

Texas A&M University Academic Success Center Success Coaching Manual



Academic Success Center
DIVISION OF ACADEMIC AFFAIRS





Success Coaching Manual

Texas A&M University Academic Success Center

July 2024

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About the Academic Success Center

The Academic Success Center (ASC) provides various on-campus academic resources to help students enhance their academic success. All services provided through the ASC are covered in their semester student fees; therefore, it does not cost anything additionally to take advantage of the services offered. Furthermore, there is no cap on the number of times a student can access ASC services.

History of the Academic Success Center

The Academic Success Center originated as a collaboration between Student Affairs and Academic Affairs. The goal was to “help students identify roadblocks to academic success, provide them with access to free comprehensive resources, and help them achieve their highest possible academic potential” (Texas A&M Today, *Academic Success Center Is Having a Positive Impact on Aggie Students*, February 18, 2013). It was created in the Fall of 2012 and debuted to students in the Spring of 2013.

1st Executive Director – Jim Kracht (Fall of 2012 to Spring of 2015)

2nd Executive Director – Dr. Valerie Balester (Spring of 2015 to Summer of 2023)

3rd Executive Director – Dr. Mary Catherine Breen (Summer of 2023 to present)

Academic Success Center Student-Focused Services Provided

- Success Coaching
- Supplemental Instruction
- Tutoring
- Texas Success Initiative

Academic Success Center Faculty/Staff/Student Services Provided

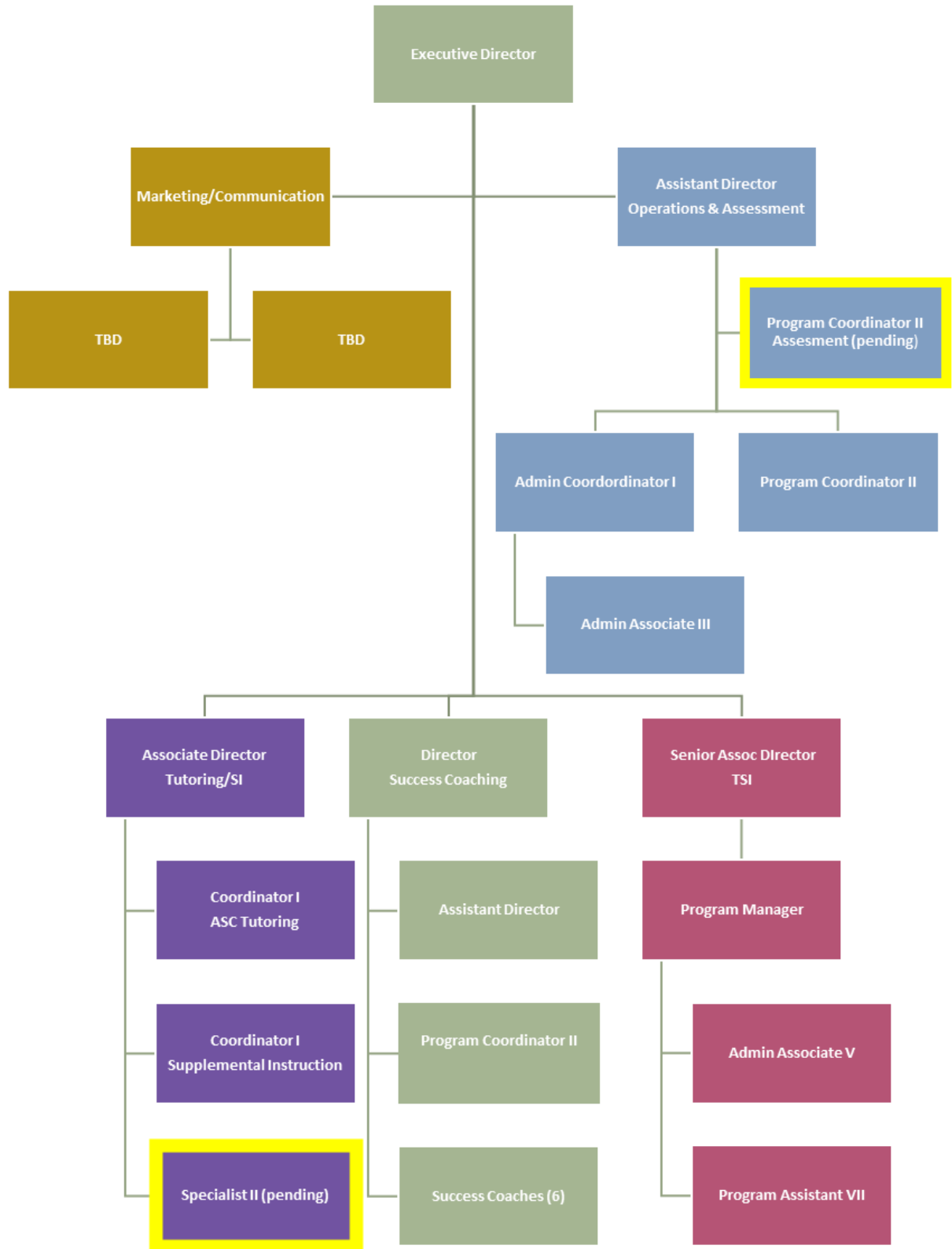
- Outreach Presentations
- Academic Handouts & Lesson Plans on website (asc.tamu.edu)

Academic Success Center Additional Resources

- StudyHub
- ASC Academic Calendar Planner

ASC Organization Chart

(as of July 2024)



Units in the Academic Success Center

Success Coaching

Success Coaching is a personalized, one-on-one meeting with a trained coach who can help a student improve academic skills and performance. Coaching is provided by either Success Coaches or by Peer Coaches.

Success Coaches –

Success Coaches are full-time staff members of the Academic Success Center. They are responsible for providing professional and specialized skills for planning, developing, implementing, and managing student scholastic performance programs and activities utilizing maximum campus and community resources and opportunities. Coaches provide scholastic assistance through individual and group formats, directs students to resources that will assist students in becoming academically successful, in addition to, monitoring student progress, maintains records, analyzes data, and prepares reports.

Their education background includes at minimum a bachelor's degree in an applicable field or equivalent combination of education and experience with two years of participation in advising, recruiting, teaching, coaching, Student Affairs, or other related areas.

Peer Coaches –

Peer Coaches are part-time student employees of the Academic Success Center. They provide academic support through initial assessment Walk-ins and scheduled academic coaching appointments with students who are not required to earn a Success Certificate. Peer Coaches assist undergraduate students by highlighting effective strategies to overcome academic barriers and creating an individualized plan to help them meet their academic goals.

Their education background requires them to be current TAMU undergraduate students that have attended the university for at least 2 full semesters. They are in good standing with the University and do not fall below the Scholastic Deficiency/Probation guidelines as stated in TAMU Student Rule 12.

Note: More in-depth explanation of Success Coaching is found in Section 2 of the manual.

Texas Success Initiative

The Texas Success Initiative (TSI) is a statewide program created by the Texas State Legislature that helps ensure that all incoming college students are prepared for college-level reading, writing, and math.

How Does It Work –

Incoming college students in Texas are required to demonstrate readiness for college-level work in basic skills areas. The TSI Assessment is just one way students can meet this requirement. All incoming students do not have to take the TSI Assessment. TSI Exemptions can be accessed by the following website: <https://asc.tamu.edu/tx-success-initiative/tsi-exemptions> .

For Students Who Are Not Exempt –

Students who are NOT exempt must complete the mandatory TSI Pre-Assessment Activity (PAA) and then take the TSI Assessment test before registering for classes. The mandatory TSI Pre-Assessment Activity (including the practice test) can be found on either the “Applicant” or “My Record” tab on the Howdy Portal.

What happens if a student does not pass the test?

If a student does not meet the minimum required score for each of the three academic areas (reading, writing, and math) then they will be enrolled in a program of developmental education for the specific area(s) needing remediation. Students who do not meet the math requirement will be restricted from enrolling in college-level math courses. Student who do not meet the writing requirement will be restricted from enrolling in college-level English courses. Students who do not meet the reading requirement will be restricted from enrolling in college-level reading intensive courses of history, psychology, or political science.

Supplemental Instruction

Supplemental Instruction (SI) is supported by the Academic Success Center, The Association of Former Students, and selected colleges or academic departments in which it is offered. SI focuses on providing additional academic resources for high enrollment courses with a larger percentage of Ds, Fs, or Withdrawal designations.

SI is a peer-led, academic assistance program that can have a significant positive impact on a student’s academic performance if they regularly attend. Research has shown students who attend 10 or more sessions throughout the semester have statistically been shown to earn half to a full letter grade higher than those students who do not attend. Supplement Instruction is not meant to take the place of studying on independent time but rather enhance the studying experience.

If a class has Supplemental Instruction, on the first day of class the SI Leader will announce when sessions take place. A student may also search for a list of classes supported by SI and the session schedules by accessing the website: <https://asc.tamu.edu/supplemental-instruction> .

What Supplemental Instruction is...

SI is a peer-led group study session. These sessions are offered outside of the class and meet 2-3 times per week. Each session focuses on the most recent content material explored in class. Attendance is voluntary.

SI Sessions are facilitated by SI Leaders (undergraduate student who have previously taken and been successful in the course). If a student attends SI, they should experience active and collaborative learning methods that will help them achieve course learning objectives. SI Leaders show you not only **what** to learn but **how** to learn it.

What Supplemental Instruction is NOT...

SI is not intended as a last minute study strategy, or as a substitute for attending class or week-in-review sessions, but as a semester long supplement to regularly scheduled class activities.

Tutoring

The Academic Success Center provides various forms of tutoring for 100 and 200 Level Courses with high enrollment and a tendency to have larger percentages of Ds, Fs, or Withdrawal designations.

Tutoring services are primarily held within the Whitley Suite (Room 105) of Evans Library. ASC Tutors will not solve student homework or lab problems but rather focus on helping a student understand, learn, and apply concepts and processes that are found in the homework problems. ASC Tutors will not help with Exams.

ASC Tutors –

Academic Success Center Tutors assist students one-to-one or in small groups, as needed. They do not check homework or give answers; instead, they help students learn how to learn by assisting them in finding answers on their own, reviewing essential course concepts and developing effective study strategies. Tutors work in subjects and courses in which they have a proven record of success.

Types of Tutoring Services –

The ASC offers different kinds of tutoring support:

- **Drop-in Tutoring** (does not require an appointment): Drop-in tutoring is located in the Whitley Suite of Evans Library.
- **Appointment Tutoring** (must make an appointment through Navigate)
 - **1 on 1 Appointment Tutoring:**
 - In-Person Appointments at Evans Library
 - Online appointments
 - 1:1 Appointments last 30 minutes.

- **Small Group Appointments:**
 - In-Person Appointments at Evans Library and Zachry Learning Center
 - Small Group appointments lasts 60 minutes.
 - All students attending the small group appointment will be in the same subject, such as PHYS 207, but may not be in the same section.
 - There will be 1 tutor for up to 5 students. Each person is responsible for making their own appointment.

A student can book appointments from up to 2 weeks in advance until right before the scheduled appointment time.

Success Certificate (Academic Probation)

Students may be referred by their Colleges/Departments to earn a Success Certificate from the Academic Success Center due to being placed on Scholastic Probation. The University does not have a standardized set of Academic Probation requirements. Each College/Department, as well as, Academic Advisor is responsible for establishing and communicating Academic Probation expectations.

The Academic Success Center offers several options each semester for earning a Success Certificate and **strongly encourage** students to start working on it, as early as possible once the semester begins. After the first few weeks of the semester, some of the options will not be available. If a student waits until the second half of the semester begins, they may not be able to complete a Success Certificate program before the end of the semester.

It is important to note that Success Coaches do not have the ability to place Academic Probation holds on student accounts, as a result, coaches do not have the ability to lift holds for the class registration process.

In order to obtain a Success Certificate, each student must follow the 3 steps below:

Complete “Fresh Start Orientation”

Online Fresh Start Module will be available in Canvas about a week prior to the first day of classes each semester. Virtual (Zoom) Fresh Start Orientation will be offered on two different days/times within the first few weeks of school beginning.

Students are required to complete a Fresh Start Orientation each semester that they are asked to complete a Success Certificate even if they do so the previous semester.

Choose an Option to Earn Your Success Certificate

After successfully completing the Fresh Start Orientation, students will need to access a Google Form (linked in Canvas) where they can select how they want to earn a

Success Certificate. **Submitting the form is a required step for completing a Success Certificate.**

Options to earn a Success Certificate (may vary each semester):

- **ASCC 101 – Applications of Learning Theory**
 - 2 hour semester course credit class
- **Commit to Success**
 - Time Management, Study Skills, Exam Preparation, Note-Taking, Reading Skills, etc.
- **Motivation Matters**
 - Motivation, Values, Mindset & Habits, Goal Setting
- **True GRIT (Gaining Resilience Inspiration and Tenacity)**
 - Learning from failure, decision-making, expectation management
- **BTHO Procrastination**
 - Focuses on Willpower including the science behind it, becoming aware of challenges, and developing more Willpower.
- **Breaking the Scroll**
 - How to minimize the effects of screen addiction in working towards academic success
- **Academic Coaching (Group)**
 - Academic Coach meets with a small group of student to discuss a range of academic issues and best practices that enhance academic performance.
- **Academic Coaching (One-on-One)**
 - Academic Coach meets 1:1 with a student to develop a plan of action to develop effective study strategies and connect the student to appropriate academic and on-campus resources. *Note: Students required to complete a Success Certificate who choose “Academic Coaching” must meet with a Success Coach. Peer coaching does not have the ability to complete a Success Certificate.*
- **Accountability Groups**
 - Students struggling with motivation or staying on task tend to find working beside other Aggies to be a beneficial study strategy.

Completion

The Academic Success Center does not provide hard copies of a Success Certificate. Once a student has successfully completed the option they selected, then a tag will be placed in your profile in the Navigate System. The referring Colleges/Departments or Academic Advisor will be able to see this tag to confirm a Success Certificate was **earned**.

Gateway

Each Summer Session II a group of students are provisionally accepted into TAMU through the Aggie Gateway to Success Program. The expectations are that students must participate in an ASCC 289 Course offered through the Academic Success Center at the beginning of Summer Session II, in addition to, taking 2 academic courses and meeting weekly for a Gateway Learning Community course with a Transition Academic Program Advisor. Based on their performance during Summer Session II the students can earn the opportunity to be fully accepted into the University with no additional provisions for the Fall Semester.

“All Hands on Deck”

All Academic Success Center staff must be available to teach ASCC 289 Courses. It is considered an “All Hands on Deck” responsibility; therefore, vacations and/or other personal obligations must be scheduled around this time period to ensure the ASC is able to provide appropriate instructor coverage.

ASCC 289 Course

Academic Success Center staff will serve as an Instructor of Record for ASCC 289 Course Sections. Staff will be expected to fulfill the legislation requirements of Instructor of Record by providing a Curriculum Vitae, an Online Syllabus, be responsible for course content, and the assignment of final grades.

Class Structure –

- The ASCC 289 Course traditionally goes for 8-10 days at the beginning of Summer Session II. Each lecture is 50 minutes.
- Multiple sessions of ASCC 289 will be going on at the same time.
- The material presented is ordered in a standardized manner to ensure consistency between instructors.
- Instructors will create an ASCC 289 Canvas page for their specific section to enter course materials, assignments, due dates, grades, etc.
- Instructors are responsible for creating their instructional materials.
- There are multiple graded assignments in the class with the last one being the mandatory Legacy Letter.
- A planning meeting will be conducted prior to beginning of the ASCC 289 Course to communicate appropriate and relevant information.

ASC Academic Resources

In addition to the academic services already explored, the Academic Success Center provides other academic tools which students can take advantage of. These include StudyHUB and the Academic Success Planner.

StudyHUB

StudyHUB is a centralized website which lists all the On-Campus academic resources the Academic Success Center is aware of. A student can access StudyHub through the Academic Success Center website at <https://asc.tamu.edu/> or by going directly to StudyHub at <https://studyhub.tamu.edu/>.

Students have the ability to filter the StudyHUB database with the courses they are registered in for the semester. If there is a match, they will see a list with the class name(s), course number(s), and the type(s) of support available. The link will take the student to that resource's page. If there is no match, it means the database cannot locate On-Campus academic resources for the current semester.

Academic Success Planner

The ASC creates the Academic Success Planner for each Academic Calendar Year (Fall to Summer Session II). A limited number of planners have traditionally been available for coaches to pass out to students on their caseload as the need arises, in addition, to being available for purchase in the MSC Bookstore. The Academic Success Planner is an organization tool embedded with helpful strategies to assist in time management, exam preparation, and study skills.

Outreach and Marketing

The purpose of Outreach and Marketing is to promote the services of the Academic Success Center and to expand on specific content material for faculty, staff, students, and parent groups as requested throughout the Academic year.

It is encouraged that all ASC Staff volunteer at some point in time to assist in performing Outreach and Marketing responsibilities.

Outreach

Outreach presentation requests are made through the ASC Website under the icon of "Courses & Presentations." Presentations topics include, but are not limited to, the following:

- Overview of ASC Services (15 or 30 minute presentations)
- Textbook Reading (30 or 60 minute presentations)
- Top 10 Tips for a Successful Semester (30 or 60 minute presentations)
- Developing Self-Discipline (30 or 60 minute presentations)
- Preparing for Exams (30 or 60 minute presentations)
- Goal Setting & Motivation (30 or 60 minute presentations)
- Note-Taking (30 or 60 minute presentations)
- Bloom's Taxonomy & Active Study Strategies (30 or 60 minute presentations)
- Time Management (30 or 60 minute presentations)

Submitted Outreach requests will automatically be directed to the ASC Assistant Director overseeing Outreach and Marketing. As requests come in Outreach Volunteer opportunities will be communicated to all Academic Success Center staff.

Marketing

Marketing can include putting on activities for Howdy Week, working resource tables at various department and student organization events, and/or larger scale Academic Success Center events. Requests for participation in Marketing Events tend to be through email solicitation directly to the ASC Executive Direction or to the ASC Assistant Director over Outreach and Marketing. As requests come in Marketing opportunities will be communicated to all Academic Success Center staff.

New Student Conference

Academic Success Center staff work in partnership with the University Writing Center, Math Learning Center, and the Office of Student Success to present a Power Point Presentation during one of the “Breakout Sessions” offered at each New Student Conference.

The topic of the session is “Your Aggie Toolkit: Success at Texas A&M.” The presentation slides are available on the O-Drive. Breakout Sessions are for 45 minutes. The presentation should take between 30-35 minutes. The remainder of the time is for answering questions.

The participants are a mixture of incoming students and their family members. The goal is familiarize them with the Academic Success Center, other On-Campus Academic Resources, and general tips to help incoming students in their transition to independent living and higher academic demands at Texas A&M University.

If the Academic Success Planners are ready for distribution then one planner will be given away at the end of the Breakout Session to one lucky student.

Success Coaching

Success Coaching is a personalized, one-on-one meeting with a trained coach who can help students improve their academic skills and performance. Working with a Success Coach can help a student be more productive when they study by developing skills in time management, study strategies, exam preparation, note-taking, and various other methods to enhance learning and comprehension. (*Note: Success Coaching and Academic Coaching are often used interchangeably in literature.*)

What differentiates a Success Coach from an Academic Advisor?

Both Success Coaches and Academic Advisors are invested in students' ability to achieve academic success. Coaching helps them build the skills they need to succeed and thrive while advising keeps students on the path to success by helping them meet every administrative requirement.

