

UNDERGRADUATE COUNCIL

Request for New Course

Originating unit requesting course: CHDV

New course title: Developmental Research and Evaluation

New course number: CHDV 30533

Appropriate computer abbreviation if
title is more than 30 spaces: DEV Research Evaluation

Prerequisites for new course:

PSYC 10213 and MATH 10043

Effective date for course (semester and year): Fall 2022

Instructional methodology (Click in box to the left of the name to select a course type.)

(See departmental chairperson or deans for definition of type.):

- | | | | |
|--------------------------------------|---|---|---------------------------------------|
| <input type="checkbox"/> activity | <input type="checkbox"/> clinical | <input type="checkbox"/> directed study | <input type="checkbox"/> internship |
| <input type="checkbox"/> laboratory | <input checked="" type="checkbox"/> lecture | <input type="checkbox"/> lecture w/integrated lab | |
| <input type="checkbox"/> performance | <input type="checkbox"/> research | <input type="checkbox"/> seminar | <input type="checkbox"/> study abroad |

Description of new course (as it will appear in catalog copy):

The purpose of this course is to familiarize students with the basics of developmental research and evaluation. This class will cover topics such as research versus evaluation, evaluation, research design, research projects start to finish, data and analysis, and reporting findings and publications.

1. Submit a representative course syllabus that includes the following:

- a. A concise course description including the course purpose (e.g. fulfill part of university, college, or department mission, discipline requirement, program enrichment, etc.) and course instructional methodology (e.g. lecture, laboratory, lecture and laboratory, clinical, internship, etc.)
- b. the goals of the course;
- c. a clear statement of course expectations - essentially, what students shall be expected to do in order to satisfactorily complete the course at different performance levels (generally speaking, what does it take to get an A, B, C, etc.?);
- d. a statement of the faculty member's policies on attendance, make-up work, missed exams, etc;
- e. information concerning major projects or papers and when these assignments must be completed by the students;
- f. information about the number and dates of the exams;
- g. statements reflecting TCU policy regarding accommodations under Americans with Disabilities Act (ADA) ([this disabilities statement](#) MUST be included *verbatim*) and university policy regarding academic misconduct ([this statement](#), while not required, may be used); and
- h. a statement indicating how the instructor can be reached and how office hour requirements will be met.

A [syllabus template](#), which includes these required elements and others, is available from the Koehler Center.

2. Faculty Resources: How will the unit provide faculty support for this course?

Describe how this course will impact other current departmental listings.

Adjunct will teach course.

3. Educational Resources: Will this course require additional resources not currently available (e.g., space, equipment, library)? ☐ Yes ☒ No**4. If this course affects other units of the University, include a statement signed by chairperson of the affected unit(s).**

N/A

5. If cross-listed, provide evidence of approval of all curriculum committees appropriate to both the originating and cross-listed units.**6. If this course is to be delivered online, include a letter from the Koehler Center stating that program administrators and identified faculty are working with the Koehler Center to fulfill TCU Distance Learning requirement.**

Approval signature of chairperson of originating unit

CHDV 30533 Developmental Research and Evaluation

Instructor Name:

Semester and Year:

Number of Credits: 3 hours

Class Location:

Class Meeting Day(s) & Time(s):

Office Location:

Office Hours:

Telephone:

Email:

Response Time: You can expect a response within 24 hours during regular business hours

Final Exam Date & Other Important Dates

Final Exam date for this semester is _____

Rescheduling of Finals Policy: Rescheduling a final exam must be made one week prior to the last day of classes. Rescheduling of final examinations is permitted 1) for meeting the 24-hour rule or 2) for graduating seniors whose faculty members must submit final grades by Wednesday 5pm of finals week. Unless the student is graduating, the exam must be taken during final examination week.

Course Description

The purpose of this course is to familiarize students with the basics of developmental research and evaluation. This class will cover topics such as research versus evaluation, evaluation, research design, research projects start to finish, data and analysis, and reporting findings and publications.

Learning Outcomes

1. Explain the scientific method.
2. Identify when to conduct research versus evaluation.
3. Develop a simple plan of research or program evaluation.
4. Identify the steps involved in research from start to finish.
5. Describe the essentials of data management.
6. Demonstrate scientific writing skills.
7. Describe and identify evidence-based practices.
8. Describe the process of disseminating research or evaluation findings.
9. Demonstrate the ability to read research reports to make informed decisions.

Prerequisites

PSYC 10213 and MATH 10043.

Required Texts / Materials

McBride, Dawn. The process of research in psychology, 4th Edition (2019).
ISBN-13: 978-1544323497
ISBN-10: 1544323492

Additional / Supplementary Resources

1. Chen, H. L. (2018). Evaluation versus research. In B. B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* (pp. 630-632). SAGE Publications, Inc. <https://methods.sagepub.com/reference/the-sage-encyclopedia-of-educational-research-measurement-and-evaluation/i8617.xml>
2. OHRP Decision Trees → <https://www.hhs.gov/ohrp/regulations-and-policy/decision-charts-2018/index.html>
3. Common Rule (CFR Part 46) → <https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=83cd09e1c0f5c6937cd9d7513160fc3f&pitd=20180719&n=p45.1.46&r=PART&ty=HTML>
4. TCU Data Policies → <https://security.tcu.edu/polproc/Securing-SPI/> and <https://security.tcu.edu/polproc/data-classification-policy/> and <https://security.tcu.edu/electronic-data-storage-locations/>
5. Chen, Y., Fotson, B. L., & Tiano, J. D. (2018). Establishing norms on the Eyberg Child Behavior Inventory to identify disruptive behaviors in Taiwanese children. *Child and Family Behavioral Therapy*, 40(4), 306-319. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6508659/>
6. Briere, J., Johnson, K., Bissada, A., Damon, L., Crouch, J., Gil, E., Hanson, R., & Ernst, V. (2001). Trauma Symptom Checklist for Young Children (TSCYC): Reliability and association with abuse exposure in a multi-site study. *Child Abuse and Neglect*, 25(8), 1001-1014 <https://www.sciencedirect.com/science/article/pii/S0145213401002538>
7. Program Evaluation 101 → <https://mainweb-v.musc.edu/vawprevention/research/programeval.shtml>
8. Metz 2007 → http://www.childtrends.org/wp-content/uploads/2013/04/child_trends-2007_10_01_rb_whyprogeval.pdf

9. CWIG List → <https://www.childwelfare.gov/topics/preventing/prevention-programs/earlychildhood/ec-programs/earlychild/>
10. McLENNAN, J. D., Wathen, C. N., MacMILLAN, H. L., & Lavis, J. N. (2006). Research-practice gaps in child mental health. *Journal of the American Academy of Child and Adolescent Psychiatry*, 45(6), 658–665.
<https://doi.org/10.1097/01.chi.0000215153.99517.80>
11. Post by Lucyshyn → <https://www.psychologytoday.com/us/blog/psyched/201608/bridging-the-research-practice-gap>
12. Doyle, L., Brady, A., & Byrne, G. (2009). An overview of mixed methods research. *Journal of Research in Nursing*, 14(2), 175-185
<https://journals.sagepub.com/doi/pdf/10.1177/1744987108093962>

Teaching Philosophy

I believe in meeting students where they are in terms of their understanding of the materials and challenging them to improve their knowledge and skills. It is important to assess students' goals and needs for the class and then make the appropriate adjustments to the class and materials. I believe that students learn best when there is a balance of challenge and support. I want students to ask questions and participate in hands on activities that bring the material to life.

Instructional Methods

Students are expected to complete the required readings prior to attending class and to ask for clarification when the materials are difficult to understand. I will utilize didactic lecture to further clarify these materials and place them into context within the bigger picture. Further, students will gain knowledge and skills utilized most frequently in research and evaluation by engaging in discussion boards, completing assignments for submission, and practicing key skills. Students will also be familiarized with common tools used in the research/evaluation field such as various statistical and qualitative analysis tools.

What to Expect during Class Time: Didactic lectures on the materials presented, class discussions, presentations, and skills practice.

