

**Rutgers, The State University of New Jersey  
Graduate School of Applied and Professional Psychology**

**Assessment and Data Based Decision Making**

Course Number 18:820:526

Spring 2025

**Online**

**Instructor:**

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**Course Description:**

The purpose of this course is to provide students with the foundational knowledge and applied skills required to engage in multiple forms of assessment used within a MTSS framework, and to use data collected from such assessments to guide decision making and consultation at the individual and systems levels. This course will help students learn the basics of educational and behavioral measurement, assessment, and evaluation, and will familiarize students with current best-practices in data-based decision making. It is expected that students completing this course will be able to translate findings from research into data practices that guide and improve services for all learners.

**Key learning objectives:**

Students will know the differences between measurement, assessment, and evaluation, plus the ways in which each is used throughout MTSS frameworks.

- Students will be able to define and explain the four basic methods of assessment, and the four common sources of information for assessments in school systems.
- Students will be able to demonstrate comprehension of the basic concepts in educational and behavioral measurement (reliability, validity).
- Students will become critical users of educational and behavioral tests or assessment procedures, and will become critical consumers of assessment research.
- Students will be able to guide and administer school-wide screening processes for student academic and behavioral outcomes, and be able to interpret the results of screening assessment to plan and evaluate instruction/intervention.
- Students will be able to administer and use general outcome measures to monitor student progress in different contexts and skill areas; students will be able to train other school staff on administration of said measures.
- Students will be able to select, administer, and interpret various assessments useful for diagnosing instructional or behavioral/intervention needs.

- Based on their technical knowledge of data collection, common assessment instruments, interpretation of data, and knowledge of MTSS, students will understand how to evaluate a LEA's implementation of MTSS.

### Equity, Diversity & Inclusion:

**Commitment to Intersectionality:** I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. My commitment to you as your instructor is to minimize systemic forces of oppression within the online classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I ask that you join me in this commitment to foster respect for one another, enhance solidarity, and build community. As your instructor, please know that I am committed to supporting the needs of my students throughout the semester. As valued members of this learning community, I encourage students to contact me directly if they experience microaggressions or any level of oppression in my course.

**Respect for Diversity:** The intention of this course is to serve students from all backgrounds and perspectives, remaining respectful of diversity including gender identity, ability, sexual orientation, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

In addition to student learning in school-based prevention and intervention practices, it is my intent to assist students with developing their own values and beliefs about equity, diversity, and inclusion. Leading with moral purpose is about developing a belief system based on one's personal experiences as well as the experiences of those populations we serve. It is essential to continue efforts to break down discrimination and exclusionary practices. In working with students, I will support their growth in this area through encouragement of critical self-reflection and continuous examination of situations from the perspectives of others.

### Land Acknowledgement of the Nanticoke Leni-Lenape Indian Tribe:

*"The land upon which we gather is part of the traditional territory of the Leni-Lenape, called "Lenapehoking." The Lenape People lived in harmony with one another upon this territory for thousands of years. During the colonial era and early federal period, many were removed west and north, but some also remain among the continuing historical tribal communities of the region: The Nanticoke Leni-Lenape Tribal Nation; the Ramapough Lenape Nation; and the Powhatan Renape Nation, The Nanticoke of Millsboro Delaware, and the Lenape of Cheswold Delaware. We acknowledge the Leni-Lenape as the original people of this land and their continuing relationship with their territory. In our acknowledgment of the continued presence of Lenape people in their homeland, we affirm the aspiration of the great Lenape Chief Tamanend, that there be harmony between the indigenous people of this land and the descendants of the immigrants to this land, "as long as the rivers and creeks flow, and the sun, moon, and stars shine."*

For more information about the Lenape Tribal Nation, please visit [Our History – Nanticoke Leni-Lenape Tribal Nation](#)

### Course Format & Canvas Site:

As a fully online course, learning, discussion, activities and assignments are all delivered in an asynchronous format. Students will complete weekly learning modules, participate in discussions, and complete course assignments at their own pace within course deadlines.

There is also a Q & A Parking Lot set up on Canvas where students can ask general questions about the course requirements, materials, assignments, and anything else that would be beneficial for everyone in the class to know.

Students can login to the Canvas website using their Rutgers RUID and password. If you have any difficulties with Canvas, please go to the “Technology Support” section in the syllabus for Canvas Help Desk information and resources.

