Instructor information

Course Instructor: Marc Lochbaum, Ph.D.
Phone: 806.834.0882 (TTU phone)
Office & Office Hours: KSM 146
E-mail: marc.lochbaum@ttu.edu

Student Learning Outcomes for Kinesiology Majors

SLO#1 Articulate and demonstrate a competent understanding of the scientific method as applied to human movement.

SLO#2 Apply principles underlying benefits and adaptations to human movement.

SLO#3 Translate research into practice by demonstrating the ability to educate individuals about lifestyle modification.

Catalog Course Description

Applied aspects of psychological skills in sport and exercise and how individuals can use these skills to positively affect sport and exercise participation, performance, motivations, and enjoyment.

Course Prerequisites

None

Course Materials

We will use accessible published research articles as well as video content found on YouTube. These materials will be either linked or emailed to you. The complete list will available in a supplemental file as well.

Course Overview

This course examines psychological theories and the models related to applied practice of sports psychology. The course is designed to introduce you to the field of applied sports psychology and sports psychology in general.

The American Psychological Association (APA) defines sport psychology as follows:

Sport psychology is a proficiency that uses psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations. APA recognizes sport psychology as a proficiency acquired after a doctoral degree in one of the primary areas of psychology and licensure as a psychologist. This proficiency does not include those who have earned a doctoral degree in sport psychology but are not licensed psychologists.

Sport Psychology interventions are designed to assist athletes and other sports participants (e.g., coaches, administrators, parents) from a wide array of settings, levels of competition and ages, ranging from recreational youth participants to professional and Olympic athletes to master’s level performers.

I find the APA definition to be very accurate. The other main association is the Association for Applied Sport Psychology (AASP). This is the largest organization in the world. It has grown a great deal. Here is the AASP definition of applied sport psychology including exercise:
Applied sport and exercise psychology involves extending theory and research into the field to educate coaches, athletes, parents, exercisers, fitness professionals, and athletic trainers about the psychological aspects of their sport or activity. A primary goal of professionals in applied sport and exercise psychology is to facilitate optimal involvement, performance, and enjoyment in sport and exercise.

Practice in the field of applied sport and exercise psychology usually involves a combination of individual and group consulting or counseling depending on the style of the professional conducting the intervention and the needs of the client. Although there are many specific concepts within applied sport and exercise psychology (e.g., goal setting, concentration, motivation, relaxation, imagery), the general goal is to teach mental skills necessary to perform consistently in training and competition, increase adherence to exercise programs, and to help individuals realize their potential.

The AASP definition is just as good as the APA definition. Both are accurate.

Since knowledge is power, this course teaches the basis for understanding the field of applied sport psychology. To do so, the course focuses a number of core sport psychology topics such as history, arousal and performance, personality, motivation, psychological interventions. Most of our course is based on reading quantitative reviews as this field is now 100 years old. Thus, much research has been conducted and quantitatively or meta-analyzed.

Course Objectives/Learning Outcomes

By the end of this course, students will be able to:

1. To describe and evaluate the history of sport psychology leading to the practice of applied sport psychology and current trends in the field across the world
2. To evaluate and apply a variety of traditional sport psychology topics applicable to applied sport psychology
3. To describe and evaluate the utility of motivation theories in sport psychology
4. To describe the meaningfulness and thus potential effectiveness of applied sport psychology performance-enhancing techniques based on reading quantitative reviews
5. To gain an understanding and create an applied sport psychology consulting platform

Methods for Assessing the Course Objectives/Outcomes

The course objectives/outcomes will be assessed by the following:

• 10 essay assignments
• 5 assignments concerning building a consulting platform

Grade Determination Criteria

The following section concerns how earn your grade in this course as well as when to expect grades to be posted.

• Each essay is worth 5 points, thus 50 total points.
• The building a consulting agency assignment is worth 50 points.

Outline of Points

• Written assignments 50 points
• Building a consulting agency 50 points
• Total points 100

Grading scale

• >= 90 points A
What is a week?
The course is organized around Monday to Friday. There will not be assignments due on Saturday, Sunday, and any university holidays.

Grading Turnaround Time
Exams and written assignments will be graded within 3 working days (days of the week, not including Saturday and Sunday).

Essay Grading Rubric
The following rubric will be used for all written assignments.

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<td>All posting rules followed; content of post demonstrates exceptional understanding of topic</td>
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Building a Consulting Agency Grading Rubric
The following rubric will be used for each part of the Building a Consulting Agency assignment. The following is the list of assignments and maximum points per sub assignment.