Course Policies and Requirements

Assignments/Evaluation (4 criteria)

- 1) Submissions – submission assignments include activities that result in a product that students will submit to the instructor. These are: (1) completion of CITI training (formerly protecting human research participants training), (2) completion of Responsible Conduct of Research training, (3) completion of a mock IRB protocol review request, (4) completion of a

mock data collection plan, (5) addressing a real-life scenario where the field has asked for assistance with research and/or evaluation and providing a recommendation (e.g., are they looking for evaluation or research suggestions, what assessments could they use, what data collection methods, etc.), (6) completion of a mock technical report using data collected from a program evaluation with the program in mind as the target audience, (7) submitting constructive feedback to your peers on their mock technical reports, and (8) submitting a critique of a selected peer-reviewed article. Submissions are each worth a specific number of points which are indicated in the course outline.

- 2) Discussion Board – discussion board participation includes responding to and engaging in discussion about ethics related topics on TCU online discussion boards. Each of these opportunities is worth 10 points and will provide a research/evaluation scenario for students to consider and discuss. Topics will include: considerations for protecting research participants while balancing good research design and data management, identifying whether a situation requires a research or evaluation approach, and identifying whether or not a research/evaluation design and data collection meet the needs of someone in the field (e.g., are the norms appropriate for a certain clientele?).
- 3) Presentations – several brief individual and group presentations will be requested of students to share what they have learned and to gain practice communicating in a manner very common to research. Students will present about identifying research outlets (journals), evidence-based practices, and selecting the appropriate tools for field work based on research outcomes.
- 4) Exams – the midterm and final exams are comprehensive, covering all materials presented in assignments, discussions, and readings prior to the exam days. Each exam is worth 50 points.

Grading

Final Grade Elements / Grade Breakdown:

| Outcome(s) | Assignments, Exams/Quizzes, Presentations, etc. | Percentage | Points |
|------------|---|------------|--------|
| 1-9 | Submissions | 37.7 | 115 |
| 1-5, 8-9 | Discussion Board | 13.1 | 40 |
| 4-9 | Presentations | 16.4 | 50 |
| 1-9 | Exams | 32.8 | 100 |
| | Total | 100% | 305 |

Grading Scales

| Grade | Score |
|-------|---------------------------|
| A | 90–100% of total points |
| B | 80–89.99% of total points |
| C | 70–79.99% of total points |
| D | 60–69.99% of total points |
| F | 0–59.99% of total points |

Late Work

Late work will only be accepted following a discussion with the instructor.

Grading Concerns

If you have any questions or concerns about your experiences in this course, the first step is to communicate these questions or concerns directly with the instructor of record. Your instructor is your primary contact for any questions or concerns that arise with this course. Note the university's policy for grade appeals: <https://tcu.codes/policies/academic-affairs/grade-appeal/>

Attendance/Participation

Attendance is expected at all scheduled class meetings unless otherwise discussed with the instructor in advance. Student participation is expected in all assignments and discussion boards. Students should come to class prepared to engage in discussion over the readings as well as contribute meaningful questions throughout the semester.

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. This site provides [guidance on personal media accounts and sites](https://tinyurl.com/PersonalMedia) (<https://tinyurl.com/PersonalMedia>).

Technology Policies

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the [Undergraduate Catalog](#). Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

TCU Online: Our Learning Management System

Getting Started with TCU Online

Technical Requirements: Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements). (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

1. Access via my.tcu.edu > Student Quick Links > TCU Online
2. Login at the following [website](http://d2l.tcu.edu) (<http://d2l.tcu.edu>) my.tcu.edu

*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/). (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

How This Course Will Use TCU Online

This course will utilize TCU Online extensively.

- You will access the syllabus, course schedule, course content, assignments, and the gradebook via TCU Online.
- All assignments will be turned in via TCU Online.

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given, as well as reminder texts for upcoming assignments and quizzes.

Student Success Tools for TCU Online

Pulse

[Pulse](https://www.d2l.com/products/pulse/) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

ReadSpeaker

[ReadSpeaker](#) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline.

ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

Support for TCU Students

Campus Offices

- Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)

- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
- Mary Coats Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or file a complaint: https://titleix.tcu.edu/title-ix/.](https://titleix.tcu.edu/title-ix/)
- [Learn about the Campus Community Response Team and Report a Bias Incident: https://titleix.tcu.edu/campus-community-response-team/](https://titleix.tcu.edu/campus-community-response-team/)

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. 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 any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law, and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office at https://titleix.tcu.edu/student-toolkit/](https://titleix.tcu.edu/student-toolkit/) or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Obligations to Report Conduct Raising Title IX or VAWA Issues

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](#).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Statement of Disability Services at TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](#) located in Sadler Hall, room 1010 or http://www.acs.tcu.edu/disability_services.asp.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. [Guidelines for documentation](http://www.acs.tcu.edu/disability_documentation.asp) may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Emergency Response Information

Building & Room Number:

The emergency exits are located:

The predetermined Rally Point is located at:

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the [Frogshield Campus Safety App](https://police.tcu.edu/frogshield/) on your phone: <https://police.tcu.edu/frogshield/>

| TCU Alert Message & Action |
|---|
| <p>“Lockdown” Situation: Violence/Active Shooter</p> <p>If an active shooter incident is taking place near you, and it is safe to do so, call the TCU Police and provide information to include the location and number of assailants, description of assailant(s), weapons used, and number of potential victims. In the event of an active shooter, take these actions:</p> <ul style="list-style-type: none">• Run: Run off campus if you are sure you can get away. Leave belongings behind and try to warn others if possible. Do not delay, and call TCU Police once it is safe to do so.• Hide: If you are aware of the shooter’s whereabouts, hide out of the shooter’s view, behind a locked door. Block entry into your hiding place. Turn off the lights and silence your phone (including vibrate). Remain quiet. The hiding place must appear locked and empty.• Fight: As the last resort and when your life is in danger, fight. Act with as much physical aggression as possible. Improvise weapons or throw items at the shooter. Attempt to incapacitate the shooter. |

TCU Alert Message & Action

“Evacuate” Situation: Fire

- Remain calm
- Alert others and pull the nearest Fire alarm
- **NEVER IGNORE A FIRE ALARM**
- All fire alarms require mandatory evacuation
- Evacuate the building immediately
- Do NOT use elevators
- Gather at the predetermined Rally Point
- Call TCU Police when it is safe to do so
- Do NOT re-enter the building until authorized by the TCU Police

“Seek Shelter” Situation: Tornado

Thunderstorms are the most common type of severe weather in the Fort Worth area. However, tornadoes can occur.

- Move to the innermost and lowest level of the building, away from exterior windows
- Get under sturdy furniture or along an interior wall, if possible
- Use your arms and hands to protect your head and neck
- Wait for the “All Clear” before leaving your “Seek Shelter” safe space