### Weekly Modules, Lectures, Readings, Assignments, Grading, Course Expectations & Course Changes:

**Weekly Modules:** Each week, students will complete online modules that will consist of instructor lecture or presentation videos, assigned readings, participation questions, and other media. These modules are interactive in nature and are meant to engage students throughout their self-directed learning process. Once a module is released, students will have access to the all the course materials needed for that week’s module. With the exception of the first week of the course, all modules will post weekly on Mondays throughout the semester.

**Lectures:** Weekly lectures will consist of either instructor led lectures or presentation videos from other scholars in the field. Lectures will range from 1 to 1.5 hours. Students are required to watch the lectures and respond to any questions embedded within the lectures. The video presentations should be viewed as the equivalent of having “guest speakers” who would be invited to attend an in-person class.

**Readings:** Readings for this course were selected to (1) provide students with a strong command of MTSS and (2) highlight the needs of diverse, underrepresented, and marginalized students who are generally at higher risk for poor academic, social emotional, or behavioral outcomes and have historically had limited access to adequate school-based supports.

#### Required Readings:

There is no textbook for this class. The required readings for this course consist of a combination of book chapters, articles, reports and info briefs and other written materials. All readings (in PDF format) will be posted within each weekly module and course file folder. It is recommended that students begin their weekly online learning with the assigned readings. Students can also find the readings listed by week in the “Files” tab on Canvas.

All supplemental course materials (i.e., additional readings, presentations, videos and other media) have been selected to enhance student learning by bringing issues of equity, diversity and inclusion into awareness and promote culturally responsive practices. Students can find these supplemental course materials embedded within the weekly modules.

**Course Assignments & Participation:** Assignments for this course will be utilized to demonstrate your depth of knowledge, critical thinking skills, and ability to identify and address the needs of diverse students through your understanding of the MTSS framework. Weekly assignments will focus on some aspect of diversity, equity and/or inclusion in which students will apply their knowledge and skills to real world scenarios. Since this course is online, all assignments will require some form of written response in the format of discussion posts and short papers to demonstrate your knowledge, skills, and abilities in the area of Assessment and Data-Based Decision Making. Additionally, page guidelines and rubrics are provided to assist students to keep responses focused and manageable. Papers should adhere to the minimum requirement and not stray too far from the maximum page requirements. NOTE: All written assignments should include citations along with a reference section at the end and follow current APA guidelines. All written assignments must be uploaded to the course website by 11:59PM on the assigned due date. Below you will find basic descriptions of each type of assignment.

**Threaded Discussions (25 points each; 100 points total):** Threaded Discussions are a key aspect of the course allowing for you to interact with your peers concerning important issues that relate to assessment and data-based decision making. Your objective is to post well developed, research-based concepts while remaining focused on the assigned discussion topic. Please note, Threaded Discussions are the only assignments with 3-internal due dates in which students will be given a week and a half to complete. For each Threaded Discussion students are required to complete the following within the assigned period:

- Due Date 1: Post an initial response to the posted questions.
- Due Date 2: Respond to two of your classmates' initial responses.
- Due Date 3: Review your classmates' responses to your initial post and respond to two of them.

**Guidelines for Discussion Posts and Points Breakdown:**

1. **Post Your Own:** Each group member is required to create an initial post to the weekly discussion question/activity that consists of a well-developed, research-based response that includes APA formatted citations and reference list. The initial post will be your most substantial post and should be 2-3 paragraphs in length (10 points).
2. **Respond to Others:** To ensure equal effort during discussions, each group member is required to engage in weekly discussions. Students must complete the following by the assigned due date:
  - a. Respond to 2 initial posts from other group members (5 points).
  - b. Respond to 2 other posts. For these posts, consider responding to a student who no one else has responded to yet or responding to a student you have not previously interacted with during a discussion (5 points).

3. **Value Added:** Discussion responses should add value to the discussion and not merely agree or disagree with the author. Responses should also offer reasons for agreeing or disagreeing as well as contributing information that has not been previously discussed.

As guidelines for generating response posts, students should utilize Jennifer Steward-Mitchell's 3C+Q model when generating a response. For each response post, students should include 2-3 of the following **(5 Points)**:

1. Compliment: I appreciate that....
2. Comment: I agree with that... I disagree because....
3. Connection: I also thought....
4. Question: I wonder why....