- Consultancy mission statement, materials such as letter head, business card (10 points)
- Consultancy specific target population statistics for body type and skill sets for reaching elite performance (10 points)
- Consultancy introduction video, teaser and more detailed 3-minute productions (10 points)
- Consultancy assessment tools, gaining basic information and more detailed materials such as dream, mission assessments (10 points)
- Review and critique of assigned classmates’ materials (10 points)

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<tr>
<td>10</td>
<td>All rules followed; content of written words demonstrates exceptional understanding of assignment</td>
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Course Schedule

Module 1: Introduction to the History of Sport Psychology, the Practice of Applied Sport Psychology and Current Trends in the Field across the World

Module 1 aligns with Course Objective 1.

Objectives: By the completion of this module, students will be able to

- Explain personal knowledge/experiences in the field of applied sport psychology
- Differentiate sport psychology from other psychology fields
- Describe historical individuals and events that shaped sport psychology as an academic discipline
- Argue the place of the variety of people practicing performance enhancement

Module 1 is covered in weeks 1-2 of this semester as well as coming back into focus with our developing a consultancy assignment.

Assignments

- Essay 1: Personal introduction; pinpointing the top twenty events the history of sport psychology; and what do you think applied sport psychology is
- Essay 2: Gurus types vs. Kinesiology types vs. Clinical types – Who should get to practice or does it matter?

Reading List Essay 1


YouTube Video List Essay 2 (all videos have CC, just click the CC tab)

- Kinesiology type example: Martin Hagger - https://youtu.be/yG7v4y_xwzQ
- Clinical type example: Dr. Wendy Borlabi - https://youtu.be/Wq09tFMiolI
Module 2: Traditional Sport Psychology Topics Applicable to Applied Sport Psychology

Module 2 aligns with Course Objective 2.

Objectives: By the completion of this module, students will be able to

- Compare and contrast theories and models describing the arousal-performance relationship
- Appraise and evaluate the Individual Zones of Optimal Performance (IZOF) model accounting for the arousal-performance relationship
- Describe the importance of personality in sport performance
- Evaluate the impact of team cohesion on team performance

Module 2 is covered in weeks 3-6 of this semester.

Assignments

- Essay 3a & 3b: Drive Theory, the Inverted-U, and the Cusp Catastrophe model of Arousal and Performance (3a); The IZOF Model (3b)
- Essay 4: How important is personality to sport performance?
- Essay 5: Does team cohesion really matter?

Reading List Essay 3


Reading List Essay 4


Reading List Essay 5


Module 3: Motivation Theories in Sport Psychology

Module 3 aligns with Course Objective 3.

Objectives: By the completion of this module, students will be able to

- Discriminate among a number of motivation theory constructs
• Compare motivation theory constructs to important sport psychology outcomes such as performance, emotions, and physical activity
• Evaluate the importance of motivation theories to sport and exercise psychology
• Recognize the meaningfulness of each motivation construct with regard to one another

Module 3 is covered in weeks 7-9 of this semester.

Assignments

• Essay 6a, 6b: The two dominant frameworks: Achievement Goal Theory and Self-Determination Theory Compared
• Essay 7: What is the best combination of Achievement Goal Theory and Self-Determination Theory for an applied sport psychologist?

Reading List Essay 6a, 6b, & 7

• Lochbaum, M., et al. (2020). The 2 × 2 achievement goals in sport and physical activity contexts: A meta-analytic test of context, gender, culture, and socioeconomic status differences and analysis of motivations, regulations, affect, effort, and physical activity correlates. European Journal of Investigation in Health, Psychology and Education.

Module 4: Quantitative Sport Psychology Topics and Performance

Module 4 aligns with Course Objective 3.

Objectives: By the completion of this module, students will be able to

• Recognize the depth of summarized research concerning sport psychology topics and performance (not including the most likely large number of meta-analyses in sport psychology with other topics)
• Evaluate the impact of different types of sport psychology techniques on performance
• Design several interventions for a specific population of choice based on sport psychology topic-based quantitative reviews

Assignments

• Essay 8: Personal topic 1
• Essay 9: Personal topic 2
• Essay 10: Personal topic 3

Reading List Essay 8-10 Options

Achievement goals


Anxiety


Biofeedback


Cognitive/Mental Strength


Cohesion


Confidence/Efficacy


**Emotional Intelligence**


**Goal Setting**


**Grit**


**Implicit Self-Theories**


**Interventions**


**Mental Practice**


**Mental Toughness**


**Mindfulness**

Perception


Physical Practice


Placebo


Profile of Mood States


Quiet Eye


Relative Age Effect


Large scale data set examples – these seem endless on a search

Self-talk


Sleep (taking care of oneself)


Stereotyped Threat


Module 5: The Doing of Applied Sport Psychology

Weeks 13-14 – Module 5

Module 5 aligns with Course Objective 5.