Success Coaching through the Academic Success Center

At Texas A&M University, Coaching is offered by Success Coaches and by Peer Coaches. Success Coaches work with both students who have been referred to the Academic Success Center to earn a Success Certificate to meet Academic Probation expectations, as well as, students not required to seek assistance. Peer Coaches meet with students who are not required to complete a Success Certificate program with the Academic Success Center. They also do not meet with any students who are required to have an appointment with a Success Coach as part of fulfilling an on-campus department expectation (i.e. Honor Code Violations referrals).

All coaches have been rigorously trained to meet the needs of our student body.

Success Coaching Skills

Motivational Interviewing

Motivational Interviewing focuses on exploring and resolving ambivalence and centers on motivational processes within the individual that facilitate change. Change is supported through a manner congruent with your student's own personal values, concerns, and beliefs.

The Motivational Interviewing Approach

Motivation Interviewing consists of three key elements: **Collaboration** between the Success Coach and the student, **Evoking or Drawing Out** the student's ideas about change, and emphasizing the **Autonomy** of the student.

- **Collaboration** is a partnership between the coach and the student. Collaboration builds rapport and facilitates trust in the relationship. The process is focused on mutual understanding, not the coach being right.
- **Evocation (Drawing Out, Rather than Imposing Ideas)** is based on the coach drawing out their student's own thoughts and ideas, rather than imposing their own opinion as motivation and commitment to change is most powerful and durable when it comes from the student.
- **Autonomy (vs. Authority)** is when a coach recognizes lasting change comes from within the student rather than being told they must do something by a coach. This empowers your student to be an active participant in making positive adjustments and also gives them responsibility for their actions. Coaches should reinforce there is no single "right way" to establish new habits and routines, but rather have the student explore how best to achieve their desired change based on their strengths and weaknesses.

Principles of Motivational Interviewing

There are four principles that guide the practice of Motivational Interviewing. A Success Coach should hold true to these principles throughout the working relationship.

- **Express Empathy** – Empathy involves seeing the world through the student's eyes, thinking about things from the same perspective as the student, and feeling things as the student lives through them to allow you to share in their experiences.
- **Support Self-Efficacy** – Self-Efficacy is the student's belief that change is possible. Often times a student has previously tried and been unable to achieve or maintain their desired change which tends to create self-doubt about their ability to succeed. Coaches support self-efficacy by focusing on their previous successes, as well as, highlighting their individual strengths and skills.
- **Roll with Resistance** – Students may be resistant to change for a variety of reasons. Coaches avoid eliciting resistance by not confronting the student when resistance occurs, instead they should work to de-escalate and avoid a negative interaction by just "rolling with it." In exploring the student's concerns, a coach provides the student with an opportunity to explore new points of view to ensure the student understands and agrees with the need to change and to create a solution(s) to the problem.
- **Develop Discrepancy** – Motivation to change increases when students perceive a mismatch between "where they are and where they want to be." A Success Coach helps their student to explore discrepancies between their current situation and their values/future goals. When a student recognizes their current behavior is working against their ability to achieve their goals there is an increase in motivation to make changes to habits and routines.

Motivational Interviewing Skills

OARS is an easy way to remember the basic approach used in Motivational Interviewing:

- **Open-Ended Questions** – Invite elaboration and thinking more deeply about an issue.

- **Affirmations** – Statements that recognize a student’s strength. They must be appropriate and genuine to be effective.
- **Reflections** – By careful listening and reflective responses, the student comes to feel their coach understands their issues from their perspective and are more likely to collaborate in working towards change.
- **Summaries** – Type of reflection where the coach recaps what has been discussed in the coaching session. It also allows the Success Coach the ability to strategically select what information should be included, excluded, or minimized to help encourage change.

Change Talk

Change talk is defined as statements by a student which demonstrates a consideration of, motivation for, or a commitment to change. The more someone talks about change, the more likely they are to make those changes.

Strategies for Evoking Change Talk:

- **Ask Evocative Questions:** Ask open questions.
- **Explore Decisional Balance:** Ask for the pros/cons of both changing and staying the same.
- **Good Things/Not so Good Things:** Ask about positive/negatives for target behavior.
- **Ask for Elaboration/Examples:** When change talk emerges, ask for more details such as “In what ways?” “Tell me more.” “What does that look like?”
- **Look Back:** Ask about a time before the target behavior emerged. How were things better/different?
- **Look Forward:** Ask what may happen if things continue as they are. Reflect on what would be different and how it would affect the outcome if they made the changes necessary for success.
- **Query Extremes:** What are the worst things that might happen if change is not made? What are the best things that might happen if change is made?
- **Use Change Rulers:** “On a scale from 1 to 10, how important is it to you change (*name the specific target behavior*) where 1 is NOT at all important and 10 is EXTREMELY important?
 - **Follow Up Questions –**
 - “And why are you at ____ and not ____ (*a lower number than stated*)?”
 - “What might happen that could move you from ____ to (*a higher number*)?”
 - “How confident are you that you could make the change if you decided to do it?”
- **Explore Goals and Values:** Ask what the person’s guiding values are. What do they want in life? Ask how the continuation of a target behavior fits in with your student’s goals or values. Does it help realize the important goal or value, interfere with it, or is it irrelevant?
- **Come Alongside:** Explicitly side with the negative (*status quo*) side of ambivalence. “Perhaps ____ is so important to you that you won’t give it up, no matter what the cost.”

Active Listening

Active listening requires you to listen attentively to a speaker, understand, what they are saying, respond and reflect on what is being said, and retain the information for later. This keeps both the listener and the speaker actively engaged in the conversation, and it is an essential building block to establish a relationship and rapport.

Active Listening Tips

- What are we trying to do as a professional while listening to our students?
 1. Build rapport.
 2. Ensuring trust issues and confidentiality.
 3. Attending.
 4. Listening
 5. Responding.
 6. Showing genuineness.
 7. Providing empathy.
 8. Being transparent to self (to be aware of own emotional issues.)
 9. Self-aware.
 10. Respect.
 11. Trustworthiness.
 12. Competence.
 13. Suspend critical judgment.
 14. Genuineness.
 15. Being concern/being there.
 16. Empathy

- Bodily Language by the listener can also communicate the desire to actively listen by:
 1. Sitting squarely
 2. Open posture
 3. Lean forward
 4. Make eye contact
 5. Relaxed attitude

- Attentive, open minded listening helps the student to:
 1. Experience and express her/his feelings.
 2. Develop self-help skills and sense of responsibility.
 3. Reduce defensive behavior.
 4. Take a positive/constructive problem-solving approach.

- What type of responses are available to you as you actively listen?
 1. Evaluative – making judgments, drawing conclusions of good/bad, right/wrong, etc.
 2. Interpretative – trying to infer a meaning behind a problem/statement
 3. Supportive – being reassuring, calming
 4. Probing – seeking additional information for clarification
 5. Understanding – confirming with the speaker that the listener has understood the message correctly

- What types of questions are available to you as the listener?
 1. Open-Ended Questions – Framing a question to gather more relevant information. Open questions begin with “why,” “how,” or “what” and require the student to provide more than a single-word answer.
 2. Closed questions – Framing a question to gather specific information which can normally be answered in either a single word or a short phrase.

- How to respond to information shared by your student:
 1. Rephrasing – Restate what is told without adding or subtracting its meaning. Sometimes paraphrasing is used to clarify and summarizing is to focus on the main points of conversation.
 2. Reflecting – To convey the feelings or emotions are understood.
 3. Reframing – To help your student think from different perspectives and develop insight.

- The listener can gain additional insight into their student by:
 1. Being aware of Body Language – Facial Expression, angle of their body, placement of arms and legs, tone of voice, eye contact, any type of repetitive motions, etc.
 2. Words being used - How serious/superficial is the message. The choice of words is very important.

Common Barriers to Active Listening & Asking Good Questions

- **I already know what their answer will be** – reflective of Impatience, Disruption, Prejudice, Empathy
 - **Fix to Barrier:** Regulated pause or 5 second rule

- **Limited patience in letting the student finish their sentence/thought** – wanting to be overtly helpful, divided concentration, loss of empowerment, the agony of silence
 - **Fix to Barrier:** Divide session into listening and helping

- **Confrontation on the Facts** – challenging every inaccuracy/questionable fact or practice too soon. Also can be perceived as a “War of Wills” conversation.
 - **Fix to Barrier:** Always start with a positive point of reference

- **I have heard enough to know what they need. It is my turn to talk** – Have you truly heard enough? Does your student feel accurately heard?
 - **Fix to Barrier:** Debrief with fellow coaches to ensure you are hearing the concerns appropriately.
- **Hear “Trigger Words” such as Partying, Cramming, etc.** – can elicit thoughts of prejudice and negative connotations.
 - **Fix to Barrier:** Stop conversation at a natural breaking point, validate theme of conversation and ask your student to clarify the trigger word(s) context.
- **Does your internal language/words unite or divide** – context of words for the coach and student through individual understanding, cultural, regional, or generational phrases, gender, or religious bias issues and/or connected with common experiences.
 - **Fix to Barrier:** Verify themes and meanings; If you are not sure **Just Ask**.
- **Connecting on the Big Picture or Small Details** – reflective of student and coach’s communication styles
 - **Fix to Barrier:** Bridge the gap by asking for additional examples.

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Content Material

Syllabi & Organization

Syllabi –

The State of Texas requires all instructors of undergraduate courses post the course syllabus online no later than 1 week after the first class day. Faculty must post the syllabus for their undergraduate courses in the Howdy web portal.

The purpose of a course syllabus is to inform students about the course number, class days/times, credit hours, instructor details, course description, course prerequisites, learning objectives, textbook/resource materials, grading policy, late work policy, course schedule, attendance policy, makeup work policy, academic integrity statement and policy, Americans with Disabilities Act, Title IX and limits to confidentiality, statement on mental health and wellness, and any college/department specific policies that do not conflict with University requirements.

Coaches should encourage all students, if they have not done so already, to print up all their syllabi and read it thoroughly at the beginning of the semester. The majority of all questions a student may have regarding their class will be answered in the syllabus.

The following handout can assist students by putting relevant Syllabi information in one centralized location in an easy-to-use format:

- Syllabi Summary

Organization –

The basis for all academic strategies begins with organization. A student must be aware of when assignments/quizzes/exams/papers are due in order to develop time management, apply active study strategies, and to create a realistic exam preparation plan.

There is no one right way to organize information. Each student must find a system that works for them which they can reference frequently and often (once or twice a day), and shows not only what is happening within the immediate future (next day or two), but what is coming up in the near future (within the next couple of weeks).

Some information to consider when discussing organization methods with students:

- What does your student find user friendly?
 - Paper
 - Electronic
 - White Board
 - Combination of Methods
- Consider a MONTH view for the “Big Picture” and a WEEK/DAY view for filling in the details.
 - Planner
 - Monthly Calendar
 - Weekly Assignment Calendar
 - Daily To Do List
- Be class specific in your Organization.
 - Color Coding
- Organization Method should incorporate all their activities including work, social, personal, and academic tasks to allow them to have a better idea of what they must accomplish to create a realistic plan to balance all their obligations.
- If they already use a type of organization method, attempt to determine...
 - How often do they reference the tool?
 - Where do they keep the tool?
 - Is it readily available to add, change, or delete events as they are given new information?
 - Based upon their responses it may be appropriate to make suggestions to enhance their organization strategy.

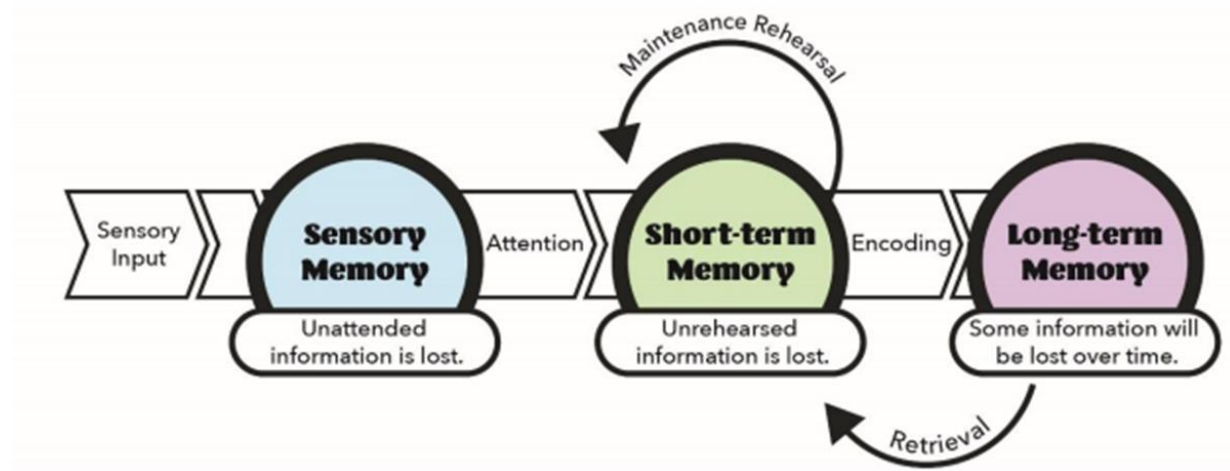
The following resource/handouts can assist students with Organization:

- Academic Success Planner
- Semester at a Glance
- Weekly Calendar
- My Plan for the Week of ...
- Daily To Do List

How Our Brain Works

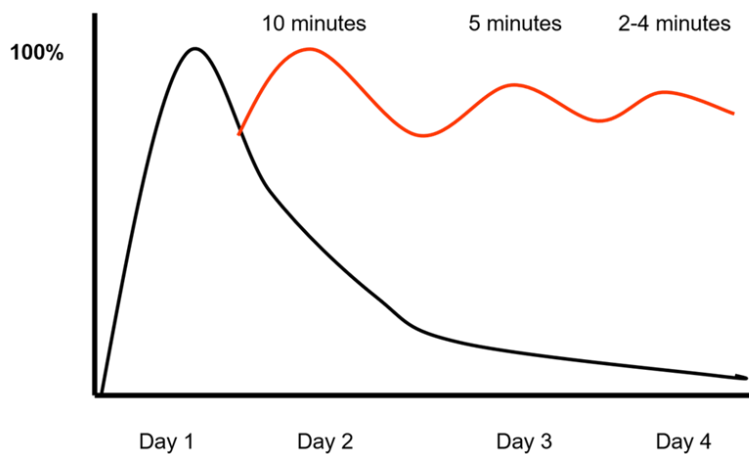
Before you start explaining to a student strategies they can use to assist with time management it is best to start by explaining how the brain works.

Information Processing Model (Atkinson-Shiffrin Model of Human Memory) –



- We are being exposed to a lot of information throughout the day (what we see, hear, taste, smell, and touch) if we attempt to recall everything we interact with it would be overwhelming; therefore, our brain has to make some quick decisions over what is important and what is not.
- If we focus our attention (working memory) on something in particular it will then go into our short-term memory.
- The more we access, pull out, and use the information in short-term memory then we start to encode the information.
- With retrieval, repetition and review the encoded information then goes into our long-term memory.
- Reinforcement is essential to spontaneous recall and recognition.

Forgetting Curve



Source: <http://www.adm.uwaterloo.ca/infocs/Study/Curve.html>

Y-Axis: Memory Retention Percentage

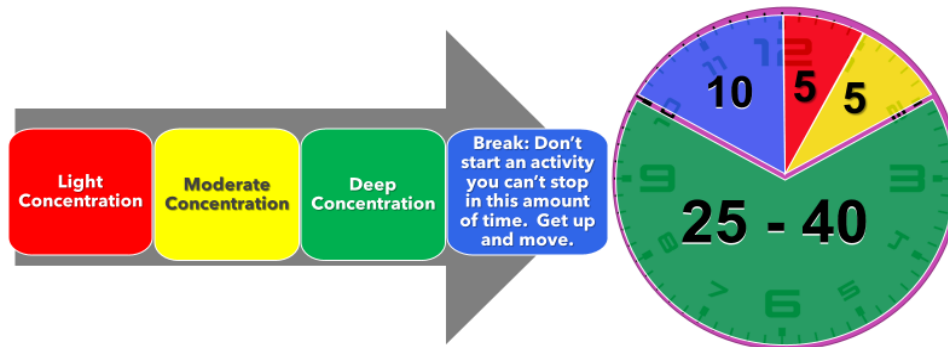
X-Axis: Amount of Days from the Time of Information Exposure

- We are at maximum memory retention when new information is presented to us (i.e. the moment we leave class).
- An average of 70% of the material is lost within the first 24 hours.
- Without Active Studying we have to relearn material for exams.

To help minimize the loss of information within the first 24 hours, a student can spend 10-15 minutes reviewing their class notes. The act of reviewing notes causes your brain to retrieve the information, process it again, and strengthen the connections to start encoding.

The more a student can build in repetition and review by working with each subject a little bit throughout the week the higher the likelihood for that information to start going from their short-term to their long-term memory. As a result, a foundation of knowledge is being built in which they can access easier as their exam approaches.

Concentration Cycle



1st 5 minutes: Light Concentration (Brain is Warming Up)

For example, if in the Library, you just sit down to start studying, and there are 2 people around you whispering. During Light Concentration you can make out the words that they are saying and are able to follow along in their conversation.

2nd 5 minutes: Moderate Concentration (Brain is continuing to Warm Up with more focus embedded)

Your brain is transitioning into Deep Concentration and, at this point in time, you are no longer making out the words that are being said. It has become muffled and more of a background noise.

Next 25-40 minutes: Deep Concentration (Focused on task you need to work on)

After 10 minutes, your brain enters into Deep Concentration and this is where you are highly productive and focused on your work. Once in deep concentration a student can go for approximately 25-40 minutes before they start getting inefficient with their learning.

Once a student gets inefficient their work becomes unproductive. For example, they are no longer reading for high academic comprehension. If working on problems they may be making careless errors such as adding when they meant to subtract. Their overall processing speed will slow down.

Last 5-10 minutes – Break (Incorporate MOVEMENT to help refocus)

When a student starts to notice they are getting inefficient with their learning then they need to take a BREAK for 5-10 minutes. They should stand up, stretch their legs, use the restroom, etc. Movement sends a clear message to the brain to take the information they

learned, start storing it in their memory, and relax your brain to “RESET” the Concentration Cycle.

IMPORTANT: *Most people cannot do more than 3 Concentration Cycles (approximately 2.5 to 3 hours) in a row before they hit a wall. After 2-3 Concentration Cycles, your student needs to now take a significant and meaningful break (1-2 hours). A quick reset of 5-10 minutes is no longer effective. They need to take quality time off to engage in “mindless” activities which do not require a high level of mental concentration (i.e. grab some food, take a nap, go to the gym, watch their next episode of their favorite series, etc.)*

Quick Summary of How our Brain Works:

- Need to touch each subject a little bit throughout the entire week.
- Repetition and review allow the information being learned to go from their Working Memory, into their Short-Term Memory, and every time they pull the information out and work with it then it starts embedding into the Long-Term Memory
- The student is building a foundation of knowledge which makes exam preparation, completing projects, and/or writing papers less arduous.
- When a student sits down to study, they need to aware of how the Concentration Cycle works. The goal is to structure their studying to ensure quality work. One of the most discouraging things any student can experience is the feeling they study all the time, but they are not getting any benefit from the effort.

Touch each subject throughout the week and chunk it out so they do not study more than 2-3 Concentration Cycles in a row before they build in a significant and meaningful break.

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Author links open overlay panel John T. Wixted, et al. “Atkinson and Shiffrin’s (1968) Influential Model Overshadowed Their Contemporary Theory of Human Memory.” *Journal of Memory and Language*, Academic Press, 20 Oct. 2023, www.sciencedirect.com/science/article/pii/S0749596X23000700#:~:text=In%20its%20simplest%20form%2C%20the,be%20rehearsed%20and%20ultimately%20transferred.