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

| Date | Topic | Readings Due | Assignments Due |
|--------|---|---|---|
| Week 1 | --Assessment --Syllabus Review & Quiz --Why is R&E Important? --What is Research? --What is Evaluation? | --Chen, 2018 | None |
| Week 2 | --Research: Scientific Method --Research: Ethics --Research: Steps from Start to Finish | --Textbook Chapter 1-2 --Common Rule | --Submission: CITI Training Certificate (10pts) --Submission: Responsible Conduct of Research Training Certificate (10pts) |
| Week 3 | --Research: Design --Research: IRB Process --Research: How to Collect Data and What to Do with Them? | --OHRP Decision Trees --TCU Data Policies --Textbook Chapter 3-4 --Selected readings related to <i>The Development of the Person</i> (the MN Study of Risk and Adaptation from Birth to Adulthood) | --Discussion Board: Ethics Discussion Board (10pts) |
| Week 4 | --Design Brainstorming --Research: Reporting | --Textbook Chapter 5-8 | --Discussion Board: Submit Potential Research Ideas (10pts) --Submission: Mock IRB Protocol Review Request (20pts) |

| Date | Topic | Readings Due | Assignments Due |
|--------|---|---|--|
| | Findings and Getting Published --Research: Evidence-based Practices | | --Submission: Data Collection Plan (20pts) |
| Week 5 | --Design Brainstorming --Research: Norms & Reading Research to Make Field Decisions | --Chen, Fortson, & Tiano, 2018 --Briere et al., 2001 | --Brief Presentation: Journal Aims & Scopes as well as Publication Requirements (15pts) |
| Week 6 | --Design Brainstorming --Group Presentations | None | --Group Presentations: Identify and present on a selected EBP (15pts) |
| Week 7 | --Evaluation: Purpose & How it's Different from Research --Evaluation: Designing a Project --Evaluation: Steps from Start to Finish --When Do you Recommend Research vs. Evaluation? | --Program Evaluation 101 --Metz, 2007 --Two of the evaluations available in the CWIG list | --Ethics Discussion Board (10pts) |
| Week 8 | Midterm (50 points) | | |
| Week 9 | --Design Brainstorming --The R&E Field (What do People Do?) | --Job listings (provided by instructor) --McLennan et al, 2006 | --Submission: Recommendation to real-life scenarios (Evaluation or Research? What assessments to use?) (15pts) |

| Date | Topic | Readings Due | Assignments Due |
|---------|--|--|---|
| | --Job Listings --Should I be a Practitioner or Researcher? --What's the Deal with the Research-Practice Gap? (Translational and implementation research) | -- Post by Lucyshyn | |
| Week 10 | --Job Listings Review --R&E Design Brainstorming --Group Presentations | None | --Group Presentations: Identify and present your selected assessment or intervention of choice based on literature and norms. (20pts) |
| Week 11 | --Mixed Methods Projects --Data Analysis & How to Choose Statistical Tests & Analytical Plans --Reporting R&E Findings: Tech Reports, Style & Audience | --Textbook Chapter 9 --Doyle et al., 2009 | --Ethics Discussion Board (10pts) |
| Week 12 | --Job Listings Review --R&E Design Brainstorming --R&E Skills: Giving and Receiving Feedback | None | --Submission: Mock technical report (20pts) |

| Date | Topic | Readings Due | Assignments Due |
|---------|---|--------------|---|
| | (Presenting, Writing, Co-authoring) | | |
| Week 13 | --Job Listings Review --R&E Design Brainstorming --Statistical Software Demonstrations (SPSS, JASP, R, SAS, Qualitative software) | None | --Submission: Submit your feedback to your peer partners on their mock tech reports (10pts) |
| Week 14 | --Meet the Professionals (guest speakers from the field) | None | None |
| Week 15 | --Overview & Final Review | None | --Submission: Peer-Reviewed Article Critique (10pts) |
| Week 16 | Final Exam (50 points) | | |

Student Perception of Teaching (SPOT)

Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.

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UNDERGRADUATE COUNCIL

Request for New Course

Originating unit requesting course: CHDV

New course title: TBRI Intensive

New course number: 50933

Appropriate computer abbreviation if title is more than 30 spaces: TBRI Intensive

Prerequisites for new course:

CHDV 50433 and CHDV 50443

Effective date for course (semester and year): Spring 2022

Instructional methodology (Click in box to the left of the name to select a course type.)

(See departmental chairperson or deans for definition of type.):

- | | | | |
|--------------------------------------|---|---|---------------------------------------|
| <input type="checkbox"/> activity | <input type="checkbox"/> clinical | <input type="checkbox"/> directed study | <input type="checkbox"/> internship |
| <input type="checkbox"/> laboratory | <input checked="" type="checkbox"/> lecture | <input type="checkbox"/> lecture w/integrated lab | |
| <input type="checkbox"/> performance | <input type="checkbox"/> research | <input type="checkbox"/> seminar | <input type="checkbox"/> study abroad |

Description of new course (as it will appear in catalog copy):

This course is designed to be an intensive study in putting Trust-Based Relational Intervention (TBRI) into practice within a professional setting. Upon successful completion of the course (80% or above) students will earn the title and status of TBRI Practitioner.

1. Submit a representative course syllabus that includes the following:

- a. A concise course description including the course purpose (e.g. fulfill part of university, college, or department mission, discipline requirement, program enrichment, etc.) and course instructional methodology (e.g. lecture, laboratory, lecture and laboratory, clinical, internship, etc.)
- b. the goals of the course;
- c. a clear statement of course expectations - essentially, what students shall be expected to do in order to satisfactorily complete the course at different performance levels (generally speaking, what does it take to get an A, B, C, etc.?);
- d. a statement of the faculty member's policies on attendance, make-up work, missed exams, etc;
- e. information concerning major projects or papers and when these assignments must be completed by the students;
- f. information about the number and dates of the exams;
- g. statements reflecting TCU policy regarding accommodations under Americans with Disabilities Act (ADA) ([this disabilities statement](#) MUST be included *verbatim*) and university policy regarding academic misconduct ([this statement](#), while not required, may be used); and
- h. a statement indicating how the instructor can be reached and how office hour requirements will be met.

A [syllabus template](#), which includes these required elements and others, is available from the Koehler Center.

2. Faculty Resources: How will the unit provide faculty support for this course?

Describe how this course will impact other current departmental listings.

Course will be taught by KPICD faculty and/or staff.

3. Educational Resources: Will this course require additional resources not currently available (e.g., space, equipment, library)?☐

Yes

☒

No

4. If this course affects other units of the University, include a statement signed by chairperson of the affected unit(s).

N/A

5. If cross-listed, provide evidence of approval of all curriculum committees appropriate to both the originating and cross-listed units.

N/A

6. If this course is to be delivered online, include a letter from the Koehler Center stating that program administrators and identified faculty are working with the Koehler Center to fulfill TCU Distance Learning requirement.

Approval signature of chairperson of originating unit

CHDV 50933 TBRI Intensive

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

CHDV 50933 TBRI Intensive

Instructor Name: Dr. Casey Call

Semester and Year: XX

Number of Credits: 3

Class Location: XX

Class Meeting Day(s) & Time(s): XX

Office Location: RJH 327

Office Hours: by appointment

Telephone: 817-257-4283

Email: c.d.call@tcu.edu

Response Time: You can expect a response within 24 hours during regular business hours.

Final Exam Date

- As their final evaluation, students will complete a comprehensive exam during the last class period.

Course Description

This course is designed to be an intensive study in putting Trust-Based Relational Intervention (TBRI) into practice within a professional setting. Upon successful completion of the course (80% or above), students will earn the title and status of TBRI Practitioner.

| Learning Outcomes | Assessment |
|--|---------------------------|
| Examine domestic and international implementation of TBRI within an organization. | TBRI Interviews |
| Collaborate with professionals on TBRI implementation and/or training. | TBRI in Practice |
| Design an organization designed to support children and/or families who have experienced developmental trauma. | TBRI Organization |
| Create a plan to implement TBRI within an organization. | TBRI Implementation Plans |
| Articulate TBRI Principles and Strategies. | Exams |

Course Prerequisites

CHDV 50433 and CHDV 50443

TBRI Training Notebook and Reference Manual (only available from the KPICD)

Handouts and Articles will be provided on TCU Online.

Course Policies and Requirements

Assignments

Rubrics for each assignment can be found on TCU Online.

TBRI Interviews (50 points)

Due XX

Interviews. Students will interview two TBRI Mentors or Practitioners, record and transcribe the interviews, and write a paper summarizing each interview, as well as reflecting upon lessons learned and recommendations for TBRI organization implementation. One interview should be with a person working domestically within the US and the other one should be with a person working internationally. Example questions are on TCU Online.

TBRI in Practice (100 points)

Due XX

Service. Students will partner with a TBRI Practitioner in their area to volunteer their time and knowledge in improving or enhancing TBRI implementation. Students are encouraged to partner with a TBRI Practitioner within a TBRI Ambassador organization. A minimum of twenty service hours is required. Students will keep a log of their days, times, and learning experiences. A template is included on TCU Online.