Objectives: By the completion of this module, students will be able to

• Identify the components of a consultancy business plan
• Appraise the importance of the 7 elite success traits for a population of personal interest
• Critique and provide suggestions for several consultancy plans

5 Assignments

• Assignment 1: Consultancy mission statement, materials such as letter head, business card
• Assignment 2: Consultancy specific target population statistics for body type and skill sets for reaching elite performance
• Assignment 3: Consultancy introduction video, teaser and more detailed 3-minute productions
• Assignment 4: Consultancy assessment tools, gaining basic information and more detailed materials such as dream, mission assessments
• Assignment 5: Review and critique of assigned classmates’ materials

Reading List

Weekly Schedule

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<th>Module</th>
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<td>Assignment 5</td>
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I will email by 8 am on the stated date. Email contents (minus the PDFs will also be posted in the Blackboard Announcement tab).

All essay or assignment are due on the due date by 4 pm.

**Online Interactions**

This section details information concerning our online interactions.

**General Netiquette Rules**

- **Make the Connection.** Electronic communication (email, discussion forums, etc.) is how you share ideas with other participants in this course. Online environments can separate the person from the ideas received in this course. Remember, like you, someone is on the other side of an email or discussion posting. Communicate with fellow participants as you would in a face-to-face course.
- **Be Professional.** Your coursework is more than learning facts; you are preparing for a career. You are learning to interact with your fellow course participants as you would in your future professional life. Your conduct in this course should reflect this. Your communication should follow standard rules for grammar and spelling and be clear, concise and intelligent.
- **Have Opinions.** Everyone is entitled to have an opinion. In discussion forums, everyone is encouraged to share them.
- **Respect Disagreement.** People have the right to disagree with you. However, disagreement should never be personal. Online discussions are a means to share ideas and practice the skill of persuasion. Persuasive speech cannot be achieved with hurtful, hateful or inappropriate language. Review your posts before you publish and reread them for unintended meanings.
- **Ask Questions.** Cultural influences can influence communication in terms of phrasing and word choice. The lack of visual and auditory clues may affect meaning, as well. Before jumping to conclusions, ask for clarification.
- **Be Forgiving.** For the majority of participants, online communication is straightforward. Sometimes unintended meanings are conveyed.

**Communication with Instructor**

You may email me at marc.lochbaum@ttu.edu. The turnaround time for answers is 48 hours though I hope you find that I am very prompt in my replies (i.e., turnaround time lots less than 48 hours).

**Computer Emergency Plan**

If you have an issue with your computer, you need to email me or call at the time of the issue. All due dates and times will be during the day (not at night or early morning) so that we are all able to communicate in a reasonable manner.
Additional Information

Absence Due to Religious Observance

A student who is absent from classes for the observance of a religious holy day, according to the legal definition, will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day after the first day of the semester, the student has notified the instructor of each scheduled class that the student will be absent for a religious holy day. This notification will be in writing and will be delivered by the student personally to the instructor of each class, with receipt of the notification acknowledged and dated by the instructor, or by certified mail, return receipt requested, addressed to the instructor of each class. A student who is excused under this policy must not be penalized for the absence, but the instructor may appropriately respond if the student fails to complete the assignment satisfactorily.

Absence due to Officially Approved Trips

The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Illness and Death Notification and Absences

Whether an absence is excused or unexcused is determined solely by the instructor with the exception of absences due to religious observance and officially approved trips described above. The Center for Campus Life will notify faculty, at the student’s request, when a student is absent for four consecutive days with appropriate verification of a health-related emergency. This notification does not excuse the student from class; it is provided as a courtesy. The service is explained as follows and can be found on the Center for Campus Life website at: http://www.depts.ttu.edu/centerforcampuslife/.

The Center for Campus Life is responsible for notifying the campus community of student illnesses, immediate family deaths and/or student death. Generally, in cases of student illness or immediate family deaths, the notification to the appropriate campus community members occur when a student is absent from class for four (4) consecutive days with appropriate verification. It is always the student’s responsibility for missed class assignments and/or coursework during their absence. The student is encouraged to contact the faculty member immediately regarding the absences and to provide verification afterward. The notification from the Center for Campus Life does not excuse a student from class, assignments, and/or any other course requirements. The notification is provided as a courtesy.