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Time Management

One of the most common concerns mentioned by students is they do not have enough time in the day to complete all their obligations. It is not necessarily they do not have enough time, but rather how they structure their time which impacts their ability to complete their obligations.

Time Budget Sheet –

Completing a Time Budget Sheet allows a student to reflect on how they actually use their time. There are 168 hours in a week. Have the student identify various tasks they engage in throughout the week and estimate how many hours they dedicate to each individual activity. (Activities may include class hours, study time, personal hygiene, job, church, meetings, meals, exercise, family time, laundry, errands, TV, social media, video games, movies, general recreation, etc.) Add the amount of time spent on tasks and subtract it out of 168 hours to determine how much “free time” they have left.

The following handout can assist students in determining how they use their time:

- Academic Success Time Budget Sheet

Questions to consider after the completion of the Time Budget Sheet:

- What is included?
- What is omitted?
- Anything you HAVE to have in your schedule?
- Have you over scheduled yourself and truly do not have enough time throughout the week to complete obligations?
- What adjustments can you make in your schedule to ensure you are using your time wisely?
-

“Rule of Thumb” for Study Hours

For every 1 course credit hour a student is enrolled in they should study 2-3 hours outside of class each week.

12 credit hours – 24 to 36 hours of studying per week

13 credit hours – 26 to 39 hours of studying per week

14 credit hours – 28 to 42 hours of studying per week

15 credit hours – 30 to 45 hours of studying per week

Students can find the total number of hours they should be studying rather overwhelming. It is helpful to break it down per class to put the amount of study hours into better context.

1 hour credit course – 2 to 3 hours throughout a week

3. Build in time to take care of your **Basic Needs & Other Meaningful Activities** (*eating, sleeping, hygiene, laundry, etc.*)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
TuK	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
TuK							
TuK	Class A Sat	Class B Sat	Class B Sat	Class B Sat	Class B Sat		
TuK	MATH 101	MATH 101	MATH 101	MATH 101	MATH 101		
TuK	PSYC 107	PSYC 107	PSYC 107	PSYC 107	PSYC 107		
TuK	ENGL 104	ENGL 104	ENGL 104	ENGL 104	ENGL 104		
TuK	Lunch	Lunch	Lunch	Lunch	Lunch		
TuK							
TuK	CHEM 101	CHEM 101	CHEM 101	CHEM 101	CHEM 101		
TuK							
TuK	CHEM 101 Lab	CHEM 101 Lab	CHEM 101 Lab	CHEM 101 Lab	CHEM 101 Lab		
TuK	Class	Class	Class	Class	Class		
TuK							
TuK							
TuK							
TuK							
TuK							
TuK							
TuK							
TuK	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
TuK							
TuK						Sleep	Sleep
TuK							
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4. Plug in **STUDY HOURS** by incorporating the following concepts:
- Need SPECIFIC Study Hours
 - Forgetting Curve
 - Concentration Cycle,
 - 2-3 Hours / 1 Course Credit Hour

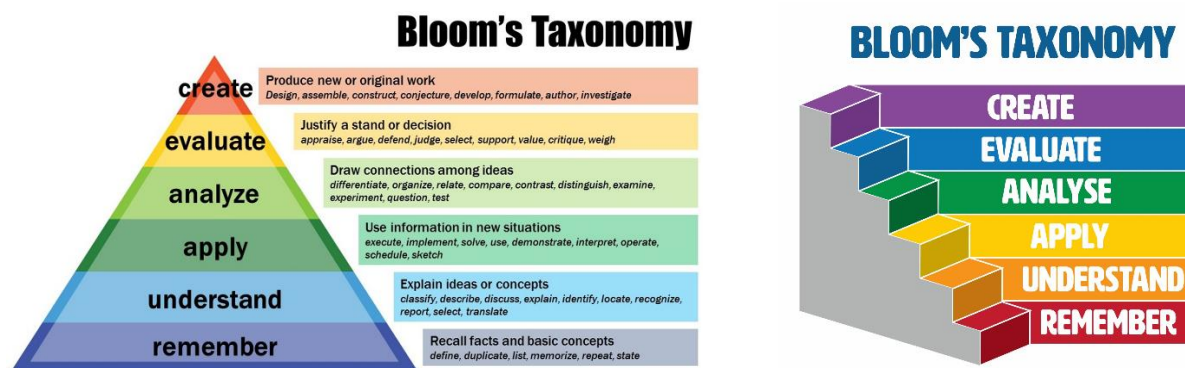
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
TuK	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
TuK							
TuK	Class A Sat	Class B Sat	Class B Sat	Class B Sat	Class B Sat		
TuK	MATH 101	MATH 101	MATH 101	MATH 101	MATH 101		
TuK	PSYC 107	PSYC 107	PSYC 107	PSYC 107	PSYC 107		
TuK	ENGL 104	ENGL 104	ENGL 104	ENGL 104	ENGL 104		
TuK	Lunch	Lunch	Lunch	Lunch	Lunch		
TuK							
TuK	CHEM 101	CHEM 101	CHEM 101	CHEM 101	CHEM 101		
TuK							
TuK	CHEM 101 Lab	CHEM 101 Lab	CHEM 101 Lab	CHEM 101 Lab	CHEM 101 Lab		
TuK	Class	Class	Class	Class	Class		
TuK							
TuK							
TuK							
TuK							
TuK							
TuK							
TuK							
TuK							
TuK							
TuK	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
TuK							
TuK						Sleep	Sleep
TuK							
TuK							

Study Skills

Students tend to find the study strategies they used during high school do not necessarily translate to academic success in a collegiate setting. In high school, students attended class 5 days a week in a highly structured environment where teachers had clearly defined expectations. Exams and/or major assignments were performed weekly or biweekly before students had a chance to forget the material. In college, students may attend class 2 to 3 times a week and are exposed to a foundational level of information during the lecture. It is primarily in their independent studying that students are expected to learn and master the content material. Exams and/or major assignments may have up to 4 to 6 weeks pass before they are expected to demonstrate their mastery.

Bloom's Taxonomy/Levels of Understanding

Bloom's Taxonomy is based on the belief that students must begin by learning basic, foundational knowledge about a given subject before they can progress to more critical levels of thinking.



Visual representations of Bloom's Taxonomy tend to illustrate the hierarchy of learning as either a pyramid or a staircase.

The foundation of learning is **REMEMBER** and gradually increases in its level of complexity for abstract comprehension and processing with the highest level of learning being **CREATE**. There are 6 levels to Understanding:

1. **Remember** – Retrieve relevant knowledge from long-term memory. Examples include “Can you recall...?” “Where is...?” “Who is...?”
2. **Understand** – Construct meaning from instructional messages. Examples include “What is the main idea of...?” “How would you summarize...?” “How do you explain...?”
3. **Apply** – Carry out or use a procedure in a given situation. Examples include “What would happen if...?” “How could you clarify...?” “Which approach would you... and how would you use it?”

4. **Analyze** – Separate a whole into parts and determine their relationship.
Examples include “What is the relationship...?” “Can you compare/contrast...?”
“What can you infer...?”
5. **Evaluate** – Make judgements based on criteria and standards.
Examples include “Which is more important?” “Can you defend...?” “What are
the pros/cons of...?”
6. **Create** – Combine elements or ideas to form a new whole.
Examples include “What is an alternative...?” “Could you invent...?” “What is your
theory about...?”

The following handouts can assist students in challenging themselves to think more critically about the content material they must learn:

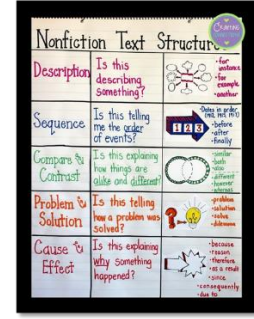
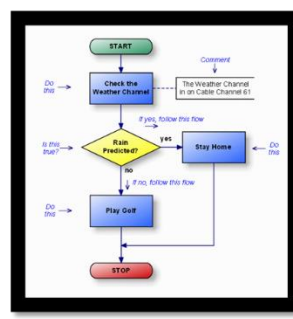
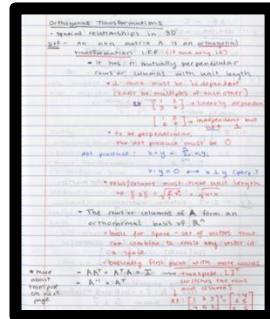
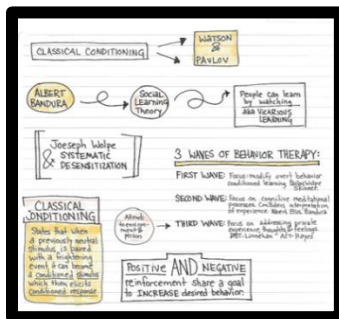
- Bloom’s Taxonomy Pyramid
- Levels of Understanding using Bloom’s

Active Study Strategies

Active Study Strategies provide students the ability to interact with the content material in a variety of methods to increase their level of engagement and comprehension. This is accomplished by processing the information through discussion, analysis, synthesis, problem-solving, reflection, questioning, and practice. Put simply the goal is to read it, write it, see it, touch it, and talk about it in a manner which challenges the student to think more critically about the material (*Incorporating the concepts of Bloom's Taxonomy*).

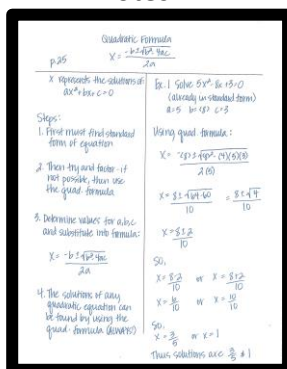
Common Active Study Strategies include, but are not limited to:

- Note Cards
- Mnemonics
- Acronyms
- Review Sheets
- Graphic organizers
- Venn Diagrams
- Concepts Maps
- Make Word/Question Cards
- Make Formula/Problem Cards
- Create Self-Tests
- Outline
- List Steps in a Process
- Summarize Notes
- Predict Questions
- Make Flowcharts
- Answer End of the Chapter Questions
- Work in a Study Group
- Take practice exam



Active Study Strategies for Problem-Based classes include:

T- Notes



Matrix

	Division of Labor	Territoriality	Kinship	Equality	Religious Beliefs	Case Studies
Foragers	Simple and undivided labor	Highly mobile, few permanent sites	Organized in kinship nuclear family extended work flexible relationships	Most people have the same skills; equality among men and mostly among women	Belonging to the environment	The !Kung The Hadza
Horticulturalist	Use of tools and some labor division	Linked to the land but mobile	Need for cooperation and coordination; tightly organized kinship system; food is central to the society	Relatively equal and less inequality; equality between men and women and variable	Acknowledge spiritual forces	The Tsimaneh The Ache
Agriculturalist	Division of labor by gender	Domesticated crops and linked to the land	Use the most available resources; strictly defined	High amounts of social inequality; gender inequality depending on wealth status	Acknowledge supernatural forces	Yamovese The Ache
Pastoralist	Division of labor by age and sex	Use a lot of land; herds move out at the same time	Large kinship groups; kinship is central to the "herding contract"	Resources similar to horticulturalists; men have control over women	Important roles for ancestors and their spirits	The Heri The Hamarari
Industrialist	Sharp and specialized division of labor	Requires dimensions of land	Kinship is greatly weakened	Capitalism's inequality; men have control over women	Religious beliefs; social institutions	China Comptonian machine

The following handouts can assist students with Active Study Strategies :

- Menu of Active Study Strategies (Daily Use)
- Effective Study Tools & Strategies for 5DSP (How to use them)

Also refer to the Binder of Active Study Examples

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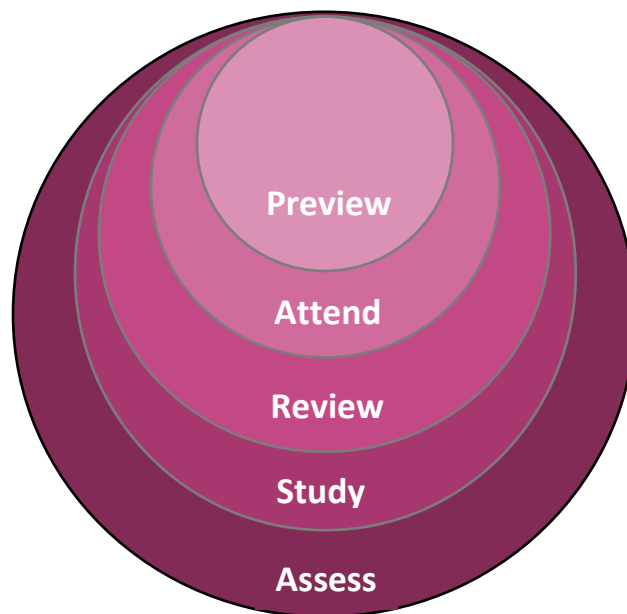
Heick, Terrell, and About The Author Terrell Heick Founder & Director of TeachThought. “What Is Bloom’s Taxonomy? A Definition for Teachers.” *TeachThought*, 1 Sept. 2023, www.teachthought.com/learning/what-is-blooms-taxonomy/.

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The Study Cycle

The Study Cycle was adapted from Frank Christ's PLRS Learning Cycle by the LSU Center for Academic Success and discussed by Sandra McGuire in her books *Teach Students How to Learn: Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation* and *Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level*.

It is a 5-Step approach to help students become more effective in creating a study routine for their everyday lives. Each step builds on the previous one and distributes the learning throughout the semester which allows them to study more efficiently rather than waiting until right before an exam to start mastering the material.



Steps to the Study Cycle:

1. **Preview** – Before class, skim the chapter by taking note of the headings, boldface words, graphs, charts, summaries, and chapter objectives. Note main ideas and write any questions you might have.
2. **Attend** – **GO to CLASS!**
3. **Review** – Within 24 hours must review notes, fill-in gaps, and note any questions you might have over the material to help transfer the information from your short-term to long-term memory. (Forgetting Curve).
4. **Study** – Repetition is KEY. Each study session should not be long uninterrupted blocks of time. The most effective learning takes place within 30-50 minute intense study sessions.

Intense Study Sessions

Set a Goal	1-2 min	Decide what you want to accomplish during the study session
Study with Focus	30-50 min	Actively Study the Material
Reward Yourself	10-15 min	Take a BREAK – Move around
Brief Review	5 min	Summarize what you just studied

A student should have 3 to 5 study sessions per day and as you study challenge yourself to think more critically about the information being learned (Forgetting Curve, Concentration Cycle, Bloom’s Taxonomy, & Active Study Strategies).

5. **Assess** – Periodically check how you are learning by asking yourself the following questions –
 - Does the information I’m studying make sense?
 - Am I confident with the new material?
 - Do I understand the material well enough to teach someone else?
 - Am I meeting the learning objectives?
 - Am I able to apply, analyze, evaluate, and/create new concepts over the material being learned?

References

McGuire, Sandra Yancy, Stephanie McGuire, and Mark McDaniel. *Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level*. Routledge, Taylor & Francis Group, 2023.

McGuire, Sandra Yancy, Stephanie McGuire, and Thomas Angelo. *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*. Routledge, Taylor & Francis Group, 2023.

Note-Taking Skills

Note-Taking helps engage the student with the material being discussed through active participation, listening, and reflection. Basic tips to incorporate when taking class notes:

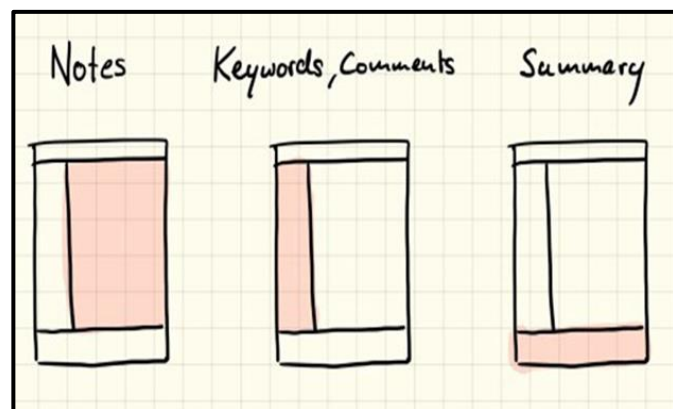
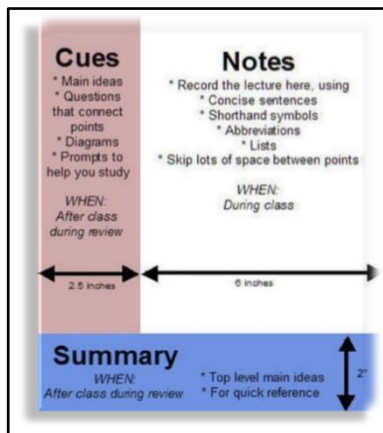
- Preview the information to be discussed prior to class.
- Reflect on what will be covered and start developing critical thinking questions.
- Match the method to the content material and how it is being presented.
- Notes must be regularly worked with to be beneficial.

The quality of the notes produced can be effected by the following:

- Typed versus Hand Written Notes
 - Research shows taking notes by hand continues to be the best way to retain and recall information although typing is faster.
- Where a student sits in a classroom and/or learning environment
 - The closer to the front towards the middle of the classroom students tend to find themselves better able to hear and focus on the material being explored.
 - Location provides an embedded external boundary to avoid potential distractions in the lecture room.
 - As a result increasing the quality of the notes.

Note-Taking Methods

Cornell Notes: Reserves space to take notes, highlight main ideas/key words/questions, and summarize the information explored.



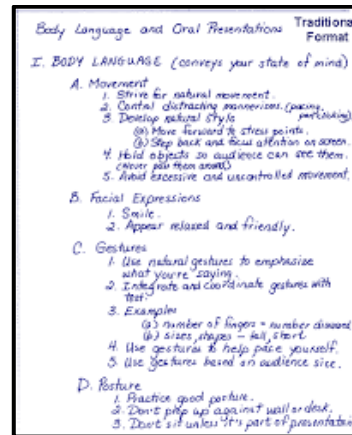
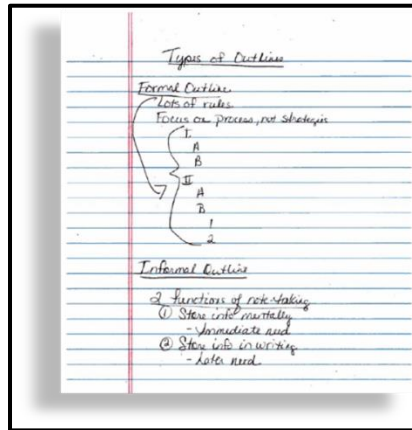
Pros

- Structured Organization
- Information Triggers
- Key Words
- Points you need to clarify
- Possible exam questions
- Comments

Cons

- Perceived labor and time intensive
- Does not allow for creativity

Outline Method: Creates a hierarchy of information, with main points in bold on the left had side of the page and subpoints or examples below and to the right.



Pros

- Allows for easy identification of main ideas and supporting details.
- Follows the natural flow of information.
- Makes revision/review easy by presenting information in a hierarchy of importance.

Cons

- Requires students to recognize relationships of the material as it is presented.

T-Notes (for problem-based material): Helps you understand the process behind a concept, as well as, help you identify where you need clarification.

Problem / Concept	
Work Problem	Explain Each Step

The Quadratic Formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

X represents the solutions of:
 $ax^2 + bx + c = 0$

Steps:

1. First must find standard form of equation
2. Then should try and factor - if it's not possible, then use the quad. formula.
3. Determine values for a, b, c and substitute into formula:
 $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
4. The solutions of any quadratic equation can be found by using the quad formula (ALWAYS!)