Presentation. Students will develop a presentation about their service experience and present it to the class during the last two weeks of the semester, the focus of the presentation will be 'lessons learned.'

Organization (50 points) & Implementation Plans (100 points)

Due XX

Organization. Students will design an organization that serves children and/or families within their community. They will develop the following items for their organization:

- Organization name
- Mission statement
- Vision statement
- Values statements
- Purpose
- Services
- Bioecological map of how their organization fits within a caregiving system

CHDV 50933 TBRI Intensive

Implementation Plans. Students will develop a TBRI Implementation plan for their organization. The implementation will include the following items:

- Who will be trained in TBRI?
- How will staff be trained in TBRI?
- How will you ensure ongoing mentoring and training in TBRI for continuing staff? New staff?
- How will children or families learn about TBRI or receive TBRI Training?
- How will your organization 'TBRI' staff?
- How will your organization 'TBRI' children and/or families?
- How will you prevent burnout, secondary compassion fatigue, or vicarious trauma in staff?
- How will you support families on an ongoing basis?
- How will you help children and/or families heal from trauma?

Exams (100 points)

Midterm & Final

Students will complete two cumulative exams, a midterm and a final.

Late Work

Late work will only be accepted with an official University excused absence. If you are having issues getting an assignment turned in on time, please contact me ahead of time (not after the due date).

Grading Concerns

If you have a concern regarding a grade, please contact me within two weeks of receiving your grade to discuss it. Here is the university policy on grade appeals.

Grading

| Assignment | Points | % |
|----------------------------------|------------|-------------|
| TBRI Interviews (2) | 50 | 12.5% |
| TBRI in Practice (min. 20 hours) | 100 | 25% |
| TBRI Organization | 50 | 12.5% |
| TBRI Implementation Plans | 100 | 25% |
| Exams (2) | 100 | 25% |
| Total Points | 400 | 100% |

Final Letter Grade Calculation:

| | |
|---|----------------|
| A | 360-400 points |
| B | 320-359 points |
| C | 280-319 points |
| D | 240-279 points |
| F | 239 and below |

.5 and above are rounded up

CHDV 50933 TBRI Intensive

Important Dates

- *Last day for enrollment or changing classes & last day to withdraw at 100% tuition refund – XX*
- *Last day to withdraw at 75% tuition refund – XX*
- *Last day to withdraw at 50% tuition refund – XX*
- *Last day to drop for this session – XX*
- *Last day to elect P/NC for this session – XX*
- *Last day of classes for this session – XX*
- *Final exam days*

Class Norms & Netiquette

The Golden Rule: Treat others as you want to be treated.

Show respect and kindness to yourself and to your classmates.

All members of this class are expected to treat others with respect in all interactions and communication, e.g., discussions, emails, group work.

One way we treat children with respect is to use person-first language. For example, we would say a child with autism, not an autistic child. Please practice person-first language during all class interactions and communication.

Please review the Core Rules of Netiquette. If I deem any of the communication to be inappropriate or offensive, I will forward the information to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course.

Please review TCU's guidelines on electronic communications. All online communication should be done with honor and integrity.

Technology Policies

Zoom Access:

Meeting ID: 531 642 8532

Recording of Class Sessions

Zoom class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you do not wish to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you do not wish to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Further, if you anticipate that you will not consent to your video and/or audio participation being recorded, please contact the instructor immediately so the instructor may work with you to determine how to assess your class participation and assignments that may require collaboration during the class session.

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint

CHDV 50933 TBRI Intensive

slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct and may also constitute Academic Misconduct or Disruptive Classroom Behavior.

TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Academic Misconduct

Academic Misconduct: Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the Undergraduate Catalog and the Graduate Catalog. Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

TCU Online: Our Learning Management System

Getting Started with TCU Online

Technical Requirements: Check your computer is ready by looking at the [specifications list](#).

Log In: (using your TCU Network Credentials)

1. Access via my.tcu.edu > Student Quick Links > TCU Online
2. Login at the following website (<http://d2l.tcu.edu>) my.tcu.edu

*For information about logging into TCU Online, view these [instructions](#).

Student Orientation Tutorial for TCU Online

CHDV 50933 TBRI Intensive

If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in I Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

How This Course Will Use TCU Online

This course will utilize TCU Online extensively.

- *You will access the syllabus, course schedule, course content, assignments, and the gradebook via TCU Online.*
- *All assignments will be turned in via TCU Online.*

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the TCU Online (D2L) Help Desk. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the Help Desk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. In the Profile area, you can upload a photo of yourself and add personal information. In the Notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

Student Success Tools for TCU Online

Pulse

Pulse is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

ReadSpeaker

ReadSpeaker includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

Support for TCU Students

Campus Offices

- Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CdeX) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
- Mary Coutts Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- *Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint:* <https://titleix.tcu.edu/title-ix/>.
- *Learn about the Campus Community Response Team and Report a Bias Incident:* <https://titleix.tcu.edu/campus-community-response-team/>

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. 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 any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator.

Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at <https://care.tcu.edu/> or by calling (817) 257-5225 or the Counseling & Mental Health Center at <https://counseling.tcu.edu/> or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228.

Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Obligations to Report Conduct Raising Title IX or VAWA Issues

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Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the Policy on Prohibited Discrimination, Harassment and Related Conduct.

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Student Access and Accommodation

Student Access and Accommodation. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257- Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through 6567. Accommodations are not retroactive and require advance notice to implement.

Emergency Response Information

Please review TCU's L.E.S.S. is More public safety video to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

TCU's Public Safety website provides maps that show our building's rally point for evacuation and the seek

CHDV 50933 TBRI Intensive

shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the Frogshield Campus Safety App on your phone. (<https://police.tcu.edu/frogshield/>).

Student Perception of Teaching (SPOT)

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To foster knowledge and curiosity about science, mathematics, and engineering by offering personalized, rigorous instruction that emphasizes research and internship opportunities.

**Karyn Purvis Institute of Child Development (KPID)
Mission Statement**

Our mission is research, education, training, and outreach to improve the lives of children who have experienced abuse, neglect, and/or trauma.

Learning to change the world for children.

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

| Week | Topic | Reading Due | Assignments Due |
|------|--|-------------|--------------------------------------|
| 1 | The Healing Journey | Pg. 7-36 | |
| 2 | Organizing Resilience in Humans: Attachment | Pg. 37-60 | |
| 3 | Disorganization and Disruption: Relational Trauma | Pg. 61-84 | |
| 4 | Assessment | Handout | TBRI Interviews Due |
| 5 | Reorganization and Repair: Connecting Principles | Pg. 85-104 | |
| 6 | Nurture Groups & Attachment Talk | Pg. 181-186 | |
| 7 | Midterm | | |
| 8 | Reorganization and Repair: Empowering Principles | Pg. 105-128 | |
| 9 | Organizing Cultural Resilience: Practice Principles | Pg. 147-162 | TBRI Organization Due |
| 10 | Sensory Processing | Pg. 187-216 | |
| 11 | Reorganization and Repair: Correcting Principles | Pg. 129-146 | |
| 12 | TBRI In Action: The Dynamic Organization of Micro-Journeys | Article | TBRI Implementation Plans Due |
| 13 | Organizing Cultural Resilience: Expansive Learning | Pg. 163-180 | |

CHDV 50933 TBRI Intensive

| | | | |
|----|---------------------------------------|--|--|
| 14 | TBRI In Practice Presentations | | TBRI in Practice Service Logs Due |
| 15 | TBRI in Practice Presentations | | |
| 16 | Final Exam | | |

UNDERGRADUATE COUNCIL
Request for Change(s)

Originating unit requesting change

Computer Science Department

Type of Change requested:

- | | | |
|---|--|---|
| <input type="checkbox"/> Course number(s) | <input type="checkbox"/> Course prerequisite(s) | |
| <input type="checkbox"/> Course title | <input checked="" type="checkbox"/> Drop course(s) | <input type="checkbox"/> Program description |
| <input type="checkbox"/> Course description | <input type="checkbox"/> Drop program(s) | <input type="checkbox"/> Program requirements |

Semester and year change(s) take effect:

Spring 2022

Appropriate computer abbreviation if
course title is more than 30 spaces:

Briefly summarize the change requested:

Delete courses from the Computer Science Department's course listings.

