If possible, students should attend an initial meeting, an annual meeting, a meeting where evaluation data is discussed, and a meeting regarding a student with a low incident disability (ID, AI, AU, VI, etc.). Students who are not able to schedule this requirement with their practicum supervisors or who are not currently enrolled in a school-based practicum should contact the instructor as soon as possible to schedule observations in another district. Permission from parents should be granted before attending any IEP meeting as a practicum student.

Students should prepare a reflection paper (8-10 pages) based upon these experiences that includes the following:

- Description of who attended and what the purpose of meetings was. (do not use student names).
- How the meetings was similar and different from your expectations
- Communication skills used by professionals and parents to facilitate the meeting.
- What was unique about this meeting, and what did you learn for future facilitation.
- How do you think the parent and student felt during and after the meeting?

Virtual Academic Case Study = 20%

Students will complete components of a virtual curriculum base measurement and other sources to develop and implement an in-depth comprehensive academic intervention. Once an intervention is determined the student will analyze mock data to develop recommendations. A formal intervention report will be generated according to the approved case study rubric.

GRADES:

Grades will be assigned according to the following scale:

A= 90% or more of the total points possible

B= 80-89% of the total points possible

C= 70-79% of the total points possible

D= 60-69% of the total points possible

F= less than 60% of the total points possible

1. NASP Standards addressed in the course

STANDARD IV – DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES

School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions.

Element 4.1 Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS

School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

Element 5.1 School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Element 5.2 Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Textbooks

Shapiro, E. (2011) Academic Skills Problems Gilford Press: New York

Hosp, Hosp, and Howell, (2007) The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement, Gilford Press: New York

Joseph, L. (2015) Understanding, Assessing, and Intervening on Reading Problems, NASP Publications, Bethesda, MD. 2nd Edition

Thomas, A. & Grimes, J. (Eds.) Best Practices in School Psychology (5th Ed.) Bethesda, MD: National Association of School Psychologists.

Class Format: The class will be an active learning environment, with student and instructor lead discussion, presentations, and case studies. Please come prepared and ready to contribute to the class.

Outline of topics: Topics addressed in this class include: special education law, legal and ethical requirements of student service meetings, foundations of learning various academic subjects, and subject area assessments and interventions.

Integration of Christian perspective: Christians are called to service. The profession of psychology provides opportunities, as well as challenges for Christian service to people in need. The course will present professional, personal, and ethical issues for consideration by the profession—especially from the perspective of a Christian.

Classroom Expectations:

Please come to each class meeting ready to learn and share in the learning experience with others. Attend to personal needs before class. Please turn off cell phones before class. Be courteous and respectful when others are talking. This class is a vital part of your learning experience, when you're here, you are expected to attend to class activities rather than working on any other projects or activities.

Students should maintain a professional presence for all in person and virtual meetings. For virtual meetings students should be appropriately dressed, and sitting in a work area. Failure to maintain a professional presence will result in a reduction in participation points.

Attendance Standards:

The current pandemic requires a flexible and fair attendance policy that maintains an appropriate expectation for engagement with course material. Ideally, you will be able to engage the course material by attending class in-person. If you are ill or quarantined, however, I want you to be able to engage the course material in meaningful ways without attending face-to-face class sessions. With that in mind, I will measure class engagement in the following ways:

Tardiness: Students are more than five minutes late to class for more than three times will be counted absent.

Attending face-to-face class sessions. This is the preferred way to engage course material. I will take attendance every class period, and your presence will fulfill my expectations for you to engage the course material for that day.

Joining class sessions synchronously through Zoom. If you are feeling ill (or if you are quarantined), you should not attend face-to-face class sessions. Instead, you should join our class remotely through Zoom. As part of taking attendance every class period, I will also note which students join remotely, and your participation through Zoom will fulfill my expectations for you to engage the course material for that day.

Participating in asynchronous activities on Canvas. If you are unable to attend face-to-face or join our class on Zoom, you can still engage the course material. After each class period, if any students were unable to join us in-person or through Zoom, they should reach out to the instructor to request additional assignments to ensure they don't get behind on the course material.

Academic Honesty:

(Excerpt from ACU Policy): Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <http://www.acu.edu/academics/provost/policies/index.html> (Links to an external site.). The use of internet resources is appropriate for many lab activities if they are properly cited. Any use of notes or internet resources is strictly forbidden on quizzes and tests that are taken in class. Violations of this policy will receive a grade of 0 for the first offence and will receive a course grade of F for repeated violations.

Accommodation for Students With Disabilities:

If you have a documented disability and wish to discuss academic accommodations, please feel free to contact me. The Disability Services Office (Alpha Scholars) facilitates disability accommodations in cooperation with instructors. In order to receive the accommodations, you must be registered with the Disability Services Office and you must complete a specific request for accommodations within the first week of the course.

Anti-Harassment Policy:

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you

would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy. [5][cw6][cw7]

Charles Wadlington, Ph.D.
McKinzie Hall 133
325-674 2381
Charles.Wadlington@acu.edu

March 26, 2021

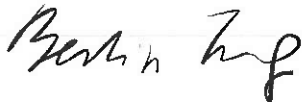
Re: Review of PSYC637: Academic Assessment and Interventions

Dear Dr. Wadlington,

Thank you for submitting the application for course PSYC637: Academic Assessment and Interventions. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements. Thank you for incorporating my earlier suggestions.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 6, 2021
TO: Dr. Charles Wadlington
FROM: Mark McCallon, Associate Dean for Library Information Resource
RE: Course Application for PSYC 637 – Academic Assessment & Intervention

After reviewing the course application and syllabus, the Library can support the proposed course. Thank you for letting us review the course proposal.