Ex 1: Solve $5x^2 - 8x + 3 = 0$

(Already in stand. form)
 $a=5, b=-8, c=3$

Using quad. form:
 $x = \frac{-(-8) \pm \sqrt{(-8)^2 - (4)(5)(3)}}{2(5)}$

$$x = \frac{8 \pm \sqrt{64 - 60}}{10} = \frac{8 \pm \sqrt{4}}{10}$$

$$x = \frac{8 \pm 2}{10}$$

So,
 $x = \frac{8+2}{10}$ or $x = \frac{8-2}{10}$
 $x = \frac{6}{10}$ or $x = \frac{10}{10}$

So,
 $x = \frac{3}{5}$ or $x = 1$

Thus, the solutions are $\frac{3}{5}$ & 1.

Title of lesson		Name: _____
		Date: _____
		Paper: _____
Write down equation, formula, example, or problem 1.		Make your personal note, or questions regarding problem 1, to which you need to find the answer.
Write down equation, formula, example, or problem 2.		Make your personal note, or questions regarding problem 2, to which you need to find the answer.
Write down equation, formula, example, or problem 3.		Make your personal note, or questions regarding problem 3, to which you need to find the answer.

Pros






- Helps organize large amounts of information.
- Visual Organization makes it easier to scan and review.
- Allows for more efficient use of page space.

Cons

- Challenging to recall all the details to understand processes if notes are not organized properly.
- May not be able to complete both columns in fast-paced lecture course.

Chart/Matrix Method: Determine categories to be covered in the lecture. Set up your paper in advance by columns headed by these categories and record key words, phrases, or main ideas into the appropriate category.

	<u>CHILDHOOD OBESITY</u>	
	<u>CONTRIBUTING FACTORS</u>	<u>COUNTERACTING FACTORS</u>
<u>LIFESTYLE</u>	TELEVISION - COMPARES SEDENTARY ACTIVITIES UNSUPERVISED LEISURE TIME	MINI-REDO WALK BROWNING OF COMPARE TIME (TV WATCHING)
<u>DIET</u>	CONSTANT SNACKING JUNK FOOD ADDITIVES LACK OF FRESH FOOD - FRUIT & VEG.	DIET OPTIONS HEALTHY OPTION FOOD FOOD PACKAGING
<u>EXERCISE</u>	WATCH MORE THAN TAKE PART LACK OF SCHOOL SPORTS, OWNS - PREFERRED FROM OUTDOOR (FRISKY PLAY)	ACCESS TO SPORT OUTSIDE OF SCHOOL ACCESS TO RANGE OF ACTIVITIES BEYOND NORMAL RANGES OF SPORTS - GOLFING, SKATEBOARDING, ETC.
<u>FAMILY</u>	PARENTS OVEREST INSTANT FOOD AS A REWARD INACTIVE PARENTS	FAMILY BASED OUTDOOR ACTIVITIES (DIETARY INFORMATION) WEALTH INFORMATION

	<u>Division of Labor</u>	<u>Territoriality</u>	<u>Kinship</u>	<u>Equality</u>	<u>Religious Beliefs</u>	<u>Case Studies</u>
 <u>Forager</u>	Simple and well defined flow specialized roles	Highly mobile the movement to territory	Organized on kinship ties nuclear family extended with flexible relationships	Most people have the same skills to survive Equality among men and women among women	Subsistence to the environment	The !Kung The Hadza
 <u>Horticulturalist</u>	Lines of men and women are separate	Linked to the land they cultivate Men back to for rights territoriality	Based on kinship and cooperation Egalitarian Highly organized kinship system Based on kinship to the society	Relatively equal access to resources Egalitarian between men and women are variable	Agriculture spiritual beliefs	The Hadza The !Kung
 <u>Agriculturalist</u>	Division of labor by occupation and by gender	Territory is inherited People are linked to the land	Men, the most valuable resource Strictly defined "gendering men"	High amounts of wealth inequality Landed men depending on wealth status	Agriculture spiritual beliefs Caste Practice major world religions	Sumerians Mesopotamia The Aztecs
 <u>Pastoralist</u>	Division of labor by age and sex	Men a lot of work, however not all at the same time	Large kin groups Kinship of kin "gendering men"	Resources owned by males Men have control over women	Important jobs for ancestors and their beliefs Agriculture spiritual beliefs	The Herero The San
 <u>Industrialist</u>	Division of labor by occupation and by gender	Resources determine value of land	Knowledge is greatly inherited Two key jobs "technology" and blood ties	Capital money is important Resources among individuals with wage	Materialism Atheism Individualism	China Capitalism The West

Method of Movement	Benefits	Drawbacks	My Opinion
Walking	Exercise No negative environmental impact	Slower Distance may be too far	Best when doing things close to home
Driving long car	Convenient Fast	Expensive to own Negative environmental impact	Best when have to travel long distances and with an inflexible schedule
Driving (short)	Convenient Fast Supports local economy	Expensive cost Negative environmental impact	Best to use in places I don't know the streets
Bus	Somewhat convenient Less environmental impact than a car	Can't choose schedule Somewhat negative environmental impact	Best to use when I have a flexible schedule and not traveling a long distance from home
Train	Fast Probably less environmental impact than a car	Can't choose schedule Less convenient than a car	Best to use when traveling long distances into the city but too far for a bus, and when car traffic is heavy

Pros

- Effective for comparative information.
- Easy for visual comparison of categories.
- Helpful in courses where you need to memorize facts.
- Makes revision/review easy by presenting information in a hierarchy of importance.

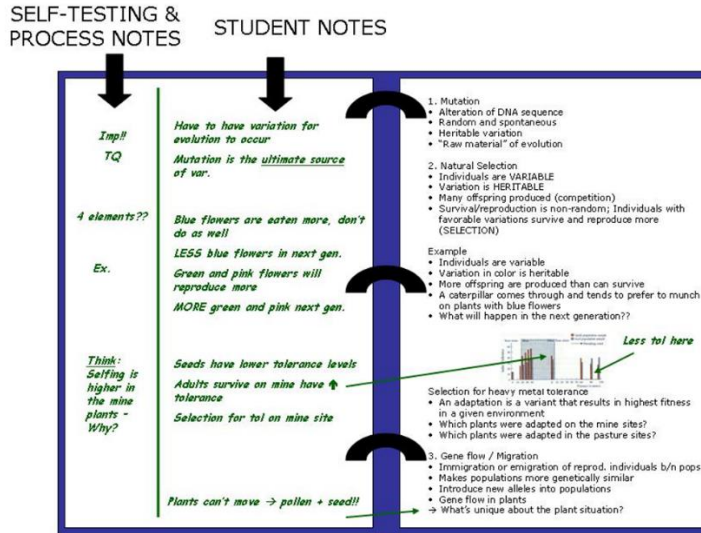
Cons

- Have to prepare chart before lecture.
- Can be difficult to identify categories.
- May be challenging to fit all details into a chart.

Discussion Columns Example:

General Topic Under Discussion		
Question	Professor Comments	Student Comments

Split Page Notes Example:



References

Author links open overlay panel Karin H. James a, et al. "The Effects of Handwriting Experience on Functional Brain Development in Pre-Literate Children." *Trends in Neuroscience and Education*, Urban & Fischer, 30 Oct. 2012, www.sciencedirect.com/science/article/abs/pii/S2211949312000038.

Haury, Corissa E. "Why Writing by Hand Is Still the Best Way to Retain Information." *Stack Overflow*, 23 Nov. 2022, stackoverflow.blog/2022/11/23/why-writing-by-hand-is-still-the-best-way-to-retain-information/.

"Study Shows Stronger Brain Activity after Writing on Paper than on Tablet or Smartphone." *ScienceDaily*, ScienceDaily, 19 Mar. 2021, www.sciencedaily.com/releases/2021/03/210319080820.htm.

Reading Skills

Reading for fun versus academic comprehension requires different levels of stamina and skills.



Basic Reading Tips

- Use the Textbook (even if it is not required)
- Preview
 - Skim over the material by looking at headings, subheadings, visual diagrams, bolded words, and/or any type of summaries.
 - Start reflecting on what do you know, what do you have questions over, could this topic relate to something you previously learned, etc.
- Read in Small Chunks
 - Break the reading up to avoid being overwhelmed.
- Summarize
 - Write the main points you gained from the reading the information in your own words.
 - Was your initial understanding of the material from the Preview correct or incorrect?
- Read Actively (highlighting, outlines, annotating, flashcards, etc.)

Reading Strategies

SQ4R Reading System (Traditional Textbooks)

- Survey: Overview of Chapter
- Question: Purpose for Reading
- Read: For Comprehension
- Record: Write Brief Notes on Chapter (*in your own words*)
- Recite: For Understanding
- Review: For Retention

P2R Reading System (Non-traditional Textbooks)

- Preview: Get an Overview of Material
- Read: Chunk Material & Read Actively
- Review: Summarize in Writing, Close Book & Recite, Quiz Yourself

S-Run-R Reading System (Problems Based Classes)

- Survey: Quickly look over Chapter
- Read: Read a Section
- Underline: Underline Material Explaining the Heading
- Note-Taking: Summarize main points in Writing
- Review: To Reinforce Learning

The following handout can assist students in learning about the various Reading Strategies:

- Reading Strategies

References

Eakin, Pam, et al. "Read with a Purpose: The SQ4R Strategy." *NSCC College 101 2e*, NSCC, 10 July 2023, pressbooks.nsc.ca/collegeguide/chapter/read-with-a-purpose-the-sq3r-strategy/.

Van Blerkom, Dianna L. *College Study Skills: Becoming a Strategic Learner*. Wadsworth/Cengage Learning, 2012.

Wong, Linda. *Essential Study Skills*. 8th ed., Cengage Learning, 2014.

Exam Preparation

By the time a student needs to start preparing for an exam they should have created a time management plan which allows them to touch each subject throughout the week by incorporating the concepts of the Forgetting Curve, Concentration Cycle, and 2-3 hours per course credit. They should be engaging in Active Study Strategies and challenging themselves to think more critically about the content material with Bloom's Taxonomy.

The keys to exam preparation include organization (*need to be aware of the exam dates to know when to begin*), active learning, repetition/review, and periodic self-testing. *Cramming does NOT work.*

5-Day Study Plan

Key Components include:

- 5 "**GOOD**" Study Days NOT 5 Consecutive Days
- Oldest/Hardest Material **FIRST (1st)**
- Work towards Easiest/Most Recent Material
- Build on Active Study Strategies
- Reinforce Information through Repetition and Review
- **Day Before the TEST – Only** Review & Self-Assessment

Note: Exam Preparation plan can be adjusted on the amount and level of difficulty of the content material. Should never be less than 5 days, but can always increase the number of days for studying for their test.

How do I review the Active Study Strategies I have already made?

- Recreate
- Reorganize
- Rework
- Recite
- Self-Test

For example

STUDY TOOL	PREPARATION STRATEGY	REVIEW STRATEGY
Concept Maps	Design & Draw	Sketch from Memory / Recite Key Points
Study Sheets	Select & Organize Material	Predict Questions / Answer Questions

5-Day Study Plan

Day 1 - TUESDAY

Prepare	Chap 1	2 hrs
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Day 2 - WEDNESDAY

Prepare	Chap 2	2 hrs
Review/Use	Chap 1	30 min

Day 3 - THURSDAY

Prepare	Chap 3	1.5 hrs
Review/Use	Chap 2	30 min
Review/Use	Chap 1	15 min

Day 4 – FRIDAY

Prepare	Chap 4	1 hr
Review/Use	Chap 3	30 min
Review/Use	Chap 2	15 min
Review/Use	Chap 1	10 min

Day 5 – SUNDAY

Review/Use	Chap 4	30 min
Review/Use	Chap 3	20 min
Review/Use	Chap 2	10 min
Review/Use	Chap 1	10 min

SELF-TEST	All material	1 hr
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The following handout can assist students in developing an Exam Preparation Plan over a series of at least 5 “Good” days:

- 5-Day Study Plan

How to Balance Multiple Obligations within a Short Period of Time

Balancing obligations in life all begins with organization. If a student is not aware of when their academic, work, social, or personal commitments are happening then it will be difficult for them to establish a realistic plan to manage their responsibilities.

“4 Tests at Once!” Slide (CTS Workshop & Gateway PowerPoint Presentations) –

Scenario: A student is having 4 Exams within a short-period of time. Need to create a study plan that will best allow them to balance all academic obligations by incorporating the [key components](#) of the 5 Day Study Plan previously stated.

Sunday 23 rd	Monday 24 th	Tuesday 25 th	Wednesday 26 th	Thursday 27 th	Friday 28 th	Saturday 1 st	Sunday 2 nd	Monday 3 rd	Tuesday 4 th
POLS Day 1	POLS Day 2	POLS Day 3	POLS Day 4	POLS Day 5	POLS TEST				
	MATH Day 1	MATH Day 2	MATH Day 3	MATH Day 4		MATH Day 5	MATH Day 6	MATH TEST	
		PSYC Day 1	PSYC Day 2		PSYC Day 3	PSYC Day 4	PSYC Day 5	PSYC TEST	
CHEM Day 1		CHEM Day 2		CHEM Day 3	CHEM Day 4	CHEM Day 5	CHEM Day 6	CHEM Day 7	CHEM TEST

Steps to creating an Exam Study Plan which balances multiple obligations:

- Identify the Dates of the Exams/Papers/Projects.
 - Chemistry Exam on Tuesday
 - Psychology Exam on Monday
 - Math Exam on Monday
 - Political Science Exam on Friday
- Ask yourself honestly and realistically how much time do you need to prepare for each Exam (*Need at least 5 "Good" Days*).
 - Chemistry is most challenging subject therefore 7 Days.
 - Psychology is the easiest and most enjoyable class therefore 5 Days.
 - Be careful when something comes easy to you or you truly like the material it is not unusual to want to fall back into the habit and routine of telling yourself you do not need 5 days of studying. You could prepare in 2 or 3 days. When you reduce the number of days you study then the amount of time you spend per day studying each individual subject gets significantly larger.
 - Math is the same day as Psychology therefore you add a day to study 6 Days.

- You did not start creating a study plan for your exams until so close to the Political Science test that you left yourself with little flexibility and it had to be 5 consecutive days rather than “Good” days.
3. Work backwards to determine when you need to start studying for the Exam.
 - The day before the exam is always Review and Self-Assessment. You are not studying any new information.
 - Remember it is “Good” Days not necessarily consecutive days. Build in a “cushion” of time to provide you with flexibility.
 4. Break it down per day to determine if you can realistically balance all your obligations that individual day.
 - Sunday you are studying Day 1 Political Science and Day 1 Chemistry. Day 1 is the oldest/hardest. A couple of hours in the morning for Political Science and a couple of hours in the afternoon for Chemistry. You should be able to balance that comfortably.
 - Monday you are studying Day 2 Political Science and Day 1 Math. This should also be obtainable.
 - Tuesday comes along and you see that you have scheduled all 4 subjects to be studying in that one day. This is not ideal, but if you have to do it rarely you can manage. *(Remember you are using the concept of the Concentration Cycle while you study. In between each subject a significant break of 1 to 2 hours needs to be built in.)*
 - If the student would have started creating their exam preparation plan earlier then they could have made adjustments to their schedule to start earlier and allow them the flexibility to reduce the number of subjects they study on Tuesday.
 5. Highly suggest a “cushion” of time always be included to provide for “life happens” type of situations. This allows the student to make adjustments without feeling like they are now behind in their exam preparation.

The following slide printout can help illustrate to students how to create a study plan which allows you to balance multiple obligations within a short period of time:

- 4 Tests at Once! Slide

Post Test Analysis

Evaluating a test will help a student to identify areas of growth and help them develop a better game plan for studying for the next exam. It is imperative to learn from mistakes and create solutions to overcome those challenges the next time. The focus should not just be on what is the correct answer but rather what contributed to the errors that were made. Also consider what strategies and skills did they find most beneficial in preparing for the exam. After a student has identified the cause of their mistakes, the focus then becomes on what adjustments can be made in their exam preparation plan to help minimize/eliminate making those same mistakes in the future.

The goal is NOT perfection... It is on growth and improvement. Each academic assignment, exam, paper, etc. provides the student with the ability to learn and grow.

Most Common Mistakes Made on Exams

1. "I did not study some of the information or skills covered on the test."
 - **What contributed to the mistake?**
 - Did not attend class
 - Tried to cram
 - Lecture notes inadequate
 - Did not complete reading assignments or practice problems.
2. "Although I studied the information and skills covered on the test, I missed several questions and/or did not understand what the instructor was asking for in the question."
 - **What contributed to the mistake?**
 - Too little time studying
 - Studied too narrowly
 - Used too few study tools
 - Did not check my work before turning it in
3. "I was not good at answering ____ type of questions."
 - **What contributed to the mistake?**
 - Did not practice strategies for specific type of test questions
 - Talked negatively to self
 - Did not read directions carefully
4. "I did not follow the directions or did not read the directions carefully."
 - **What contributed to the mistake?**
 - Did not listen to instructor as they reviewed the test
 - Did not answer the whole question if it had more than one part
 - Made assumptions about what the instructor was looking for
5. "I ran out of time and lost points for questions I could have answered."
 - **What contributed to the mistake?**
 - Did not practice pacing myself for the exam
 - Failed to stick to the time limit I set on each question
 - Do not know how to budget my time for taking exams

- I started the test late
- 6. "I knew the answers but made careless mistakes."
 - What contributed to the mistake?
 - Rushed
 - Did not allow time to check responses
 - Did not read instructions
 - Allowed distractions to disrupt focus
- 7. "I panicked and was too stressed to answer questions, even some which I knew the answers."
 - What contributed to the mistake?
 - I have test anxiety
 - Tried to cram by pulling an all-nighter
 - Listened to negative self-talk
 - Did not seek out tutoring
 - Have a lot going on in my personal life
- 8. "I did not study at the level the questions were asking me to function at (i.e. Bloom's Taxonomy/Levels of Understanding)."
 - What contributed to the mistake?
 - Focused on memorization and general understanding rather than learning the content material at a more abstract/critical thinking level
 - Did not use a variety of Active Study Strategies to reinforce information

Self-Reflection for Potential Adjustments

Students would benefit from attending office hours with their instructor to discuss what they learned, what changes they intend to make, and then ask the professor if they might have any additional suggestions on adjustments they can make in how they study/prepare for growth and improvement.

Students should also reflect on where the information on the test was pulled from. Did questions primarily come from lecture notes, the textbook, mirrors homework assignments, etc. If a student can start to see a trend of where the source of the questions are coming from then they can be more strategic in how they spend their time when studying.

The following handouts can assist students in performing a post exam analysis:

- Post-Test Analysis
- Analyzing Past Tests
- Past Test Analysis Form
- 12 Reasons to Review a Returned Test

Stress and Test Anxiety

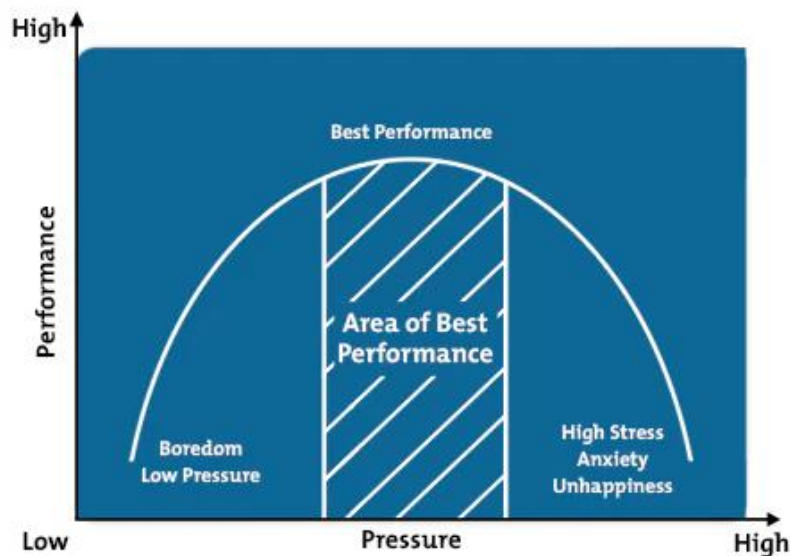
Questions to consider when starting a discussion on Stress and Anxiety:

- What causes stress for you?
- Can Stress ever be a good thing?
- How do you handle stress?