COSC 10203

COSC 10533

COSC 30703

COSC 50123

Programs Only

Program Name: _____

Current Code: _____ Proposed New Code (list 2): _____ or _____
(ex: INDE-BFA)

Can have second major: ____ Yes ____ No

Current CIP Code: _____

Does the change require a new or change in CIP code? ____ Yes ____ No

If yes, what is the proposed CIP code? _____

*for reference, please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>

Catalog copy

Present catalog copy (paste-up from catalog is acceptable).

Proposed change(s). (Include exact catalog copy as desired. Underline changes)

COSC 10203 Computer Literacy

COSC 10533 Freshman Seminar in Computer Science

COSC 30703 ADA Software Development and Programming

COSC 50123 Object-Oriented Design and Programming

Request for Changes

Page 2

1. What is the justification for the change(s) requested?
These courses are no longer taught by the department and should be removed from the Department's course listings.
 2. If applicable, explain how the change(s) will affect the current program outcomes and assessment mechanisms.
N/A
 3. **Faculty Resources:** How will the unit provide faculty support for this change and any other impact this change may have on other current departmental listings.
N/A
-

4. **Educational Resources:** Will this change require additional resources not currently available (e.g. space, equipment, library, other)? ☐ YES
If yes, list additional resources needed. ☒ NO

5. If this change affects other units of the University, include a statement signed by the chairperson(s) of the affected unit(s).

N/A

6. If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and cross-listed units.

N/A



Approval signature of chairperson of originating unit

**UNDERGRADUATE COUNCIL
Request for Change(s)**

Originating unit requesting change Department of Engineering

Type of Change requested:

- | | | |
|---|--|---|
| <input type="checkbox"/> Course number(s) | <input checked="" type="checkbox"/> Course prerequisite(s) | |
| <input type="checkbox"/> Course title | <input type="checkbox"/> Drop course(s) | <input type="checkbox"/> Program description |
| <input type="checkbox"/> Course description | <input type="checkbox"/> Drop program(s) | <input type="checkbox"/> Program requirements |

Semester and year change(s) take effect: Spring 2022

Appropriate computer abbreviation if
course title is more than 30 spaces:

Briefly summarize the change requested:

Add a programming course as a co-requisite for ENGR 20613

Programs Only

Program Name: _____

Current Code: _____ Proposed New Code (list 2): _____ or _____
(ex: INDE-BFA)

Can have second major: ____ Yes ____ No

Current CIP Code: _____

Does the change require a new or change in CIP code? ____ Yes ____ No

If yes, what is the proposed CIP code? _____

*for reference, please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>

Catalog copy

Present catalog copy (paste-up from catalog is acceptable).

ENGR 20613 Dynamics and Vibrations I

Prerequisites: ENGR 10032, PHYS 20473/20474, and credit for, or concurrent enrollment in MATH 30613. Kinematics and kinetics of a particle. Work-energy and impulse-momentum methods for particles. Planar kinematics and kinetics of a rigid body. Work-energy and impulse-momentum methods for rigid bodies. Free and forced response of damped single-degree-of-freedom systems.

Credits

3

Proposed change(s). (Include exact catalog copy as desired. Underline changes)

ENGR 20613 Dynamics and Vibrations I

Prerequisites: ENGR 10032, PHYS 20473/20474, and credit for, or concurrent enrollment in both MATH 30613 and one of COSC 10403, COSC 10503, COSC 10603, ENGR 10573. Kinematics and kinetics of a particle. Work-energy and impulse-momentum methods for particles. Planar kinematics and kinetics of a rigid body. Work-energy and impulse-momentum methods for rigid bodies. Free and forced response of damped single-degree-of-freedom systems.

Credits

3

Request for Changes

Page 2

1. What is the justification for the change(s) requested?
We will use MatLab as a dynamic system modeling tool.
 2. If applicable, explain how the change(s) will affect the current program outcomes and assessment mechanisms.
No effect
 3. **Faculty Resources:** How will the unit provide faculty support for this change and any other impact this change may have on other current departmental listings.
Faculty resources will not be affected.
-

4. **Educational Resources:** Will this change require additional resources not currently available (e.g. space, equipment, library, other)? ☐ YES
If yes, list additional resources needed. ☒ NO

5. If this change affects other units of the University, include a statement signed by the chairperson(s) of the affected unit(s).
6. If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and cross-listed units.



Approval signature of chairperson of originating unit

**UNDERGRADUATE COUNCIL
Request for Change(s)**

Originating unit requesting change Department of Engineering

Type of Change requested:

- | | | | | |
|-------------------------------------|--------------------|--------------------------|------------------------|---|
| <input checked="" type="checkbox"/> | Course number(s) | <input type="checkbox"/> | Course prerequisite(s) | |
| <input type="checkbox"/> | Course title | <input type="checkbox"/> | Drop course(s) | <input type="checkbox"/> Program description |
| <input checked="" type="checkbox"/> | Course description | <input type="checkbox"/> | Drop program(s) | <input type="checkbox"/> Program requirements |

Semester and year change(s) take effect: Spring 2022

Appropriate computer abbreviation if
course title is more than 30 spaces:

Intro to MEMS

Briefly summarize the change requested:

Drop lab portion of the course

Programs Only

Program Name: _____

Current Code: _____ Proposed New Code (list 2): _____ or _____
(ex: INDE-BFA)

Can have second major: ____ Yes ____ No

Current CIP Code: _____

Does the change require a new or change in CIP code? ____ Yes ____ No

If yes, what is the proposed CIP code? _____

*for reference, please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>

Catalog copy

Present catalog copy (paste-up from catalog is acceptable).

Proposed change(s). (Include exact catalog copy as desired. Underline changes)

ENGR 40434 Introduction to Microelectromechanical System (MEMS)

Prerequisites: ENGR 20404 and ENGR 20603. Micro Electro Mechanical Systems (MEMS) are miniature devices that are widely used in industrial and consumer products such as accelerometers, used in cars to activate the airbags and in smart phones to flip images and play video games. This course will cover the fundamentals of MEMS including the design and modeling, fabrication, actuation and sensing, packaging, testing and characterization as well as reliability. The MEMS concepts will be reinforced through labs using an advanced MEMS simulation tools. The applications and challenges of existing MEMS devices will be discussed.

Credits

4

ENGR 40433 Introduction to Microelectromechanical System (MEMS)

Prerequisites: ENGR 20404 and ENGR 20603. Micro Electro Mechanical Systems (MEMS) are miniature devices that are widely used in industrial and consumer products such as accelerometers, used in cars to activate the airbags and in smart phones to flip images and play video games. This course will cover the fundamentals of MEMS including the design and modeling, fabrication, actuation and sensing, packaging, testing and characterization as well as reliability. ~~The MEMS concepts will be reinforced through labs using an advanced MEMS simulation tools.~~ The applications and challenges of existing MEMS devices will be discussed.

Credits

3

Request for Changes

Page 2

1. What is the justification for the change(s) requested?
Software simulation tools are too expensive.
 2. If applicable, explain how the change(s) will affect the current program outcomes and assessment mechanisms.
No effect
 3. **Faculty Resources:** How will the unit provide faculty support for this change and any other impact this change may have on other current departmental listings.
Faculty resources will not be affected.
-

4. **Educational Resources:** Will this change require additional resources not currently available (e.g. space, equipment, library, other)? ☐ YES
If yes, list additional resources needed. ☒ NO

5. If this change affects other units of the University, include a statement signed by the chairperson(s) of the affected unit(s).
6. If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and cross-listed units.