Academic Integrity and Student Conduct

We have two academic integrity and student conduct statements. One is from my department and the other is the university statement.

KSM Department Academic Integrity Policy

Adherence to the highest standards of academic honesty is required, with academic integrity a requirement. (See https://www.depts.ttu.edu/studentconduct/academicinteg.php for TTU’s statement of academic integrity.) The faculty member in whose class academic dishonesty allegedly occurs will report the student(s) involved with the act of academic misconduct to the Office of Student Conduct using the Academic Integrity Incident Report Form. All written assignments must be completed independently and individually, unless specified otherwise by the instructor. Any attempt by students to present as their own any work they have not completed themselves is regarded by the faculty as a serious offense and renders the student liable to serious consequences, including possible removal from the program, and possible probation, suspension or expulsion from the University. Upon investigation and adjudication by the Office of Student Conduct, a referred student who is found responsible for a policy violation will be subject to the following outcomes. If plagiarism or another act of academic dishonesty is found to occur in any departmental course, students will receive a zero on that
assignment. If a student cheats on an exam or allows another student to cheat from his or her exam or other graded assignment, each student found responsible for academic dishonesty will receive a zero on that exam or other graded assignment. No materials such as a smartphone or smartwatch are allowed during an exam. Any use of a smartphone during an exam (for any reason) is considered a violation. If academic dishonesty occurs a second time in the same course the student will be referred to the Office of Student Conduct for academic dishonesty for further disciplinary action. If the Office of Student Conduct determines the student is responsible for the violation, the student will receive an F in the course.

University Academic Integrity Policy

Responsible citizenship among college students includes honesty and integrity in class work; regard for the rights of others; and respect for local, state, and federal laws as well as campus standards. Specific standards concerning the rights and responsibilities of students and registered student organizations at Texas Tech are contained in the Code of Student Conduct and Student Handbook. Students are expected to become thoroughly familiar with and abide by these standards. The Code of Student Conduct and Student Handbook may be obtained from the Office of Student Judicial Programs, Student Union, (806) 742-1714, or online at www.studentaffairs.ttu.edu or www.depts.ttu.edu/studentjudicialprograms.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. The instructor in a course is responsible for initiating action for dishonesty or plagiarism that occurs in his or her class. In cases of convincing evidence of or admitted academic dishonesty or plagiarism, an instructor should take appropriate action. Before taking such action, however, the instructor should attempt to discuss the matter with the student. If cheating is suspected on a final exam, the instructor should not submit a grade until a reasonable attempt can be made to contact the student, preferably within one month after the end of the semester. See the section on “Academic Conduct” in the Code of Student Conduct for details of this policy.

Scholastic dishonesty

Includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Cheating

Includes, but is not limited to, the following:

- Copying from another student’s test paper.
- Using materials during a test that have not been authorized by the person giving the test.
- Failing to comply with instructions given by the person administering the test.
- Possessing materials during a test that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
- Possessing, using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program.
- Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with an assignment without authority.
- Discussing the contents of an examination with another student who will take the examination.
• Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student.

• Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment.

• Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program.

• Falsifying research data, laboratory reports, and/or other academic work offered for credit.

• Taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

**Plagiarism**

Includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit. Any student who fails to give credit for quotations or for an essentially identical expression of material taken from books, encyclopedias, magazines, Internet documents, reference works or from the themes, reports, or other writings of a fellow student is guilty of plagiarism.

**Collusion**

Includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

**Falsifying academic records**

Includes, but is not limited to, altering or assisting in the altering of any official record of the university, and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

**Misrepresenting facts** to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

**Civility in the Classroom**

All students in the class will treat fellow classmates, the professor, the assistant, and guests in the classroom with respect. Respect includes but is not limited to, arriving to class on time, not making unnecessary noise or speaking when others are speaking, attending to those who are speaking, and not engaging in disruptive behaviors. A student lacking civility will be asked to leave the classroom. If the behavior continues, the students will be asked not to return to the classroom.

**Students with Disabilities ADA Statement**

Any student who because of a disability may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations. Student should present appropriate
verification from AccessTECH. No requirement exists that accommodations be made prior to completion of this approved university procedure. Students with disabilities are encouraged to use AccessTECH which publishes a Desk Reference for Faculty and Staff that is very helpful. You may call the AccessTECH Office at 742-2092 to request a copy.

The Ombudsman for Students is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 237 Student Union Building or call 742-SAFE.