Inverted-U Theory (Yerkes-Dodson Model)

The Inverted-U Theory is a psychological model which suggests there is an optimal level of arousal for peak performance. The theory was first introduced in 1908 by Robert Yerkes and John Dodson and has been supported with empirical evidence ever since.

The Inverted-U states as arousal levels increase so does performance, but only up to a certain point. Once arousal levels become too high, performance begins to decline. This is illustrated in the following graph:



The Inverted-U Theory differentiates between positive pressure and stress. Positive pressure helps to motivate and engage allowing a person to demonstrate their individual skills/knowledge. Stress is a negative response to pressure and leads to anxiety and poor performance. The goal is to find the optimal level of pressure for peak performance often referred to as the “Goldilocks Zone.” Not too high and not too low, but just right.

Test Anxiety

“Change the Factors. Change the Results.”

Watch the YouTube video “How to Beat Test Anxiety and Take on Exams Without Stress” by Thomas Frank at <https://www.youtube.com/watch?v=fHfHSq7PVDU> .

Frank identifies the [Fear of the Unknown](#), [Fear of Inadequacy](#), and the [Fear of the Stakes](#) as the three main factors which contribute to test anxiety.

Tips to Help Reduce Test Anxiety:

Before the Test

- Start studying early (Forgetting Curve, Concentration Cycle, 2-3 hours per course credit, Fixed Commitment Calendar, 5-Day Study Plan)
- Challenge yourself to think Critically about the content Material (Bloom’s Taxonomy)
- Utilize Active Study Strategies
- Seek out Academic Resources as needed
- Mindset (Fixed vs. Growth)
- Get a Good Night’s Sleep
- Eat a Good Meal
- Attempt to Avoid Stressful Situations

During the Test

- Positive Thoughts
- Answer what you can the 1st Go-Round
- Utilize Relaxation Techniques
 - Deep Breathing
 - Progressive Muscle Relaxation
 - Visualization incorporating the Senses (Smell, Taste, Sight, Sound, Touch)

After The Test

- Let it Go... You do not have the ability to change responses; therefore, engaging in behaviors which may increase your level of stress/anxiety is not beneficial to your daily functioning.
 - Do not immediately start checking whether or not you answered questions correctly.
 - Do not start comparing answers with peers in the class.
- Once you get your grade back then take control of the situation by engaging in a Post-Test Analysis
- Figure out what strategies are working and those that are not. Make adjustments as necessary for growth and improvement.
- Go to Office Hours to discuss the exam.

The following handouts can assist students in reducing their level of stress/test anxiety:

- How to Keep Calm During
- 7 Ways to Reduce the Fear of Failure

References

By, et al. "The Yerkes-Dodson Law of Arousal and Performance." *Simply Psychology*, 9 Nov. 2023, www.simplypsychology.org/what-is-the-yerkes-dodson-law.html.

"Performance and the Yerkes-Dodson Law." *Psychology Tools*, www.psychologytools.com/resource/performance-and-the-yerkes-dodson-law/. Accessed 31 May 2024.

"Home." *MindTools*, www.mindtools.com/ax20nkm/the-inverted-u-theory. Accessed 31 May 2024.

Pietrangelo, Ann. "Yerkes-Dodson Law: How It Correlates to Stress, Anxiety, Performance." *Healthline*, Healthline Media, 22 Oct. 2020, www.healthline.com/health/yerkes-dodson-law.

Countdown to Finals

Several weeks prior to the beginning of Finals students need to start creating a game plan for the remainder of the semester. There are three Student Rules with associated deadlines they should be aware of as the semester comes to an end:

- Q-Drop & Withdrawal Deadline
 - Undergraduate students will be permitted 4 Q-Drops during their undergraduate studies at Texas A&M. (*State law prohibits students from having more than 6 dropped courses from all state institutions attended during their undergraduate career if they entered higher education as a first-time enrolled freshman on or after Fall of 2007.*) Q-Drops in 1-hour courses will **not** count in the TAMU limit of 4 but will be included in the state-mandated limit of 6 (Student Rule 1.18.2).
 - Students have the ability to withdraw from the University which drops all in progress and courses not yet started in a particular term. The withdrawal process is initiated by the student and may not be done after the Q-Drop deadline has passed (Student Rule 17).
- Student Rule 8.4 – “Where a student is scheduled for three final examinations in one day, the student may request to reschedule one of the exams... [The student must initiate the request\(s\) no later than 10 workdays before the first day of TAMU final exams.](#)”

Breakdown of Timeline

Three (3) Weeks Before Your Final Exam: Focus on Organizing

- Ask instructors about the content and format of the final exams.
- Organize your class and textbook notes for systematic review.
- Answer questions from tests that you did not know the first time.
- Determine what you know and understand and what you do not know and understand.
- Set aside a specific time each day that you dedicate to finals prep.

Two (2) Weeks Before Your Final Exam: Focus on Mini-Review Sessions and Enhance Active Learning Tools

- Conduct short reviews of course material. Review old tests for cumulative finals.
- Develop summary sheets and/or mind maps of important material.
- Create note cards to increase (ensure) understanding of details and concepts.
- Create a study task list of all review material, including notes, study questions, practice problems, etc.
- Develop a study schedule by estimating how much time each item on your study task list will take to complete. Block out time for each activity. *This is your plan of action!*

One (1) Week Before Your Final Exam: Focus on Intensive Studying

- Follow your study schedule from the previous week.
- Focus on comprehension – summarize course concepts in your own words.
- Increase retention by linking new information to things you already know.
- Apply the concepts! Ask – what is an example of this? How and when would I use this?
- Use study strategies like mnemonic devices, flash-cards, outlining, or doing practice problems.
- Take breaks. For every hour of intensive studying include a 10 minute break (Concentration Cycle).
- *Remember – Even if the exam is online and you are allowed to use your notes, you should prepare the same as an in-person exam because you will not have unlimited time to look up and find answers. Most likely the exam will have a time constraint.*

Exam Week: Focus on Reviewing and Resting

- Take time to relax. Get plenty of sleep, eat well, and stay active!
- Reduce test anxiety by avoiding last-minute cramming right before your exams.
- Review summary sheets and mind maps. Self-test by summarizing information aloud. Challenge yourself to think critically about the content material (application, analyses, evaluation, and creation).
- *Remember – For an online exam, practice using the technology before you need it to avoid problems. Set up a hard-wired connection, if possible, because it is more stable than wi-fi.*

-

The following handouts can assist students in preparing their End of the Semester

Studying Plan:

- Semester at a Glance
- Finals Planning Calendar
- Countdown to Finals

Case Management

Case management is a dynamic process that assesses, plans, implements, coordinates, monitors, and evaluates to improve outcomes, experiences, and value. One of the core principles of effective case management is providing referrals to other types of resources to help address areas of concern.

Case Management Appointment Expectations

Each Success Coach is expected to offer **18 Initial Appointments per week** with the goal of being **no more than 8 appointments** (Initial and Follow-Up) **per day**.

At various points within a semester, a Success Coach may be asked to perform additional tasks which include, but are not limited to, instructing Workshops and being available for Walk-In Appointments. These additional responsibilities will take the place of the appointments offered in Navigate. A Success Coach will not be expected to make up appointments due to performing other necessary tasks.

Supervision of Caseload

Once a student has attended a session with a Success Coach, it is that individual coach's responsibility to manage that student. You monitor academic performance, introduce concepts to build their learning and academic skills, make adjustments as necessary to continue growth and improvement, assist your student in increasing their individual accountability and follow through, schedule/reschedule appointments, appropriately document all student interaction, etc. It is not the responsibility of any administrative assistants, student workers, and/or associated staff to contact your students regarding any of the above scenarios or to comment on any student progress once a student has met with a coach. A Success Coach serves as a student's best point of reference for matters regarding that student.

Students will remain on that Success Coach's Caseload for the entire semester. If you notice a student has made an appointment to see you and they have already established a relationship with another coach then you need to cancel the appointment and communicate to the student they must follow-up with the Success Coach they previously worked with in that semester.

Case Management through Navigate

The Navigate System provides you with the ability to create Student Lists to keep track of your Caseload for each individual semester and/or activity. Student Lists are static lists of students by their student UIN numbers (Student ID). Even as a student information changes, the list of students will remain the same.

Process to Create a Student List

1. Click on the "Lists & Saved Items" icon on the far Left-Hand side of the monitor screen.

2. Click on the Blue Highlighted “New Student List.”
3. Navigate should now forward you to “Adding New Student List.”
4. In the box under “Name of Student List” create the name you want your list to go by.
5. After you have named your list, click on the Blue Highlighted “Save Student List.”
6. You can add or delete students from a list by clicking on the Action Button which will then show a down drop menu.

Student Emergencies

Defining Student Emergencies –

What is a **crisis** student situation?

- **Imminent Danger:** Danger to the student or (others around the student) in question
- **Imminent:** You are certain this event will happen within a fixed deadline
- **Danger:** Can range from intimidation of others, inflicted wounds or attempts at suicide/homicide
- I can see this weird student (eventually) wiggling out and doing “x.” – **No**
- A Mother tells you that she fears that her daughter might do “x.” – **Yes & No**

What is an **urgent** student situation?

- The lack of either, or lack of both: Imminent and/or danger in the student behavior
- The student can’t stop crying during the entire meeting. – **Yes**
- “I’m not sure how I will make it through the week.” – **Yes**
- A student mumbles jibber-jabber, under his breath, throughout the appointment time.
Yes & No
- A Mom tells you her son is probably not taking his meds. – **Yes & No**

What is a **routine** referral for a student?

- The lack of both: **Imminent and/or Danger** in the student behavior

You must be very clear about the points above.

The student is either in **Immediate Crisis** or **Not (Urgent or Routine.)**

- **Crisis** requires the immediate actions.
- **Urgent and Routine** require the actions in the near future.

NOTE: Do not physically intervene if a student decides to flee at any point during an emergency situation, alert administrators and UPD

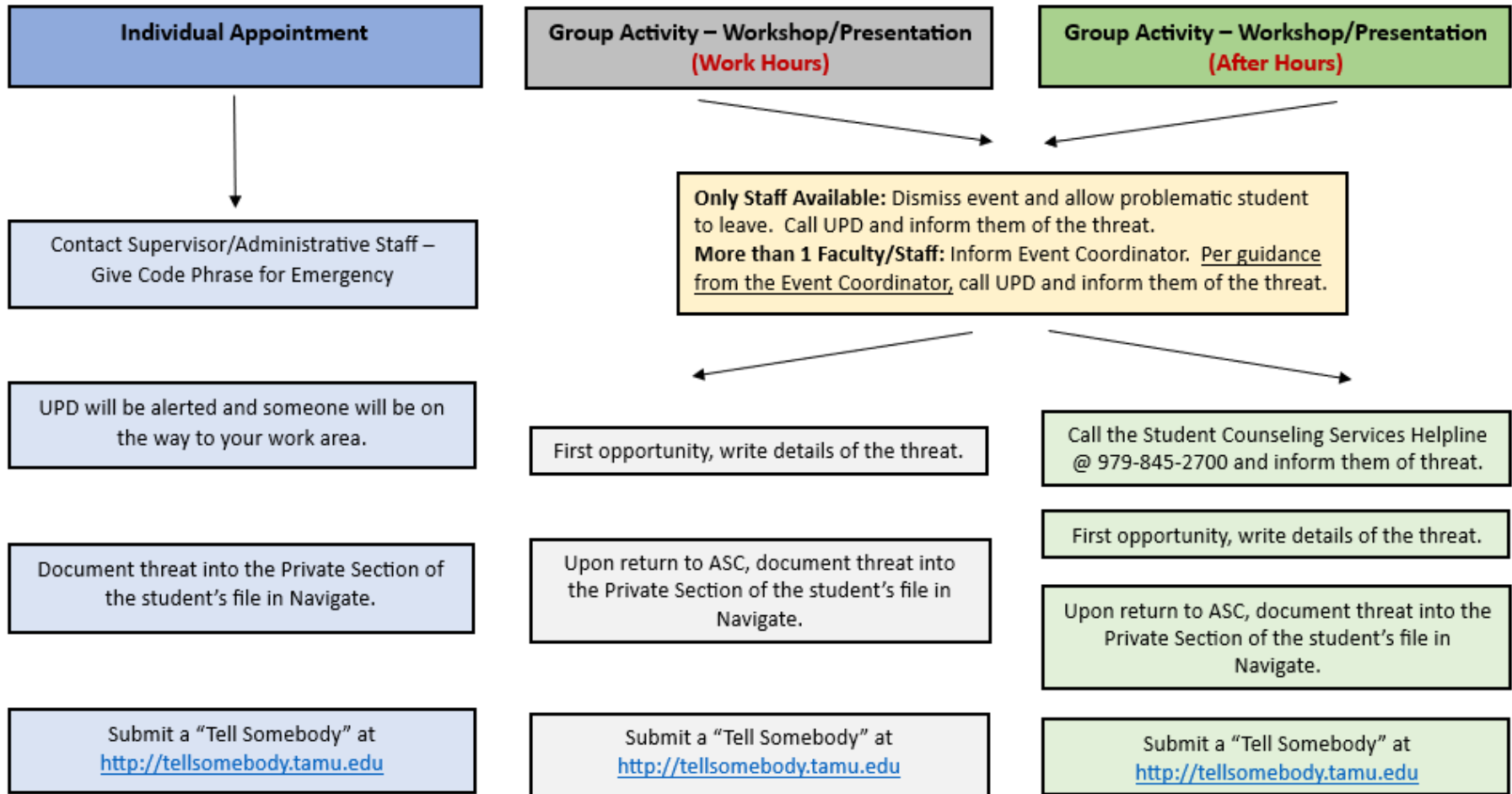
Action Plans for Emergency Situations

Refer to the following follow charts for guidance on what to do if a Coach feels physically threatened during an In-Person Interaction versus when they do NOT feel physically threatened but are concerned about a student.

Action Plans for Emergency Situations

In-Person Interactions

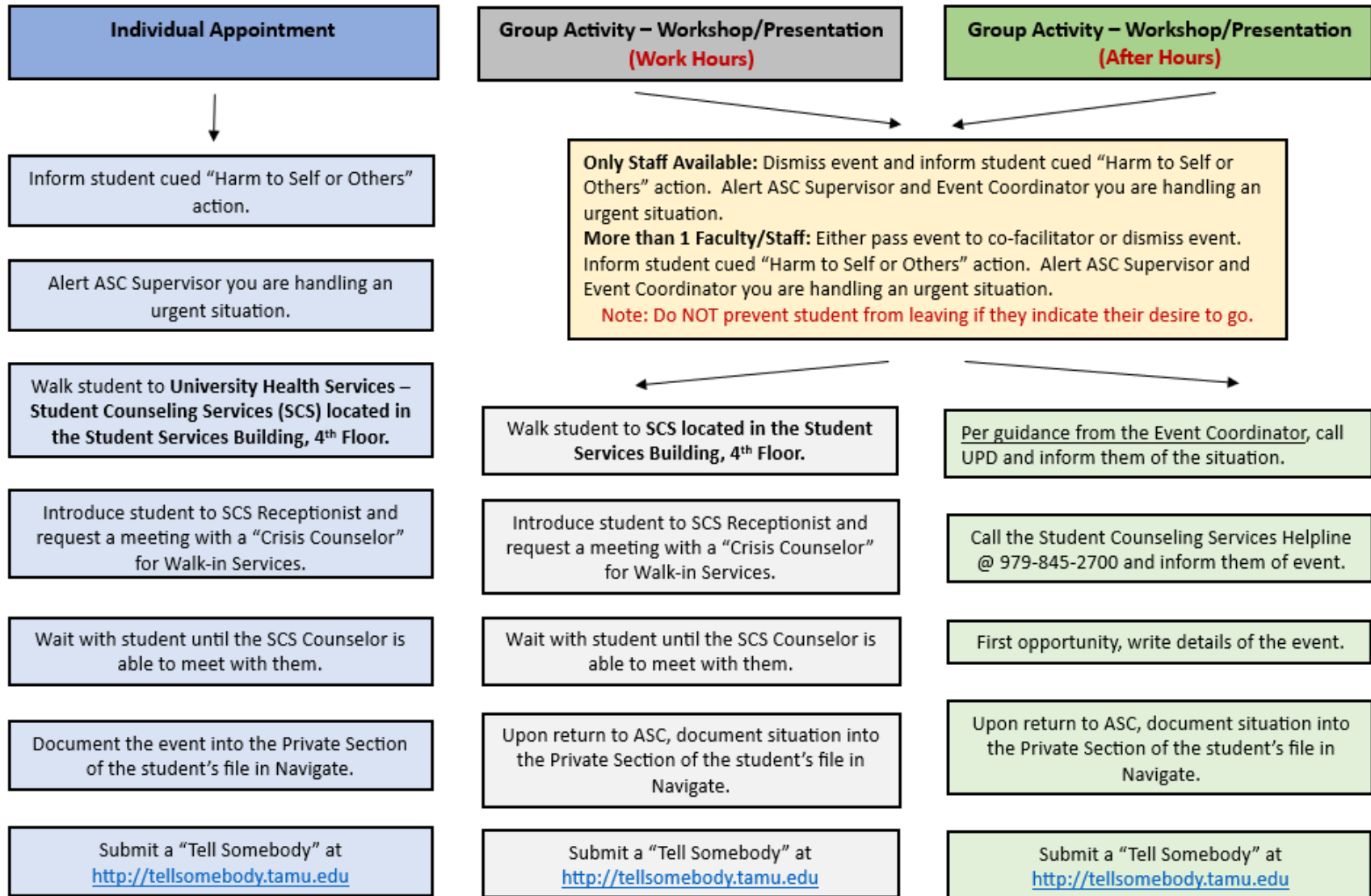
If a Coach feels physically threatened during a crisis:



Action Plans for Emergency Situations

In-Person Interactions

If a Coach does NOT feel physically threatened:



Online Intake Form

An Intake Form must be completed by each student prior to their Initial Academic Coaching appointment. *(All students are required to complete an Intake Form each semester even if they have worked with a coach previously.)*

The purpose of the Intake Form is to allow the coach an opportunity to review relevant information to help guide the first coaching session to make the most productive use of the time in meeting the needs of the student.

Intake Form

There are three different Intake Forms based on the nature of the appointment.

1. Success Coaching Intake Form
2. Peer Academic Success Coaching Intake Form
3. ASC Walk-In Intake Form

Success Coaching Intake Form

Success Coaches use the same Intake Form to ensure standardization of information gathered. Students can access the Intake Form through a Google Link offered in the Initial Academic Coaching Appointment Navigate notification or by scanning a QR Code upon checking in for their Initial Appointment at the Academic Success Center front desk.

- Section 1: General Information
- Section 2: Academic and Personal Challenges
- Section 3: All About Exams
- Section 4: A Few Last Questions

Peer Academic Success Coaching Intake Form

Peer Success Coaches work with students who are not placed on Academic Probation therefore they are not required to earn a Success Certificate. Their Intake Form differs slightly from the Success Coaching Form in that when they get to the Section 1 question of, “Are you required to complete a Success Certificate Program?,” if they respond **YES** they will automatically be redirected to Section 5. Section 5 explains how the student will be unable to meet with a Peer Coach because Success Certificate Programs cannot be completed through Peer Coaching. It will then instruct the students to cancel the Peer Academic Coaching Appointment and book an “Academic Coaching Initial Appointment” through Navigate.