Approval signature of chairperson of originating unit

UNDERGRADUATE COUNCIL
Request for Change(s)

Originating unit requesting change

Geological Sciences

Type of Change requested:

☐

Course number(s)

☐

Course prerequisite(s)

☒

Course title

☐

Drop course(s)

☐

Program description

☐

Course description

☐

Drop program(s)

☐

Program requirements

Semester and year change(s) take effect:

Fall 2021

Appropriate computer abbreviation if
course title is more than 30 spaces:

Geoscience Education and Comm

Briefly summarize the change requested:

I am requesting a course title change for the newly approved “Geoscience Education Research” course that is part of the new Earth Systems Science degree. I would like the name changed to “Geoscience Education and Communication” to better align with the course’s content and focus.

Programs Only

Program Name:

Current Code: _____ Proposed New Code (list 2): _____ or _____
(ex: INDE-BFA)

Can have second major: ____ Yes ____ No

Current 6-digit CIP Code: _____

Does the change require a new or change in CIP code? ____ Yes ____ No

If yes, what is the proposed 6-digit CIP code? _____

*for reference, please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>

Catalog copy

Present catalog copy (paste-up from catalog is acceptable).

Proposed change(s). (Include exact catalog copy as desired. Underline changes)

GEOL 30112 Geoscience Education Research

GEOL 30112 Geoscience Education and Communication

Request for Changes

Page 2

1. What is the justification for the change(s) requested?
I felt that using the title “Geoscience Education Research” will present the wrong idea about the courses focus and scare off younger students. Additionally, I would like to use the title “Geoscience Education Research” for an upper-level course that is in development that will focus more on research studies, methods, and results.
 2. If applicable, explain how the change(s) will affect the current program outcomes and assessment mechanisms.
The proposed changes will have no impact on the course outcomes.
 3. **Faculty Resources:** How will the unit provide faculty support for this change and any other impact this change may have on other current departmental listing
The proposed changes will have no impact on other departmental listings
-

4. **Educational Resources:** Will this change require additional resources not currently available (e.g. space, equipment, library, other)? ☐ YES
If yes, list additional resources needed. ☒ NO

5. If this change affects other units of the University, include a statement signed by the chairperson(s) of the affected unit(s).

N/A

6. If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and cross-listed units.

N/A



Approval signature of chairperson of originating unit

UNDERGRADUATE COUNCIL

Request for New Course

Originating unit requesting course: Nutritional Science

New course title: Undergraduate Research

New course number: NTDT 40300

Appropriate computer abbreviation if title is more than 30 spaces: _____

Prerequisites for new course:

NTDT 20403, or concurrent enrollment

Effective date for course (semester and year): Fall 2021

Instructional methodology (Click in box to the left of the name to select a course type.)

(See departmental chairperson or deans for definition of type.):

- | | | | |
|--------------------------------------|--|---|---------------------------------------|
| <input type="checkbox"/> activity | <input type="checkbox"/> clinical | <input type="checkbox"/> directed study | <input type="checkbox"/> internship |
| <input type="checkbox"/> laboratory | <input type="checkbox"/> lecture | <input type="checkbox"/> lecture w/integrated lab | |
| <input type="checkbox"/> performance | <input checked="" type="checkbox"/> research | <input type="checkbox"/> seminar | <input type="checkbox"/> study abroad |

Description of new course (as it will appear in catalog copy):

Projects in nutritional science research carried out under the direction of a faculty member. Because ongoing research projects differ from one semester to the next, students gain additional research skills each time they take the course. Variable credit between one to four hours per enrollment can be earned for this course. The course may be repeated for a maximum of four times. However, a maximum of 4 credits can be earned for this course.

1. Submit a representative course syllabus that includes the following:

- a. A concise course description including the course purpose (e.g. fulfill part of university, college, or department mission, discipline requirement, program enrichment, etc.) and course instructional methodology (e.g. lecture, laboratory, lecture and laboratory, clinical, internship, etc.)
- b. the goals of the course;
- c. a clear statement of course expectations - essentially, what students shall be expected to do in order to satisfactorily complete the course at different performance levels (generally speaking, what does it take to get an A, B, C, etc.);
- d. a statement of the faculty member's policies on attendance, make-up work, missed exams, etc;
- e. information concerning major projects or papers and when these assignments must be completed by the students;
- f. information about the number and dates of the exams;
- g. statements reflecting TCU policy regarding accommodations under Americans with Disabilities Act (ADA) ([this disabilities statement](#) MUST be included *verbatim*) and university policy regarding academic misconduct ([this statement](#), while not required, may be used); and
- h. a statement indicating how the instructor can be reached and how office hour requirements will be met.

A [syllabus template](#), which includes these required elements and others, is available from the Koehler Center.

2. Faculty Resources: How will the unit provide faculty support for this course?

Describe how this course will impact other current departmental listings.

This course does not require additional faculty support. This proposed course can serve as a substitute for NTDT 40411, NTDT 40421, and NTDT 40431 Supervised Practice in Nutrition Research I, II, and III for students who do not require Supervised Practice for their degree plans but choose to participate in research for other reasons.

3. Educational Resources: Will this course require additional resources not currently available (e.g., space, equipment, library)?☐

Yes

☒

No

4. If this course affects other units of the University, include a statement signed by chairperson of the affected unit(s).

N/A

5. If cross-listed, provide evidence of approval of all curriculum committees appropriate to both the originating and cross-listed units. N/A**6. If this course is to be delivered online, include a letter from the Koehler Center stating that program administrators and identified faculty are working with the Koehler Center to fulfill TCU Distance Learning requirement.** N/A

Approval signature of chairperson of originating unit

Syllabus: Undergraduate Research, NTDT 40300 (Sections 075, 076, 077, 078, and 079)

Instructors:

Rebecca Dority, MS, RD, LD, CDE

Bass 1201J; (817) 257-6322; r.dority@tcu.edu; <https://tcu.zoom.us/j/6943837543>

Kelly Fisher, DCN, RD, CSP, LD

Bass 1201M; (817) 257-4128; k.fisher2@tcu.edu; <https://tcu.zoom.us/j/4637558469>

Gina Jarman Hill, PhD, RD, LD

Bass 1201G; (817) 257-6320; g.jarman@tcu.edu; <https://tcu.zoom.us/j/94594082510>

Anne VanBeber, PhD, RD, LD, FAND, CCMS

Bass 1201D; (817) 257-7518; a.vanbeber@tcu.edu; <https://tcu.zoom.us/j/9266597361>

Jada Willis, PhD, RDN, LD, FAND

Bass 1201H; (817) 257-6310; jada.willis@tcu.edu; <https://tcu.zoom.us/j/8172576310>

Semester and Year: Spring, 2022

Number of Credits: Variable credit between one-four credit hours; A maximum of four (4) credits can be earned for this course.

Class Location: Bass 1201.

Class Meeting Day(s) & Time(s): Locations and times vary. Instructor and student will arrange days and times to discuss course requirements and assessment.

Office Hours: By appointment with faculty research advisor in person or via Zoom.

Response Time: Within 24 hours during weekdays and within 48 hours over the weekend.

Important Note for the 2021-2022 School Year

The Dean of Students Office (formerly known as Campus Life) and the Student Experience

The health and safety of students, faculty, and staff is Texas Christian University's highest priority.

Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

Health and Wellness

***Have you gotten the COVID-19 vaccine? Let TCU know. →**

Fill out the vaccine survey by scanning the QR code to the right.



Are you feeling unwell? Let TCU know.

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify The Dean of Students Office (formerly known as Campus Life) immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). The Dean of Students Office will inform your professors that you are unable to attend class and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

Face Masks

Face masks are currently required in TCU classrooms, per the [TCU Campus Readiness Task Force: Face Mask Policy](#). Students not complying with classroom face mask requirements may be referred to Dean of Students Mike Russel.

If TCU lifts the face mask requirement before the end of Fall 2021, the instructor may continue to require face masks in their classrooms. At that point, the instructor will notify the students of their decision and update their syllabus accordingly.