Students can access the Intake Form through a Google Link offered in the Initial Peer Academic Coaching Appointment Navigate notification or by scanning a QR Code upon checking in for their Initial Peer Coaching Appointment at the Academic Success Center front desk.

ASC Walk-In Intake Form

Walk-in Coaching Appointments are primarily handled by Peer Coaches (*Note: Success Coaches will work with Walk-In students as needed.*) Walk-in appointments are offered Monday through Friday during a set period of time. The appointments are considered a triage process where information is quickly gathered to determine how best to assist the student until they are able to attend a scheduled Navigate appointment.

The Walk-In Intake Form mirrors the Peer Academic Success Coaching Form except that a student will not be redirected to Section 5 if they indicate they must complete a Success Certificate Program.

The expectation is to provide the student with some type of usable knowledge or skills to address their immediate concerns. Based upon their response to whether or not they are on Academic Probation will guide the Peer Coach in what type of Initial Appointment (Success Coaching or Peer Coaching) the student needs to make in Navigate if making a scheduled appointment is necessary.

Coaching Appointments

Success Coaches work with both students who are required to earn a Success Certificate due to being placed on Academic Probation from their individual College/Department or students who are not required to seek services from the Academic Success Center but wish to obtain additional information for academic success.

Peer Coaches do not work with students required to complete a Success Certificate Program.

Initial Academic Coaching Appointments

Initial Coaching sessions are made by the student through the Navigate System. The Navigate System will automatically sync their semester schedule with available appointments and will list the days/times which might work within their academic class obligations.

Students can specify if they are looking for in-person, virtual, or first available appointments. They will also be able to see the name of the coach that is offering the appointment in case they want to see a specific coach. Initial Coaching Appointments are scheduled for 45 minute sessions.

Information to be gathered during an Initial Appointment may include, but are not limited to, the reason they sought services, background information, academic and personal challenges, a general sense of how they spend their time, how they perceive their follow through on academic responsibilities, willingness to seek academic assistance, and exam preparation strategies. Coaches need to quickly gather the information, evaluate what areas the student would gain the most immediate benefit, and then provide them with information from academic strategies, on-campus academic resources, referrals to other departments on campus to seek additional assistance, and/or a combination of several. Based on your student's individual needs will determine whether or not a Follow-Up Coaching appointment is necessary.

Coaches are responsible for scheduling Follow-Up appointments through the Navigate System prior to the end of the 45 minute Initial Coaching Session.

Follow-Up Appointments

Follow-up Coaching sessions are made by the student's coach through the Navigate System prior to the end of the Initial Consultation. Follow-Up Appointments are scheduled for 30 minute sessions.

The beginning of a Follow-Up Coaching session should briefly review the concepts explored and the information shared from the previous appointment. Attempt to determine whether or not they were able to utilize the information, as well as, the effectiveness of the

material explored. When appropriate look to refine and enhance concepts to create additional personalization of those skills for each student. Build on the information by introducing other academic strategies.

It is up to the individual Success Coach to determine if a student has meet their expectations to complete a Success Certificate under the terms of Academic Probation. There is not a set number of appointments that a student must participate in to earn a Success Certificate.

If a student is not on Academic Probation, it is up to the individual Success Coach or Peer Coach to determine whether or not scheduling a follow-up session would be beneficial to that student. Coaches should gain input from the student and consider their desire to continue coaching prior to making a Follow-Up appointment.

Documenting Appointments

Success Coaches have a responsibility to document all appointment interactions in the Navigate System. Texas A&M University is legally required to follow the Family Education Rights and Privacy Act of 1974 (FERPA) and the records produced may be subject to Open Records requests.

Any requests to obtain student records need to be referred to the Office of the Registrar at ferpa@tamu.edu. Public Information requests should be directed to the Open Records Office *Electronic Open Records Portal* or email the request to open-records@tamu.edu.

Navigate System Documentation

Creating an Appointment Summary can be accomplished in several different ways:

Automatically Generated Summary Template –

When a student checks-in with the Front Desk you will receive a notification in the Appointment Queue. By clicking on the student's name an Appointment Summary Template is automatically generated based on the information known at that time such as service, meeting type, date of session, check-in time, etc.

A coach can minimize the summary to access different functions in the Navigate System and can return to the Appointment Summary Template after the coaching session has concluded to write the summary in the space provided.

Click on the blue button at the bottom which states "Save this Report."

Report on Appointment from Student Record –

When in the Navigate individual student record a Coach can access a variety of information, as well as, perform different tasks to assist in case management.

In the “Options” box on the right hand side of the screen you will be able to add an Appointment Summary by clicking on “Report on Appointment.” The basic template for a summary will pull up, but you will be responsible for entering in all the relevant information for appointments details. Type the summary in the space provided.

Click on the blue button at the bottom which states “Save this Report.”

Report on Appointment from Staff Home/Appointments Screen –

An appointment summary can be added by clicking on the box to the far left of the student’s name. The box will show a blue highlighted check mark. Then click on the “Actions” icon. It will pull up several options including “Add Appointment Summary.” Click on “Add Appointment Summary.”

The template will include some of the appointment details. You will need to supplement with additional information. Type the summary in the space provided.

Click on the blue button at the bottom which states “Save this Report.”

Appointment Summary

The purpose of documenting success coaching appointments is to ensure appropriate follow-up care for the student, as well as, provide relevant information to other academic professionals on-campus to best meet the needs of the student.

Main Content Areas included in Appointment Summary Reports

- **Background:** Covers information on how the student got to where they are today, why they made the appointment, or updates to current status for follow-ups. It may include any of the following:

Initial Appointment

- Probation Status
- Past/Current Challenges
- Changes made
- Student Goals/Desired Changes
- **Other appropriate information** based on student needs

Follow-Up Appointment

- Changes since the last appointment
- Grades
- Strategies tried and results

- **Discussion:** Documents the key points of the coaching session.

- **Topics Discussed** (Bloom's/LOU, TM, Study Strategies, Exam Prep, etc)
- **On-Campus Resources Recommended** (StudyHUB, ODR, MLC, etc.)
- **Specific Strategies Recommended**
- **Other appropriate information** based on student needs

- **Next Steps:** Covers action items, tasks, or goals.
 - **Referrals**
 - **Strategies to Try**
 - **Goals**
 - **Next Appointment date**
 - **Have they earned a Success Certificate?**

No Show Documentation

A student has a window of 10 minutes after the scheduled appointment start time to check-in. If a student has not appeared for their appointment within that timeframe then they are considered a “No Show”

No Show Designation (Staff Home/Appointments/Recent Appointments)

Click on the box to the far left of the student’s name. The box will show a blue highlighted check mark. Then click on the “Actions” icon. It will pull up several options including “Mark No-Show.” Click on “Mark No-Show.”

Type “No Show” in the space provided and add any additional information you believe is relevant to the student’s case management.

Click on the blue button at the bottom which states “Save this Report.”

Navigate Notes Abbreviation Codes

5DSP/5DAS = 5 Day Study Plan/Active Study

5SM = 5 Second Method

AA = Academic Advisor

ACTION = Action Handout

AP = Academic Probation

AST/ASM = Active Study
Techniques/Methods

BTHO = BTHO Procrastination Workshop

BTS = Beat the Scroll Workshop

CAPS = Counseling and Psychological
Services

CC = Career Center or Concentration Cycle

CTF = Countdown to Finals

CTS = Commit to Success Workshop

DC = Dual Coding

ETAM = Entry to a Major (Engineering)

FA/FinAid = Financial Aid

FC = Forgetting Curve

FCC = Fixed Commitment Calendar

FS/FSO = Fresh Start Orientation

GRIT = Grit Workshop

HELP = Help Sessions (Math Learning
Center)

HS = High School

HW = Homework

LS = Learning Scientists Website

MEC = Money Education Center

MLC = Math Learning Center

MM = Motivation Matters Workshop

MOT = Motivation

NR = Not Required

ODR = Office of Disability Resources

OH = Office Hours

OSS = Office of Student Success

PRO = Procrastination

PTA = Post Test Analysis

REC = Recommended

REQ = Required

RFGC = Routh First Generation Center

RP = Retrieval Practice

SAS = Student Assistance Services

SC = Study Cycle

SCP/SP = Success Certificate Program

SH = StudyHub

SI = Supplemental Instruction

StuAct = Student Activities

TAP = Transition Academic Programs

TM = Time Management

UWC/WC = University Writing Center

WiR = Week in Review

Alternative Appointment Styles

Coaches have the ability to conduct appointments in a variety of manner to best meet the needs of their students. These options include In-Person, Virtual (Zoom), Email, or by Phone.

Email Appointment Contact

We use email consistently throughout our work day to keep in contact with our students. Using it as a Coaching Tool is a natural progression for our student interactions. The key to being successful in email communication with our students is to set the guidelines and expectations beforehand (during an in-person Coaching Session), and then to remind students of these expectations along the way as need.

Suggested uses of Student Email Communication for Coaching Session

- As an Action Item in a student's Gameplan
- As a follow-up of specific Coach-Assigned Homework
- As a follow-up of what was discussed in a Coaching Session
- As a general update in between in-person Coaching Sessions

Setting clear expectations with your student

Whenever you plan to use email contact as a regular occurrence with a particular student, talk with them about what you plan to do, what you expect of them in return, and what you hope your email communication will accomplish:

“Karen, I think emailing me twice a week to tell me what you are working on will help keep you focused on your studying in between our Coaching Sessions. So to help hold you accountable, I'm adding it as requirement to your Success Certificate.”

“Madison, it sounds like you have a pretty good study plan for these up-coming exams. I'd love to know how they turn out for you. Please email me after your exams and let me know how you did.”

“Jessica, since we only meet in person about once a month, I'd love to hear from you in between our meetings so you can tell me how your classes are going. That way if I have any suggestions to what might be helpful, I can reply back to you rather than waiting until our next meeting.”

Examples of Email Communication

Below are examples of sample student email communication with a Coach. As with any student interaction, document anything that you feel needs to be, or would serve as a good follow-up or reference point later.

Example #1- Email contact as an Action Item in a student's Success Certificate (*Email your Academic Coach every Wednesday to update them on what is on your weekly to-do list and your progress*).

(Email #1 from Student) Hey, How is your day going? Mine is going good so far and had a great weekend. The Big Event was such a great experience and I had a lot of fun. Then I got to do my paper and more of my math homework than read some more of my work.

(Response from Coach) Thanks for the update. Glad to hear you were able to volunteer for Big Event and still work on your paper and math homework. Keep up on your readings, and make a plan for what you want to accomplish this week, it will help keep you focused and hold yourself accountable. Have a good week!

(Email #2 from Student) Hey got my math work out the way. Now I'm going to do some more math problems and read for history. I plan to start my ANTH paper tomorrow.

(Response from Coach) How much of each have you done? Was this one homework assignment or did you complete all that are due this week? What did the Math homework involve? How much History reading is done and how much is left to do? How long does your ANTH paper need to be? Have you made a general outline of how you intend to write the paper? What is your plan in breaking down the topics to get it done before you need to submit the rough draft to the University Writing Center?

(Response from Student) Hey I plan on meeting with my professor in the morning so I can get a better understanding on my paper and then finish reading chapter 14 in Anthropology. I plan on completing Chapter 30 in History before Thursday so I can start making a plan for finishing my ANTH paper and study for my Exam 2 in History before they are both due in about a week and a half.

(Response from Coach) Sounds like a good plan. Remember you want to start early enough so that you can balance working on your Math, History, and Anthropology especially with your paper and exam happening on the same day.

Example #2- Email conversation as a follow-up of what was discussed in a Coaching Session (*How a student's exams went*).

(From Student) Howdy! Sorry for the late email, as soon as tests were over I was just so happy to be done that I completely forgot to email you! My math test: I feel like I did pretty good. Of course I haven't gotten my score back. My chem test: I feel okay about it. I haven't gotten the score back either. Thanks .

(Response from Coach) Thanks for the email. Tell me what you did to prepare for each of your exams: study strategies & time for each one.

(From Student) Math: took about 1.5 hours everyday leading up to Wednesday to do practice problems. on Tuesday night I took a practice test that was on her webpage. I also completed my web assign online homework. chem: starting Thursday night (the 4th) I wrote out what was on the study guide that had to do with a certain chapter that was on the test and wrote it out on a study sheet until Wednesday night. on Wednesday I read over the study sheet multiple times and also completed my owls.

(Response from Coach) That looks good, no wonder you felt pretty good about your exams. Are you kicking yourself for not doing that much effort all semester? :)

(From Student) yes. ha-ha but it's okay because i know what to do starting at the very beginning of the summer. and the rest of college ha-ha. thank you

Example #3: As a general update in between in-person Coaching Sessions (*Student touching base in between Coaching Sessions*).

(From Coach) Hello! I just wanted to send you a quick email to touch base. It was really great getting together last week, hearing you talk about how well you are doing. I'm really proud of you! And super happy to hear that you are making some positive changes in your studying and academic preparation; I think even as the semester starts getting a little harder, that you'll feel more and more confident because you are taking the time to properly prepare ahead of time. Keep up the good work of attending all your classes, talking with your professors, actively participating in class, using your calendar, reading before classes, and using the 5-Day Study Plan for exams. Stay strong in 'Bad News Bears ATMO 435'- show it who's boss!

(Response from Student) This week has been incredibly busy for me and I'm trying so hard to stick my schedule. My physics exam is on Tuesday, but I haven't had the time to start the 5-day study plan. I've been having 15+ hour days this week and by the time I get back to my dorm, I am too exhausted study or do anything productive. I've already cut down my work (lab) time by half already, but it's still stressing me out a little. However on a more positive note, I'm still staying active in class. I'm more willing to ask questions and answer questions now. I'm just a little overwhelmed, but I'm staying calm (or at least trying to!)

Documenting Email Appointment

After the Email interaction, create an Appointment Summary in the Navigate System. Make sure the "Meeting Type" has been designated as "Email".

Virtual (ZOOM) Appointment Contact

Virtual Meetings have become far more common since COVID-19 forced many services to move Online. Since the pandemic Coaches have found offering Zoom Appointments are still appropriate under various circumstances including:

- Working with TAMU – Main Campus students from Galveston, McAllen, and Qatar
- Students who are sick
- Students commuting long distances
- After hours appointments

Zoom appointments will be held through each individual coach's TAMU SSO account.

Prior to the Zoom Appointment:

Before your session begins, here are some helpful hints and steps you can follow to ensure a smooth and productive meeting:

General Tips Before Zoom Session

- You will need to make sure your Zoom Application is installed and working on your computer. Your student should be able to access their Zoom Account through their Howdy Portal
- Make sure video and speakers are working appropriately.
- Test thoroughly beforehand!
- You will need to provide your student with either a Zoom Meeting ID or a Zoom appointment link prior to their appointment.
- The Navigate System will send your student an appointment reminder 24 hours in advance.
- Have appropriate handouts, diagrams, charts, and/or slides downloaded on your computer to provide quick access to the information during the coaching session.
- Review appointment summary notes in Navigate prior to the Zoom Meeting.

During Zoom Session

Zoom Sessions should be conducted as if the appointment was being held in the office.

- Ask for updates on any exams, assignments, and projects
- Ask for update on how new study strategies are working
 - Questions to ask:
 - Did you try them? If so, how are they working?
 - What did you like? What didn't you like?
- Ask about referrals, if recommended previously
- Ask about general welfare of student
 - Questions to ask:
 - Stressed? Depressed? Anxiety?
 - Time management? Balance?
- Ask about upcoming exams, assignments, projects
 - How are they preparing for them?
- Provide additional study strategies, if needed

- Ask if they need any additional help with anything else
- If needed, schedule a Follow-Up appointment.

Documenting Zoom Session

If you find it helpful, take notes during your Online appointment. Have a paper and pen to write down key points and communicate with the student if an important point is missed. Use shorthand if possible when taking notes during a session.

After the Zoom Session, create an Appointment Summary in the Navigate System. Make sure the “Meeting Type” has been designated as “Virtual (Zoom)”.

Phone Appointment Contact

It is not unusual for Virtual Meetings to experience some type of technical difficulties. If that situation should arise, both the student and coach need to be flexible and may have to complete the coaching session by phone.

A coach should prepare for their appointment as if they were meeting Virtually. At the beginning of any Zoom Appointment, a coach should confirm the student’s cell phone number encase IT issues should begin and communicate how they intend to proceed with the appointment if they are disconnected.

Be prepared to email any handouts, documents, charts, etc. to the student so they can reference the materials when they are being discussed over the phone.

Documenting Phone Appointment

If you find it helpful, take notes during the phone call. Have a paper and pen to write down key points and communicate with the student if an important point is missed. Use shorthand if possible when taking notes during a session.

After the Phone Session, create an Appointment Summary in the Navigate System. Make sure the “Meeting Type” has been designated as “Phone”.

Coaching Administrative Policies & Procedures

The expectation is all Success Coaches perform at a high level of professionalism in demonstrating their abilities, competence, and behavior. It aims for higher standards, more remarkable performance, and solid relationships with their students and co-workers. Important elements are reliability, competence, communication, accountability, and ethical behavior.



To meet the high expectations of a Professional Success Coach it is essential to create a standardized set of policies and procedures which uphold and build on the core values of Texas A&M:

- Excellence – Having an unwavering desire to commitment to do one’s best academically and in all other aspects of life.
- Integrity – Doing the right things regardless of the circumstances or personal consequences.
- Leadership – Inspiring other to follow due to the strength, integrity, and benevolence of one’s character.
- Loyalty – Being dedicated to our nation, state, university, families, and those institutions and values we hold dearest.
- Respect – Earning favor through the consistent dignity and merit of one’s character.
- Selfless Service – Providing one’s time, talents, or resources for the greater good without regard for personal gain or recognition.

Training and Development

Often times the words training and development are used interchangeably, but it is important to understand the main differences between training and development.

Training refers to the process of teaching employees specific skills they need for their current job. Training also focuses on specific areas of knowledge that employees need to fulfill day to day tasks.

Development focuses on the career progression of every employee. Development activities are based on each individual's career goals and areas of improvement that help them take the next step in their career.

Training and Development Opportunities –

Success Coaches will participate in a variety of training and development opportunities throughout the Academic Calendar to enhance their skills and knowledge of academic coaching, exposure to topics for individual growth, and recognition of other University resources that may benefit their student caseload.

Individual

- **Individual Employee Plan for Development**

Develop Plans will be created annually with input from the ASC Director and the Assistant Director of Success Coaching. Specific goals for training and personal development will be identified with the expectations they will either be “meet” or “in progress” at the employee’s Annual Performance Review.

Departmental

- **Coaches’ Meetings**

Coaches should meet one time a week during the Fall and Spring Semesters to cover the topics of professional development, campus departments, open discussion, and team building activities.

- **All Staff Meetings**

All Academic Success Center staff should meet at least one time a month to cover the topics of professional development, campus departments, open discussion, and team building activities.

University

- **Mandatory**

TrainTraQ will send each employee an email notification when a University mandated training is due for recertification. Courses may include Information Security Awareness, Ethics & Fraud, Clery Act Guidelines for A&M System Campus Security Authorities, and FERPA.

- **Non-Mandatory**

Coaches can access TrainTraQ and search under “Find Classroom Training” for training and development courses which would help them professionally. Courses may

be subject to fees. If a fee must be paid for participation then approval for the course must be given by either the ASC Director of Success Coaching or by the Assistant Director of Success Coaching.