Final Evaluative Exercise Date & Other Important Dates

Final Evaluative Exercise. According to the [Faculty/Staff Handbook "Final Evaluative Exercise Policy"](#) section, TCU requires a "final evaluative exercise in all classes" during the designated finals period. The final student reflection of practical research experience in this class is scheduled for Date and Time TBD. The final student reflection of practical research experience grade will be posted on TCU Online (TCU Online in Assessment > Grades).

Rescheduling of Finals Policy: According to the [Faculty/Staff Handbook “Rescheduling of Finals”](#) section, arrangements for rescheduling a final must be made one week prior to the last day of classes as stated in the university calendar. Rescheduling of final examinations is permitted 1) for meeting the 24-hour rule or 2) for graduating seniors whose faculty members must submit final grades by Wednesday 5pm of finals week. Unless the student is graduating, the exam must be taken during final examination week.

Last Day to Drop: Date TBD

Last Day to P/NC: Date TBD

Course Description

Projects in nutritional science research carried out under the direction of a faculty member. Because ongoing research projects differ from one semester to the next, students gain additional research skills each time they take the course. Variable credit between one to four hours per enrollment can be earned for this course. The course may be repeated for a maximum of four times. However, a maximum of 4 credits can be earned for this course.

Course Learning Outcomes

Upon completion of this course, the student will be able to:

1. Identify focus of research study in nutritional sciences.
2. Complete online research training and tutorials.
3. Plan and organize a timeline and due dates for completing research project.
4. Apply critical thinking skills.
5. Conduct nutrition research project using appropriate methods, ethical procedures, and data analysis.

Course Requirements: This course currently meets all or part of the following requirements for a degree:

- TCU Core Curriculum Requirement: None
- Requirement within the Major: None
- Requirement for other Majors: None
- Supports Mission Statement: Supports departmental, college, and university Mission Statements

Prerequisites

NTDT 20403, or concurrent enrollment

Required Texts / Materials

1. **Textbook:** Drummand, Karen and Murphy-Reyes, Alison. *Nutrition Research: Concepts and Applications*. Ones & Bartlett Learning; 2018. **Student Copy ISBN:** 978-1-2841-0153-9. A digital or paperback version of the textbook is acceptable. I have also reserved a copy

of the book under course reserves at the campus library. An electronic version of the textbook is acceptable. *You do not need to purchase MindTap or the access code for this class. Older versions of the textbook are not acceptable.

2. **Laptop or Desktop:** For meetings, discussions and other assignments.

Additional / Supplementary Resources

- Collaborative Institutional Training Initiative (CITI) Program: www.citiprogram.org
- Academy of Nutrition and Dietetics Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines: www.andeal.org.
- Cochrane Database of Systematic Reviews: www.chochrane.org
- U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality: www.ahrq.gov
- National Guideline Clearinghouse: www.guideline.gov
- Scientific journal articles and other websites as appropriate for research project

Teaching Philosophy

It is the desire of the faculty in the Department of Nutritional Sciences (NTDT) to help students achieve their fullest potential in acquiring knowledge and developing skills for professional applications in nutrition and dietetics practice. Providing students with access to a wide variety of learning experiences supports different learning styles and creates an opportunity for individual discovery and synthesis of knowledge related to the science of nutrition. The role of the NTDT faculty is to provide students with tools that foster self-discovery and professional development, result in the acquisition of knowledge from evidence-based research, and cultivate life-long learning.

Instructional Methods

This course is directed independent study with student arranging research hours and activities with instructor and includes scheduled meetings during the semester. TCU Online is also utilized.

Course Policies and Requirements

Assignments

Time Log: A printable copy of the Undergraduate Research Time Log is available on TCU Online for NTDT 40300. The completed log will contain student's descriptions of the tasks accomplished related to course objectives/assignments, along with the date and hours spent on research activities. The signature of the faculty research advisor is required on each log page. Student is required to turn in a completed/signed log by the end of the semester.

Research Project Development/Implementation/Dissemination: See TCU Online for specific and detailed instructions. Students will work with the faculty member to ensure all aspects of the assignment are met.

Midterm Instructor Evaluation: Performed by instructor as a formative assessment mid semester. See TCU Online for specific and detailed instructions.

Final Instructor Evaluation: Student performance is evaluated by the course instructor and contributes to overall assignment grade (see following section). Make sure you review evaluation forms for performance criteria based. See TCU Online for specific and detailed instructions.

Student Reflection of Practical Research Experience: Using 12 pt, Times New Roman, type a 2-3 page double-spaced, paper that addresses the following questions/tasks:

- Briefly summarize the research tasks that you completed over the course of the semester.
- Discuss 3-4 things that you learned that you will utilize as you prepare for next semester/your career.
- Reflect on your undergraduate research experience. What worked well? What did not work well? Explain.

Grading

Final Grade Elements / Grade Breakdown:

| Course Outcomes | Course Activities: Assignments, Exams/Quizzes, Presentations, etc. | Points | Percentage |
|-----------------|--|------------|-------------|
| 3 | Time Log | 100 | 20% |
| 1, 2, 4, 5 | Research Project Development/Implementation/Dissemination | 200 | 40% |
| N/A | Mid-Term Instructor Evaluation | 50 | 10% |
| N/A | Final Instructor Evaluation | 100 | 20% |
| 4 | Student Reflection of Practical Research Experience | 50 | 10% |
| Total | | 500 | 100% |

Grading Scale

Averages are rounded (for example, 93.5 becomes 94 but 93.4 becomes 93) and then the grade is determined by the following scale:

| Grade | Score |
|-------|----------|
| A | 90 – 100 |
| B | 80 – <90 |
| C | 70 – <80 |

| Grade | Score |
|-------|----------|
| D | 60 – <70 |
| F | 0 – <60 |

Late Work

Late assignments will earn minus 5 points per calendar day. Assignments will not be accepted after 3 calendar days late. Note that the [Faculty/Staff Handbook “Attendance Expectations and Official Absence Policy”](#) section states that “Faculty are required to permit students to make up work missed because of Official University Absences.”

Grading Concerns

If you have concerns about an assignment or quiz grade, please email the instructor. The instructor may meet over Zoom or in-person to discuss the grade or communicate via email. For individual assignment grades, concerns should be communicated to the instructor by email no later than five (5) academic days after the assignment grade was posted to TCU Online. The student and instructor will then meet via zoom or in person within five (5) academic days to discuss the student’s concerns and attempt to identify a resolution. If we are unable to resolve your concern, you will be encouraged to pursue a formal grade appeal. TCU has a very specific process for formal student grade appeals. First seeking to resolve the concern with the faculty member is a precondition that must be undertaken before a student can pursue an appeal grade beyond the faculty member. Note the [university’s policy for grade appeals](https://tcu.codes/policies/academic-affairs/grade-appeal/): <https://tcu.codes/policies/academic-affairs/grade-appeal/>

Attendance and Participation

Students are expected to attend and participate in all course activities and meetings. *The [University Attendance Policy](#) states that “[r]egular and punctual class attendance is essential for academic success and no assigned work is summarily excused because of absence regardless of the cause.”* The [Faculty/Staff Handbook “Attendance Expectations and Official Absence Policy”](#) section states that “Faculty are required to permit students to make up work missed because of Official University Absences.” The [Faculty/Staff Handbook “Attendance Expectations and Official Absence Policy”](#) section also explains that “[r]ecords of class attendance are the responsibility of the faculty.”

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please [review TCU's guidelines on electronic communications](#) (email, text messages, social networks, etc.) from the Student Handbook. (<https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/>)

Technology Policies

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and The Deans of Students Office and are also listed in detail in the [Undergraduate Catalog](#) and the [Graduate Catalog](#). Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered

for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

TCU Online: Our Learning Management System

Getting Started with TCU Online

Technical Requirements: Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements). (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

1. Access via my.tcu.edu > Student Quick Links > TCU Online
2. Login at the following [website](http://d2l.tcu.edu) (<http://d2l.tcu.edu>) my.tcu.edu

*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/). (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

How This Course Will Use TCU Online

In this course, instructors will use TCU Online to supplementary material, assignments, grades, and other pertinent resources. Students should use TCU Online to complete and submit course assignments.

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given, as well as reminder texts for upcoming assignments and quizzes.

Student Success Tools for TCU Online

Pulse

[Pulse](https://www.d2l.com/products/pulse/) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

ReadSpeaker

[ReadSpeaker](https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

Support for TCU Students

Campus Offices

- Academic Advising (817-257-7486, Jarvis 104)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall 2nd floor)
- Dean of Students (817-257-7926, the Harrison 1600)
- Mary Couets Burnett Library: Reference Desk (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2nd floor)
- Transfer Student Center (817-257-8345, Samuelson Hall, West Entrance)
- Veterans Services (817-257-5551, Jarvis Hall 2nd floor)

Anti-Discrimination and Title IX Information

Statement on TCU's Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email oe@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here: <https://inclusion.tcu.edu/campus-community-response-team/>

Title IX

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oe@tcu.edu or a.vircks@tcu.edu, or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources

Campus Advocacy, Resources & Education

<https://care.tcu.edu> | 817-257-5225

Counseling & Mental Health Center

www.counseling.tcu.edu | 817-257-7863

Religious & Spiritual Life

www.faith.tcu.edu | 817-257-7830

On Campus Resources

TCU Police

www.police.tcu.edu | 817-257-8400 Non-emergency | 817-257-7777 Emergency

TCU Policy for Religious Observations & Holidays

"Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University." For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss

their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

Audio Recording Notification:

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

Emergency Response Information

Building & Room Number: *Bass 1203*. The emergency exits are located: *West corners of the classroom*. The predetermined Rally Point is located at: *Statue in front of Tandy, located northwest of Bass*.

Please review [TCU's L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

[TCU's Public Safety website](#) provides maps that show our building's rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the [Frogshield Campus Safety App](#) on your phone. (<https://police.tcu.edu/frogshield/>).

Student Perception of Teaching (SPOT)

Towards the end of the term you will receive an email asking you to complete your SPOT for this course. Instructors appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.

TCU Mission Statement

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

UNDERGRADUATE COUNCIL
Request for Change(s)

Originating unit requesting change Nutritional Sciences

Type of Change requested:

- | | | |
|---|---|--|
| <input type="checkbox"/> Course number(s) | <input type="checkbox"/> Course prerequisite(s) | |
| <input type="checkbox"/> Course title | <input type="checkbox"/> Drop course(s) | <input type="checkbox"/> Program description |
| <input type="checkbox"/> Course description | <input type="checkbox"/> Drop program(s) | <input checked="" type="checkbox"/> Program requirements |

Semester and year change(s) take effect: Fall 2021

Appropriate computer abbreviation if
course title is more than 30 spaces:

Briefly summarize the change requested:

Under Requirements, NTDT 40970 should be changed to NTDT 40960.

Under Associated Requirements for ECON, only ECON 10223 Microeconomics should
be listed.

Programs Only Food Management

Program Name: _____

Current Code: FOMA-BS Proposed New Code (list 2): _____ or _____
(ex: INDE-BFA)

Can have second major: ☒ Yes ☐ No

Current 6-digit CIP Code: 30.1901 ☒
Does the change require a new or change in CIP code? ☐ Yes ☐ No

If yes, what is the proposed 6-digit CIP code? _____

*for reference, please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?v=56>

Catalog copy

Present catalog copy (paste-up from catalog is rtc-Ceptable.

Proposed change(s). (Include exact catalog copy as desired. Underline changes}

Food Management (Option IV)

Food Management (Option IV)...

...

Requirements

Requirements

NTDT 40960 FOMA Supervised Practical Experience 1.00-20.00

NTDT 40970 Special Problems 1.00-20.00

...

...

Associated Requirements

Associated Requirements

ECON 10223 Introductory Microeconomics 3
OR

ECON 10223 Introductory Microeconomics 3

ECON 10233 Introductory Macroeconomics 3

...

Page 2

Request for Changes

1. What is the justification for the change(s) requested?

NTDT 40960 is a Supervised Practice class that Food Management majors take to document their practical experience hours. This change was approved several years ago, but the catalog was not updated.

If a Food Management major chooses to minor in Business, they must take ECON 10223. ECON 10233 will not count towards the minor.

2. If applicable, explain how the change(s) will affect the current program outcomes and assessment mechanisms.

N/A

3. **Faculty Resources:** How will the unit provide faculty support for this change and any other impact this change may have on other current departmental listings.

N/A

4. **Educational Resources:** Will this change require additional resources not currently available (e.g. space, equipment, library, other)? ☐ YES
If yes, list additional resources needed. ☒ NO

5. If this change affects other units of the University, include a statement signed by the chairperson(s) of the affected unit(s).
6. If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and cross-listed units.

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Approval signature of chairperson of originating unit

UNDERGRADUATE COUNCIL
Request for Change(s)

Originating unit requesting change

Psychology

Type of Change requested:

- | | | |
|---|--|---|
| <input type="checkbox"/> Course number(s) | <input checked="" type="checkbox"/> Course prerequisite(s) | |
| <input type="checkbox"/> Course title | <input type="checkbox"/> Drop course(s) | <input checked="" type="checkbox"/> Program description |
| <input type="checkbox"/> Course description | <input type="checkbox"/> Drop program(s) | <input type="checkbox"/> Program requirements |

Semester and year change(s) take effect:

Spring 2022

Appropriate computer abbreviation if
course title is more than 30 spaces:

Briefly summarize the change requested:

We would like to add a course prerequisite as follows: "at least one of the following: PSYC 10514, PSYC 30463, or PSYC 30483." This will ensure students have the basic neuroscience background to perform well in this course. There is a minor additional change to the course description for completeness.

Programs Only

Program Name: _____

Current Code: _____ Proposed New Code (list 2): _____ or _____
(ex: INDE-BFA)

Can have second major: ____ Yes ____ No

Current 6-digit CIP Code: _____

Does the change require a new or change in CIP code? ____ Yes ____ No

If yes, what is the proposed 6-digit CIP code? _____

*for reference, please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>

Catalog copy

Present catalog copy (paste-up from catalog is acceptable).

PSYC 30423 Experimental Psychology: Perception
Prerequisite: PSYC 30503. Two lectures and one laboratory period per week. Basic experimental techniques employed in the study of detection, discrimination and recognition.

Proposed change(s). (Include exact catalog copy as desired. Underline changes)

PSYC 30423 Experimental Psychology: Perception
Prerequisite: PSYC 30503 and at least one of the following: PSYC 10514, PSYC 30463, or PSYC 30483. Basic experimental techniques employed in the study of detection, discrimination, and recognition of visual and auditory stimuli.

Request for Changes

Page 2

1. What is the justification for the change(s) requested?
The course in question goes into some amount of detail on the neural basis of sensation and perception. Students without any neuroscience background tend to struggle in this course. Since all students in the Psychology and Neuroscience majors are required to take at least one neuroscience course, we feel it is reasonable to expect students to have taken one of those courses prior to enrolling in this one. It will allow the professor to spend more time on relevant topics and less time on providing basic background knowledge available in other courses.

Additional minor revision to course description for completeness.
2. If applicable, explain how the change(s) will affect the current program outcomes and assessment mechanisms.
N/A

-
3. **Faculty Resources:** How will the unit provide faculty support for this change and any

other impact this change may have on other current departmental listings.

At least one of the courses listed as suggested prerequisites is offered every semester, allowing students to achieve this new prereq requirement at any time. Further, the professor of 30423 also teaches two of the three possible new prerequisites and so can ensure appropriate foundational knowledge for students wishing to enroll in 30423.

4. **Educational Resources:** Will this change require additional resources not currently available (e.g. space, equipment, library, other)? ☐ YES
If yes, list additional resources needed. ☒ NO

5. If this change affects other units of the University, include a statement signed by the chairperson(s) of the affected unit(s).
N/A

6. If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and cross-listed units.
N/A



Approval signature of chairperson of originating unit