Conferences/Symposiums/Seminars

(Note: Conferences/Symposiums/Seminars are associated with participation fees; therefore, any approval to attend at the ASC expense must be approved by either the ASC Director of Success Coaching or by the Assistant Director of Success Coaching.)

- **Mandatory**

Traditionally Success Coaches have participated in the Student Success Conference in the Fall Semester and the UAC Symposium in the Spring Semester. These events have been hosted in the Bryan/College Station community.

- **Non-Mandatory**

Coaches are welcome to present any training or development opportunity to the attention of their supervisors. Whether or not the Academic Success Center can cover the cost of participation will be determined by the following criteria:

- Success Coaching Budget
- Topic/Content of the event
- Whether or not the Coach will be a Presenter or an Attendee
- Number of Coaches interested attending the event
- Number of events the requesting Coach has participated in previously. *(Goal is to provide as many coaches, as possible, a chance to attend professional events.)*

Success Coaching License

An internal licensing/certification process for Success Coaching will be instituted in the Academic Success Center.

Absence Protocol

Every employee will need to take time off at some point in their professional career. Having a personal caseload of students requires a higher level of communication knowing that not every student will regularly access their TAMU email accounts to read important messages in a timely manner.

Communicating Absences

Greater than 24 hours prior to Coaching Appointment

- Success Coaches are responsible for communicating the need to cancel and/or reschedule their appointments if they are aware of the need **at least 24 hours** in advance.
- Initial Coaching Appointments that are cancelled can direct the student to the Navigate System to make a new appointment on a different day and time with the first available Success Coach.

- Follow-Up Coaching Appointments must be rescheduled by the Success Coach who has the student on their semester caseload.

Less Than 24 hours prior to Coaching Appointment

- If a Success Coach needs to cancel and/or reschedule appointments with **less than 24 hours** prior then they need to communicate with the following people as soon as possible:
 - Director of Success Coaching
 - Assistance Director of Success Coaching
 - Front Desk Administrator

Communication needs to be through at least 2 of the following methods: text, phone, and/or email for all three individuals.

- Initial Coaching Appointments will be instructed to make a new initial appointment by going into the Navigate System to find the first available day and time.
- The Success Coach who has established a coaching relationship with that student during the semester will be required to make direct contact to reschedule the missed Follow-Up Coaching Appointment.

Texas A&M University Policies and Procedures

The Office of Risk, Ethics, and Compliance governs University Rules & Standard Administrative Procedures (SAP) at Texas A&M University. Rules and SAPs are used to communicate the responsibilities, procedures, and practices that guide the operations of Texas A&M Units. To understand their significance, Rules and SAPs should be read in conjunction with their related System Policies and Regulations. See the “Related Statutes, Policies, or Requirement” section near the bottom of each Rule and SAP to find the related Policy or Regulation.

To access University Rules and SAPs go to the following <https://rules-saps.tamu.edu/rules-saps-library/> . Rules and SAPs include the content material:

- **01 Governance**
- **02 Organization of System**
- **03 Statements of Mission and Objectives**
- **07 Ethics, Conflict of Interest**
- **08 Civil Right Protections and Compliance**
- **09 Litigation and Administration**
- **11 Centers, Degrees and Programs**
- **12 Faculty**
- **13 Students**
- **15 Research Programs**
- **16 HIPAA Compliance**
- **17 Intellectual Property**
- **18 Athletics**
- **21 General Finance**
- **22 Asset Management**
- **23 Debt Management**
- **24 Risk Management**
- **25 Expenditure of Funds**
- **26 Tuition and Fees**
- **27 Financial Planning and Budgeting**
- **28 Auxiliary Enterprise, Privatization, etc.**
- **29 Information Resources**
- **31 Compensation and Benefits**
- **32 Employee Relations**
- **33 Employment, Standards of Conduct**
- **34 Safety of Employees and Students**
- **41 Real Estate Management**
- **51 Facilities Planning and Construction**
- **60 Relationships with Financial Support Organizations**
- **61 Information and Communications**

Frequently Asked Questions

[What is the difference between a rule and an SAP?](#)

System Policies and Regulations identify when a member rule is **required**. TAMU can also choose to maintain a rule or SAP, as determined by the responsible office, to provide guidance in a specific area.

Who do I need to contact for interpretation or questions about a rule or SAP?

The contact office listed at the end of the University Rule or SAP should be contacted to interpret or answer questions. They have assigned responsibility and expertise over the rule and/or SAP content (See Sample Below).

STANDARD ADMINISTRATIVE PROCEDURE

03.02.99.M0.02

Changes in Academic Administrative Structure

Approved June 2, 1993

Revised February 19, 2014

Revised January 29, 2020

Revised September 22, 2021

Revised June 21, 2022

Revised July 19, 2023

Next scheduled review: July 19, 2028

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Contact Office

Provost and Vice President for Academic Affairs

Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) of 1974 is a federal law designed to protect the privacy of education records, to establish the rights of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. FERPA is also known as the Privacy Act and/or the Buckley Amendment.

FERPA Allows

Texas A&M University refers to items that may be released as “Directory Information.” FERPA allows the following information to be released:

- Name
- Universal Identification Number (UIN)

- Local Address
- Permanent Address
- Email Address
- Local Telephone Number
- Dates of Attendance
- Program of Study
- Classification
- Previous Educations Agencies/Institutions Attended
- Degrees, Honors, and Awards Received
- Participation in Officially Recognized Activities & Sports
- Medical Residence Location (Health Science Center students)
- Medical Residence Specialization (Health Science Center students)

Students have the ability to restrict the release of any directory item.

Items NOT allowed to be Released

- Social Security Number of Student
- Race
- Religion
- National Origin
- Gender
- Grades
- Grade Point Average (GPA)

What is a Legitimate Education Interest?

A school official has a legitimate education interest to restricted educational record information if it is necessary for that school official to:

- Perform appropriate tasks that are specified in their employment position description or in the performance of regularly assigned duties by a lawful supervisor.
- Fulfill the terms of a contractual agreement.
- Perform a task related to a student's education.
- Perform a task related to the discipline of a student.
- Provide a service or benefit relating to the student or student's family, such as health care, counseling, financial aid, job placement, or former student-related activities.

Penalties for Violating FERPA –

The Family Policy Compliance Office reviews and investigates complaints of violations of FERPA. The penalty for violating FERPA is loss of all federal funding, including grants and financial aid.

The Office of the Registrar will investigate any possible FERPA violation(s) and determine what action, if any, should be taken. Any questions or concerns about FERPA Compliance or the release of student information can be directed to Rebecca Hapes, Associate Registrar, at rhapes@tamu.edu or (979) 845-1711.

Additional information can be accessed through the website <https://registrar.tamu.edu/about-us/policies/ferpa>.

Department of Civil Rights & Equity Investigations

Title IX

Title IX of the Education Amendment of 1972 prohibits discrimination on the basis of sex in education programs and activities at federally funded institutions. Title IX protects students, faculty, staff, and visitors to the Texas A&M University campus from all forms of sex discrimination.

Sexual harassment, including sexual violence, is a form of sex discrimination and is prohibited under Title IX. Unwelcome sexual advances, requests for sexual favors, and other verbal, and nonverbal or physical conduct is so severe, persistent, or pervasive that it affects an individual's employment, unreasonably interferes with an individual's work or education performance, or creates an intimidating or hostile work or educational environment.

Texas A&M University Commitment

Texas A&M University will promptly address all complaints of sex-based discrimination, harassment, and related retaliation made by or against faculty, staff, students, guests, and vendors in accordance with our policies and applicable federal and state laws.

Investigations & Resolutions

The Department of Civil Rights and Equity Investigations (CREI) is charged with the investigations and resolution of alleged violations of Texas A&M University's civil rights policies, including Title IX.

This includes instances of sex-based discrimination, harassment (including sexual violence) and related retaliation when this conduct is so severe, persistent, or pervasive may still be a violation of other University policies, and when appropriate, CREI will partner with other University entities to address such conduct.

Mandatory Reporter

Texas law requires [any employee of a college or university in Texas](#) to report to the Title IX Coordinator or Deputy Coordinator any information regarding an alleged incident of sexual harassment, sexual assault, dating violence, or stalking, committed by or against a person enrolled at or employed by the institution at the time of the incident.

Employees are required to report [if they witness, are subjected to, or are informed](#) about incidents of sexual assault, sexual exploitation, sex discrimination (including discrimination on the basis of gender identity, gender expression, and sexual orientation), sexual harassment, dating and domestic violence, and/or related retaliation.

[The law requires colleges to terminate employment for employees who FAIL to report such matters and imposes criminal penalties of up to a year in jail.](#)

Questions or Concerns

If you have questions or concerns contact the Title IX Office at (979) 458-8407 or <https://titleix.tamu.edu/>.

Student Rules

Each student has the responsibility to become fully acquainted with and comply with Texas A&M University Student Rules. Student Rules – Part 1 Academic Rules focuses on the academic policies, procedures, and expectations.

[\(https://student-rules.tamu.edu/academicrules/\)](https://student-rules.tamu.edu/academicrules/).

Registration/Adds/Drops

- Students are expected to register for a schedule of courses that follows the program of study for a degree in their college (1.5.1). It is the responsibility of the student to be sure that course prerequisites are met (1.15).
- Registration is not complete until fees are paid by the prescribed deadline (1.4).
- Full-Time Student Status is someone who is enrolled in at least 12 semester hours during a Fall or Spring Semester, or 8 hours in a Summer Semester (1.7).
- Adds can occur through the first five class days of fall/spring semesters or first four days of summer terms (1.18.1).
- A course may be dropped with no record during the 1st twelve class days of fall/spring semesters or during first four days of summer terms (1.18.2).
- A course may be Q dropped through the 60th class day of fall/spring semesters, the 15th class day of summer terms, or the 35th class day of a 10-week summer semester (1.18.2).
- Students are allowed 4 Q-drops during their undergraduate career (1.18.2).

- State law prohibits students from having more than six dropped courses (W or Q) from all state institutions attended during their undergraduate career if they entered higher education as first-time enrolled freshman beginning the 2007 fall semester and thereafter (1.18.2).
- Q-drops in one-hour courses will not count in the Texas A&M limit of three but will be included in the State-mandated limit of six dropped courses. If a lecture and companion lab are dropped at the same time, this will count as one Q-drop rather than two (1.18.4).
- A “W” may be approved by the Dean of the College if a student is allowed to drop a course anytime during the semester due to unusual or extenuating circumstances. These circumstances include: severe illness or other debilitating condition, student’s responsibility for the care of a sick, injured or needy person, death of an immediate family member, active duty military service of student or immediate family member, change in work schedule beyond the control of the student, and other good cause as determined by the Dean (1.20).

Withdrawal Procedures (17)

- A student desiring to withdraw from the university (drop to zero hours) before the end of a semester is required to comply with the official withdrawal procedure
- A student may not withdraw after the Q-drop deadline.

Payment of Fees & Charges (18)

Students are required to pay tuition, fees, and charges to the university when due. Failure to do so may result in:

- The student’s being administratively withdrawn and removed from the rolls of the university with loss of credit for academic work performed that semester.
- Assessment of a reinstatement fee.
- Denial of future registration in the university until all past due balances, including late charges and reinstatement, fees are paid.
- Denial of an official Texas A&M transcript until all past due balances, including late charges and reinstatement fees, are paid.
- Removal from on-campus housing.
- Disclosure of delinquent debt to any credit bureau, collection agency or attorney.
- Assessment of amounts actually incurred by the university as court costs, attorneys’ fees, and reasonable cost for collection.

Refunds (19)

- Refund of fees shall be made by Texas A&M University to students via direct deposit to the bank account provided by the student (19.1)
- Withdrawal from the Institution: All refunds of tuition and required fees are calculated in accordance with Section 54.006 of the Texas Education Code. (19.2.1)
- Reasons other than Withdrawal: refunds for tuition and required fees for courses dropped prior to the official census date (12th day of class for fall and spring, 4th day of

class for five and six week summer terms) will be refunded in accordance with Section 54.006 of the Texas Education Code. No refunds will be made for classes dropped after the official census date for the semester (19.3.1).

Attendance and Absences (7)

Attendance is the responsibility of the individual student. Students are expected to attend class and to complete all assignments. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.

Excused absences (7.2) include:

- Participation in an activity appearing on the university authorized activity list;
- Death or major illness in a student's immediate family;
- Illness of a dependent family member;
- Participation in legal proceedings that require a student's presence;
- Religious holy day;
- Injury or illness that is too severe or contagious for the student to attend class - For injury or illness that requires a student to be absent from classes for three or more business days, the student should obtain a medical confirmation note from his or her medical provider. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days;
- Required participation in military duties;
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled;
- Mandatory participation as a student-athlete in NCAA sanctioned competition;
- In accordance with Title IX, Pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions is a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absences related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator (7.2.1.3).

To be excused, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence (7.1).

The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence (7.4.2).

Grading (10)

Grades assigned by the instructor:

- A: Excellent, 4 grade points per semester hour
- B: Good, 3 grade points per semester hour
- C: Satisfactory, 2 grade points per semester hour

- D: Passing, 1 grade point per semester hour
- F: Failing, no grade points, hours included in GPR
- I: Incomplete, no grade points (hours not included in GPR), the remaining work to be completed before the last day of scheduled classes of the next fall or spring semester.

Grades assigned if student is taking an undergraduate course S/U:

- S: Satisfactory (C or above), hours not included in GPR
- U: Unsatisfactory (D or F), no grade points, hours included in GPR)

Other:

- X: No grade submitted. The instructor will have 30 days from the beginning of the succeeding semester or summer term to report a change of grade to the registrar. If a Change of Grade Report is not received during this time period, the registrar will automatically remove the X notation and assign a grade of F.
- Q: Dropped course with no penalty
- W: Dropped course(s) with no penalty during the semester enrolled, hours not included in GPR
- NG: No Grade. Requires extensive documentation of the extraordinary circumstances justifying the No Grade (10.3).
- A grade may be changed up to one year after the submission of the final grades for a given semester (10.8.1).

Scholastic Deficiency/Probation (12)

An undergraduate student is scholastically deficient when the:

- semester GPR is less than 2.00; or
- cumulative GPR is less than 2.00; or
- cumulative GPR in the major field of study is below a 2.00; or
- student is not meeting college and/or major grade point requirements (12.1).

In the event a student becomes scholastically deficient, he or she may be:

- Suspended from the university—for deficient scholarship (appeals made to Undergraduate Academic Appeals Panel (50)); or
- Permitted to continue in school on scholastic probation; or
- Warned of scholastic deficiency; or
- Dismissed from continued enrollment in his or her college or major (12.2).

Distinguished Students (11)

An undergraduate student who completes a semester of at least 15 hours or a summer session of at least 12 hours with no grade lower than C and with a GPR of not less than 3.5 for that term shall be designated “distinguished student.”

A student who, under the same circumstances, achieves a GPR of at least 3.75 shall be designated as a member of the “dean’s honor roll.”

Degree Requirements (14)

- Baccalaureate degrees shall contain a minimum of 120 credit hours (14.6).
- A student is expected to complete the baccalaureate degree course and hour requirements as outlined in the catalog in effect at the time they first enroll at Texas A&M (14.5).
- All attempted coursework at Texas A&M University must be completed with at least a 2.00 grade point ratio (14.7).
- A minimum of 36 hours of 300-and/or 400-level course work must be successfully completed in residence at Texas A&M University to obtain a baccalaureate degree. In all cases, a minimum of 12 of these 36 semester hours must be in the major (14.22)

Minors (14.16)

- A minor is a concentration of courses that focus on a single area or an interdisciplinary perspective developed by the department or program that offers the minor.
- The department offering the minor is responsible for deciding which courses are used to meet the minor.
- Coursework consists of 15-18 hours with a minimum of 6 in residence at the 300-400 level.
- A maximum of two minors can be completed by students.

Change of Curriculum (5)

- Undergraduate students who have completed at least one term of full admission and enrollment at Texas A&M University may initiate a curriculum change starting the day following posting of final grades of the previous semester and ending on the 20th day of the current semester per the academic calendar (5.1).
- An undergraduate student in their first term of full admission and enrollment at Texas A&M University may initiate a curriculum change before the end of the 5th day of regular class. Curriculum changes may once again be initiated after final grades have posted (5.2).

Graduation with Honors (15)

Graduation with Latin Honors are only recognized for students earning a baccalaureate degree.

Categories for honors shall be designated as follows:

- Summa Cum Laude: A student may be graduated “Summa Cum Laude” with a grade point ratio of 3.90 or above.
- Magna Cum Laude: A student may be graduated “Magna Cum Laude” with a grade point ratio range of 3.70 through 3.899.
- Cum Laude: A student may be graduated “Cum Laude” with a grade point ratio range of 3.50 through 3.699.

Miscellaneous Rules & Regulations

- E-mail is an official means of communication (equivalent to the U.S. Postal Service) at Texas A&M University (61.1). It is every student's responsibility to check their Texas A&M University official e-mail account for University-related communications on a frequent and consistent basis (61.2.3).
- Students also need to keep the registrar informed of current local and permanent addresses (1.2).
- In those instances where a student is scheduled for three final examinations in one day, the student may request of his or her Dean or designee a rescheduling of one of the examinations (8.4).
- A Q grade or W grade does not count toward the certification of enrollment status. Only hours for which a student is currently enrolled at Texas A&M University can be used toward certification of enrollment (1.8).
- As a general rule, credit will be given for transfer work satisfactorily completed with a passing grade at another properly accredited institution. Credits given by transfer are provisional and may be cancelled at any time if the student's work in the university is unsatisfactory (9.2).
- Near the middle of the fall and spring semesters, a preliminary report, showing the current progress of all undergraduate students who have completed less than 30 semester credit hours of course work at Texas A&M University, will be made available. Preliminary grades are not recorded on the student's permanent record (10.15).
- An undergraduate student may attempt a course no more than three times, including courses graded Q or W (10.21).
- Sophomore, junior and senior classification will be granted to students who have passed 30, 60 and 90 respectively (13.1.2).

***Note: All numbers in parentheses refer to the corresponding student rule at: <http://student-rules.tamu.edu/>*

Transcript Grades and Symbols

Because students attend a college or university to extend their education, grades are usually given as an indication of the proficiency of their endeavors. The student's semester grade in a course shall be based upon performance and/or participation in class, exercises and tests, laboratory work and final examination, as applicable to the course. The proportionate weight assigned to each of the factors shall be determined by the department administering the course.

The basis upon which the final grade will be determined shall be distributed in written form to the class during the first class meeting.

There are five passing grades at the undergraduate level, A, B, C, D and S, representing varying degrees of achievement; these letters carry grade points and significance as follows:

Grades	
A	Excellent, 4 grade points per semester hour
B	Good, 3 grade points per semester hour
C	Satisfactory, 2 grade points per semester hour
D	Passing, 1 grade point per semester hour
F	Failing, no grade points, hours included in GPA calculation
I	Incomplete, no grade points, hours not included in GPA calculation
NG	No grade, grade removed from record, no grade points, hours not included in GPA calculation
Q	Course dropped with no penalty, no grade points, hours not included in GPA calculation
S	Satisfactory (C or above), no grade points, hours not included in GPA calculation
U	Unsatisfactory (D or F), no grade points, hours included in GPA calculation
X	No grade submitted, no grade points, hours not included in GPA calculation
W	Withdrew, no grade points, hours not included in GPA calculation (effective Spring 1996)
F*	Aggie Honor Code violation, no grade points, hours included in GPA calculation
U*	Aggie Honor Code violation, no grade points, hours included in GPA calculation

There are two failing grades, U and F, indicating work of unsatisfactory quality.

Transfer Work:

- TA Transfer Grade of 'A'
- TB Transfer Grade of 'B'
- TC Transfer Grade of 'C'
- TCR Transfer of Credit (i.e. AP Credit by Exam)

Repeat Codes: Indicates a course has been repeated, symbol appears next to the HOURS Column.

- A Hours are included in GPA, but are not included in Cumulative Totals
- E Hours are excluded from GPA and Cumulative Totals
- I Hours are included in the GPA and Cumulative Totals

Repetition of a Course to Improve Grade

Any undergraduate student who wishes to repeat a course must do so before they complete a more advanced course in the same subject. What constitutes a more advanced course will be determined by the head of the department offering the course.

Credit for a course failed may be obtained only by registering for and repeating the course. ***The original grade WILL remain on the student's permanent record, and both grades***

WILL be used in computing the GPA. An F or U previously earned is not removed once the course is passed. Credit for each repeated course may only be used once toward degree requirements.

A student repeating a course completed at Texas A&M in which a grade of B or better has been earned will not receive grade points for the repeated course, unless the catalog states the course may be repeated for credit.

I and X Grades

A temporary grade of I (incomplete) at the end of a semester or summer term indicates that the student has completed the course with the exception of a major quiz, final examination or other work. The instructor shall give this grade only when the deficiency is due to an authorized absence or other cause beyond the control of the student. When an instructor reports an incomplete grade to the Office of the Registrar, he or she will fill out an "Incomplete Grade Report," which is filed with the head of the department in which the course is taught. Copies are sent to the student and to the student's academic dean. This report includes:

1. a statement of the instructor's reason for awarding the incomplete grade and
2. a statement concerning the remaining work to be completed.

The remaining work must be completed before the last day of scheduled classes of the next fall or spring semester in which the student enrolls in the University unless the student's academic dean, with the consent of the instructor (in the absence of the instructor, the department head), grants an extension of time for good reason. If the incomplete work is not completed within this time or if the student registers for the same course again, the I will be changed to an F by the Office of the Registrar.

The X notation is assigned to a course by the Office of the Registrar at the end of a semester or summer term only when a grade is not submitted by the instructor. The Office of the Registrar will notify the dean of the college in which the course is taught that an X notation has been made. The dean of the college offering the course will request, through the department head, that the instructor submit a Grade Change Request online in Howdy, removing the X notation and assigning a grade. The instructor will have 30 days from the beginning of the succeeding semester or summer term to report a change of grade to the Office of the Registrar. If a Grade Change Request is not received during this time period, the Office of the Registrar will automatically remove the X notation and assign a grade of F.

Q-Drop, Add and Drop

1. A student may enroll in a class during the first five class days of a fall or spring semester or during the first four class days of a summer term. A student requesting to add a course after these deadlines must have the approval of the student's dean or designee and department.

2. A student may drop a course with no record during the first 12 class days of a fall or spring semester and during the first four class days of a summer term. Following this period, if approved by the dean of the college or their designee, a student may drop a course without penalty through the 60th class day of a fall or spring semester, the 15th class day of a summer term or the 35th class day of a 10-week summer semester. The symbol Q shall be given to indicate a drop without penalty. Under section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” Any course that a student drops is counted toward the six-course limit if “(1) the student was able to drop the course without receiving a grade or incurring an academic penalty; (2) the student’s transcript indicates or will indicate that the student was enrolled in the course; and (3) the student is not dropping the course in order to withdraw from the institution.” Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause. Undergraduate students at Texas A&M will normally be permitted four Q-drops during their undergraduate studies. However, in order to comply with this statute, a student who has dropped courses at other Texas public institutions may not be permitted four Q-drops if the student’s total number of dropped courses would exceed the State limit of six.
3. Any course taught on a shortened format or between regularly scheduled terms will have add/drop, Q-drop and withdrawal dates proportionally the same as if the course were offered in a regular term. These dates will be determined by the Office of the Registrar.
4. After the Q-drop period has elapsed, a course may be dropped and a grade of W recorded if the student's dean determines that unusual circumstances exist to warrant a late drop.

Satisfactory/Unsatisfactory

Undergraduate students may be permitted to take courses in their degree programs at Texas A&M on a satisfactory/unsatisfactory (S/U) basis consistent with the requirements of the student’s college. The hours for which a student receives a grade of satisfactory shall not be included in the computation of the student’s semester or cumulative GPA; a grade of unsatisfactory shall be included in the computation of the student’s grade points per credit hour as an F. A grade of satisfactory (S) will be given only for grades of C and above; a grade of unsatisfactory (U) will be given for grades D and F. The hours earned on a satisfactory/unsatisfactory basis shall not be included in the designation of distinguished student or dean’s honor roll.

Students on probationary standing may be required to take electives on an S/U basis as determined by published college policies.

Students must register for courses on an S/U basis during the official registration periods and shall not be permitted to change the basis on which their grades will be recorded on their official transcripts, except for unusual circumstances and with the approval of the student's academic dean.

Students registered for [KINE 198](#) or [KINE 199](#) who wish to change the grade type from a graded course to S/U or from S/U to a graded course, may do so in [Howdy](#). All requests for [KINE 198](#) and [KINE 199](#) changes must be completed on or before the Q-drop deadline for the fall, spring or summer semester.

[Grade Point Average \(GPA\)](#)

Only the grade earned in coursework for which the student was registered in this institution shall be used in determining his or her grade point average. Students anticipating graduating with honors should refer to that section of this catalog for information concerning the computation of grade point averages for that purpose.

A student's grade point average for any period shall be computed by dividing the total number of semester hours for they received grades into the total number of grade points earned in that period. Semester credit hours to which grades of F or U are assigned shall be included; those involving grades of W, Q, S, X, I, and NG shall be excluded.

[Classification](#)

Classification for academic purposes shall be based solely on scholastic progress as shown by the official records in the Office of the Registrar. Sophomore, junior and senior classification will be granted students who have passed 30, 60 and 90 semester hours, respectively.

[Grade Reports](#)

[Mid-semester Report –](#)

Near the middle of the fall and spring semesters, a preliminary report, showing the current progress of undergraduate students who have completed less than 30 semester credit hours of coursework at Texas A&M, and of a selected group of other students that the academic deans/departments are monitoring, will be made available. Preliminary grades are not recorded on the student's permanent record. Grades are available in [Howdy](#).

[Final Grade Report –](#)

End of semester final grades are available in [Howdy](#). No student grade may be posted in a manner that is personally identifiable unless the student has given written consent in advance.

Parent/Guardian Access to Grades –

A parent or guardian may access midterm and final grades in [Howdy](#) after the student sets the parent access password. The Office of the Registrar cannot access the passwords created by students for parental access.

Semester Credit Hour

A lecture course which meets one hour per week for 15 weeks is worth 1 semester credit hour. Thus, a course worth 3 semester credit hours, meets three hours per week. Credit hours for laboratory courses are determined to be some fraction of the number of hours spent in class.

For further information, visit Texas A&M University Rule — [Definition of a Credit Hour — 11.03.99.M1](#), which complies with The Texas Higher Education Coordinating Board definition of minimum course lengths as part of the Texas Administrative Code, “Minimum Length of Courses and Limitation on the Amount of Credit that a Student May Earn in a Given Time Period”. For more information, please see the Texas Administrative Code [online](#).

Transcripts

Students applying for admission to Texas A&M are required to submit transcripts of previous academic work and in some cases, results of standardized tests. The submission of altered documents or the failure to furnish complete and accurate information on admission forms will be grounds for disciplinary action.

Individuals who have attended the University may obtain an official transcript of their completed work, provided they have no financial obligations to the University. A fee, which, according to state law must be paid in advance, will be charged for each copy. During grading and degree posting, official transcripts may be produced for enrolled students only after all courses for that semester or term have final grades processed. Students and former students may submit a Transcript Request Order form in person, by mail, by fax or by completing the transcript request form in the Howdy portal. Transcript requests will not be accepted over the phone. A faxed request must be paid using a credit card from a United States bank. A transcript request ordered through the Howdy portal must be paid either by electronic check (ACH) or by credit card from a United States bank. Requests made in person or by mail may only be paid with check, money order or a credit card.

On-Campus Resources

Texas A&M University offers a wide range of campus resources. The University attempts to familiarize incoming students to on-campus services during their New Student Conferences. The challenge is the students are receiving a lot of information in a short amount of time and do not recall what is available if or when the need should arise.

One of the functions of a Success Coach is to ensure our students are taking advantage of all the appropriate campus resources to help them be successful.

Some of the resources mentioned in New Student Conferences include:

- The Association of Former Students (AggieNetwork@AggieNetwork.com)
- Campus Ministry Association (studentlife@tamu.edu)
- Corps Housing (housing@corps.tamu.edu)
- Residential Life (housing@tamu.edu)
- Off Campus Student Services (ocss@tamu.edu)
- Student Life (studentlife@tamu.edu)
- Department of Civil Rights and Equity Investigations (civilrights@tamu.edu)
- Technology Services (helpdesk@tamu.edu)
- Green Dot (greendot@tamu.edu)
- Health Promotion (healthpromotion@tamu.edu)
- International Student & Scholar Services (isss@tamu.edu)
- MSC Box Office (tickets@msc.tamu.edu)
- Student Conduct Office (sco@tamu.edu)
- Student Legal Services (studentlegalservices@tamu.edu)
- Transportation Services (parking@tamu.edu)
- University Police Department (979-845-2345)
- VetMed Teaching Hospital (Vethospital@cvm.tamu.edu)
- Women's Support Services (studentlife@tamu.edu)

This section of the Success Coaches manual will elaborate on several different On-Campus Resources which Coaches tend to find themselves in a position to make referrals to.

Frequently Referenced On-Campus Resources

Student Assistance Services

Student Assistance Services (SAS) is a department within the Division of Student Affairs – Student Life. Their stated mission is to connect TAMU students with the appropriate guidance, resources, and support to address a variety of personal and academic matters. Some common issues that SAS provides support for are referrals and resources connection to both on and off campus services, concerning behavior follow-up, student welfare checks, student absence notifications, food insecurities, Silver Taps and student death, transition issues, and more.

Contact Information –

Location: 2nd Floor of Student Services Building
Phone: 979-845-3113
Email: studentlife@tamu.edu
Website: <https://studentlife.tamu.edu/sas/>

Career Center

The Career Center is a department within the Division of Student Affairs. Their stated mission is to promote career learning and development, empowering all Aggies to realize their potential and establishing Texas A&M University as a preferred source of talent. They provide comprehensive career planning and employment service for current students and former students of all majors and classifications.

Contact Information –

Location: 2nd Floor of Koldus Building
Phone: (979) 845-5139
Email: cc_advisor@tamu.edu
Website: <https://careercenter.tamu.edu/>

Office of Disability Resources

The Office of Disability Resources (ODR) is a department within the Division of Student Affairs. Their stated mission is to interact and collaborate with faculty, staff, and students to achieve an equitable learning environment for students with disabilities at TAMU. Disability Resources offers accommodations coordination, evaluation referral, disability-related information, assistive technology services, sign language interpreting and transcription services for academically related purposes.

What constitutes a Disability?

A disability is defined in the Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973 as a mental or physical impairment which substantially limits one or more major life activities. Learning is an example of a major life activity, or significantly restricted as a condition, manner, or duration under which a major life activity can be performed, in comparison to the average person or to most people.

What does substantially limiting mean?

According to Section 504 of the Rehabilitation Act of 1973, substantially limiting is defined as being unable to perform a major life activity, or significantly restricts as to the condition, manner, or durations under which a major life activity can be performed, in comparison to the average person or to most people.

What is a major life activity?

According to Section 504 of the Rehabilitation Act of 1973, a major life activity is defined as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

The ADA Amendment Acts of 2008 expanded this list to also include eating, sleeping, standing, lifting, reading, bending, concentrating, thinking, communicating, and working. In addition the ADAAA also includes major medical bodily functions.

What are academic adjustments?

Appropriate academic adjustments create an equal access to education, as long as it does not require a substantial change in an essential element of the curriculum. This is determined by the institution. Such modifications may include an adjustment in the amount of time allowed to complete a degree, substitution of degree requirements, and adaptation of the manner in which specific courses are conducted.

Contact Information –

Location: 1st Floor of Student Services Building
Phone: 979-845-1637
Email: disability@tamu.edu
Website: <https://disability.tamu.edu/>

Department of Multicultural Services

The Department of Multicultural Services (DMS) is under the Division of Student Affairs. Their stated mission is to provide multiple developmental experiences to cultivate meaningful engagement, foster a culture where students can thrive, and develop students' capabilities to work productively and collaboratively with others in preparation for an increasingly complex world. DMS supports all students along their journey to self-awareness, role models and commits time/energy in contribution to the Texas A&M Core Values, in addition, to providing academic and educational services. They also assist underrepresented students in their transition to TAMU.

Contact Information –

Location: Memorial Student Center
Phone: (979) 862-2000
Email: dms-info@dms.tamu.edu
Website: <https://dms.tamu.edu/>

University Health Services

University Health Services provides a range of services meant to empower students to succeed by supporting their mental and physical health.

Mental Health Services

Purpose is to advance student development and academic success by providing personalized and evidenced-based mental health care to Aggies.

Services include:

- Individual Counseling
- Group Counseling
- Crisis Counseling
- Workshops
- Learning Disability Screening
- ADHD Services
- Career Counseling & Exploration
- Alcohol & Other Drug Services
- Helpline & TELUS Support App

Mental Health Contact Information –

Location: 4th Floor of Student Services Building
Phone: (979) 458-4584
Website: <https://uhs.tamu.edu/>

Medical Services

Provides on-campus healthcare for Aggies. SHHS staffs board-certified clinicians and other healthcare professionals to help students stay well and do well at Texas A&M University.

Services include:

- Medical Care
- EMS
- Laboratory
- Nutrition
- Pharmacy
- Physical Therapy
- Preventive Medicine
- Radiology

Medical Contact Information –

Location: A.P. Beutel Health Center
Phone: (979) 458-4584
Website: <https://uhs.tamu.edu/>

Veteran Resource & Support Center

The Don & Ellie Knauss Veteran Resource and Support Center (VRSC) is under the Division of Student Affairs. It proudly provides caring, personalized, and continuous support to undergraduate and graduate Aggie Veterans and military-affiliated Aggies. The VRSC assists Aggie Veterans in navigating and successfully transitioning to Texas A&M University by creating a welcoming space, peer leadership, innovative programs and services, and facilitate individual academic and personal success in collaboration with TAMU Admissions, U.S. Department of Veterans Affairs, Academic Success Center, and other campus entities to give valuable assistance to veterans and their families.

Contact Information –

Location: Memorial Student Center, Suite 105
Phone: (979) 845-3161
Email: aggievets@tamu.edu
Website: <https://aggieveterans.tamu.edu/>

Aggie One Stop

Aggie One Stop was established to help students quickly find common enrollment services and to answer “Frequently Asked” questions for Admissions, Registrar, Scholarships & Financial Aid, Student Business Services, and for Military Education Benefits.

Services include:

- Aggie ID Card
- Clarification Scholarships, Grants, & Loans
- Direct Deposit
- Due Dates
- Online Payment
- Assists eligible students with Veteran’s Benefits

Contact Information –

Location: General Services Complex
Phone: (979) 847-1787
Email: aggieonestop@tamu.edu
Website: <https://aggieonestop.tamu.edu/>

Undergraduate Ombudsman (Ombuds)

The Undergraduate Ombuds Official is an advocate for fairness for undergraduate students at Texas A&M University. They are a neutral party who provides confidential, impartial, and informal assistance in resolving conflicts or addressing issues and concerns. They consider the rights and interests of all parties involved, as well as, independent, housed under the Office of Undergraduate Studies, and reports directly to the Vice Provost for Student Success.

How can the Ombuds help me?

- **Listen** and help you achieve a greater understanding of the issue or concern.
- **Answer** your questions, including questions about religious holy days.
- **Explain** university policies and procedures.
- **Assist** you with solving problems at the University.
- **Connect** you to resources on campus.
- **Help** you navigate the academic appeals process.
- **Identify** options for resolving conflicts.
- **Facilitate** dialogue between you and other parties involved.

What issues can I bring to the Ombuds?

- Academic-related issues and appeals
- Concerns about procedural fairness or due process
- Questions about religious hold days
- Misunderstandings between students, advisors, professors, or others
- Communication breakdowns with students, advisors, professors, or others
- Disagreements with or misunderstandings of university policies and procedures
- Concerns over retaliation
- ... and many more

Contact Information –

Location: 6th Floor of Rudder Tower
Phone: (979) 845-3210
Email: undergradombuds@tamu.edu
Website: <https://us.tamu.edu/students/undergraduate-ombuds>

Transition Academic Programs

Transition Academic Programs (TAP) communicates academic information to students that is focused on each student's goal to complete a degree. TAP is comprised of four different programs which include Aggie Gateway to Success, Blinn TEAM, Explore Program, and General Studies Temporary Major.

Aggie Gateway to Success –

A summer provisional admission program where students are given a unique chance to gain full admission by taking summer courses and demonstrating academic proficiency.

Blinn TEAM –

A collaborative, co-enrollment partnership between Texas A&M University and Blinn College.

Explore Program –

Assists students who are “undecided” choose a field of study that meets their academic and career goals.

General Studies Temporary Major –

A program designed to accommodate students needing one or two semesters to complete course work necessary for admission into a different course major. Focused on assisting students who have changed their minds about their major/career goals or are a student who must change their major.

Contact Information –

Location: Hotard Hall, 3rd Floor

Phone: (979) 845-5916

Email: tap-gest@tamu.edu

Website: <https://tap.tamu.edu/index.html>

Frequently Referenced Academic Resources

Math Learning Center

Math Learning Center (MLC) is an on-campus academic unit within TAMU Undergraduate Studies. Their mission is to foster academic success of Texas A&M students by supporting the high-enrollment courses with significant mathematics, statistics, and quantitative reasoning content, particularly those courses that fulfill core curriculum requirements or serve as prerequisites for more advanced topics. Faculty from various collaborating departments, as well as, skilled graduate teaching assistants and undergraduate mentors, promote the growth of students' conceptual and practical math skills using engaging learning strategies such as tutoring, study session, workshops, and weekly reviews.

Contact Information –

Location: 2nd Floor of Evans Library & Blocker Room 249
Phone: 979-847-7311
Email: mlc@tamu.edu
Website: <https://mlc.tamu.edu/>

University Writing Center

The University Writing Center (UWC) is an on-campus academic unit within TAMU Undergraduate Studies. Their goal is to provide graduate and undergraduate students with one-to-one and group consultations, online or face-to-face, for writing and public speaking. Their website provides an array of resources for speakers and writers and for faculty teaching writing or public speaking. They sponsor faculty workshops on writing and speaking pedagogies, and conduct writing retreats, writing groups, and workshops for writing and public speaking in any discipline.

Contact Information –

Location: 2nd Floor of Evans Library
Phone: (979) 458-1455
Email: uwc@tamu.edu
Website: <https://writingcenter.tamu.edu/>

Appendices: Selected Handouts

A: The Study Cycle – Printer Friendly

B: Bloom’s Taxonomy

C: Analyzing Past Tests

D: Countdown to Finals

E: Syllabi Summary Matrix

F: Fixed Commitment Calendar

G: Five Day Study Plan

H:

I:

J:

K:

L:

M:

N:

O:

P:

Q:

R:

S:

T:

U:

V:

W:

X:

Y:

Z:

Add any other handouts you find useful.

Additional handouts can be found on the **“ASC Coaches” Google Drive** and the O: drive – **O: > ASC > General > Handouts > 2024 Handouts**