**Note:** 5 Points will be deducted from students' overall weekly discussion grade when initial posts and/or responses do not include proper APA citations and reference lists. Initial posts must include citations and a reference list. Response posts should include citations where needed.

**Reflective Journal Entries (25 points each; 100 points total):** This is your opportunity to address issues that are important to you or raise questions to a particular area of interest. Entry topics will be assigned and linked to readings or other course materials. Responses should be research-based (where possible), thought-provoking, and include well-constructed ideas. This is also an opportunity for direct instructor-student interaction. I will respond to your entries and then you will have 48 hours to address my comments and questions. Reflective journal entries should be 1-2 double-spaced pages. Submissions should be provided as a link to a google document or file upload of a word document.

**Video/Report Reaction Papers (25 points each; 100 points total):** Critiques of assigned videos and/or national reports/informational briefs should be concise, well-thought out, research-based and reflective of your position on the issues as addressed. Submissions should be provided as a link to a google document or file upload of a word document.

**Assessment and Data-Based Decision-Making (A & DBDM) Project (75 points):** This project will be the culminating assignment for the course in which students will be required to develop a Data Driven School Plan. Details along with the project will be provided to students no later that week 4 of the course. Submissions should be provided as a link to a google document or file upload of a word document.

**Class Participation Activities (10 points per week; 150 points for the semester):** Student participation will be assessed through brief, nongraded activities (i.e., questions related to lecture material, polls, opinion questions, etc.) that will be embedded within the weekly lectures. While these activities are not graded, they do amount to 150 points (i.e., 10 points/week) towards students' grades. Students should think of these activities like pauses during an in-person lecture where questions are posed to engage students in a meaningful discussion, check for understanding, or gather feedback on a topic. When a written response is required, students should write no more than 3-5 sentences. Students are not required to comment on each other's responses; however, this is encouraged. Lastly, while these activities will not be graded and do not require citations/references, please be mindful of grammar and spelling in your written responses.

## Determination of Course Grades:

### Grading Criteria:

Student Picture (1)	5 Points
Students Introductions (1)	10 Points
Reflective Journal Entries (4)	100 Points
Threaded Discussion (4)	100 Points
Video Reaction Paper (4)	100 Points
A & DBDM Project (1)	75 Points

Grading will follow Rutgers' criteria:

A	349-390
B+	329-348
B	310-330
C	270-309
F	0-231

### Course Expectations:

- All assignments must be completed on time. Assignments received after due dates will receive a 2-point deduction per day.
- All submissions are to be made directly on the Canvas course site in the designated area.
- All written assignments, including discussions, should include proper citations throughout and a reference section at the end of the body of work.
- APA Style 7<sup>th</sup> Edition must be used with all written assignments. See link to most up to date APA version: <http://owl.english.purdue.edu/owl/section/2/10/>.
- Rubrics have been created for this course to assist students with completing writing assignments and for grading purposes. Students who are not satisfied with their initial assignment grades based on the feedback aligned with course rubrics, may request the opportunity to revise and resubmit. This does not apply to threaded discussions or the course project.
- All students must review the Rutgers University policy on academic integrity (see link below)

**Course Changes:** The course schedule, weekly topics, readings, and assignments are estimated based on class mastery of materials and are subject to change as determined by the instructor. Every effort will be made to minimize these changes and students will be notified of any changes in a timely manner.



## Course Calendar, Topics, Readings and Assignment Due Dates:

Week/Module	Lecture Topics	Weekly Readings	Assignments & Due Dates
<b>Week 1/Module 1</b> Posts on 1/21/25	<ul style="list-style-type: none"> <li>Course overview &amp; introduction to online learning</li> <li>Introduction to multi-tiered system of support (MTSS)</li> </ul>	<ol style="list-style-type: none"> <li>Course Syllabus</li> <li>Carta (2019) Chapter 1</li> </ol>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>Student Introductions</li> <li>Student Pictures</li> </ul> <b>Due on 1/26/25 by 11:59PM</b>
<b>Week 2/Module 2</b> Posts on 1/27/25	<ul style="list-style-type: none"> <li>Defining assessment and data use in the schools</li> <li>Assessment for learning: Formative and summative assessment/evaluation</li> <li>The four purposes of assessment</li> </ul>	<ol style="list-style-type: none"> <li>Hyson et al. (2020) Chapter. 5:                             <ol style="list-style-type: none"> <li>Pgs. 80, Sources of Data to 94</li> </ol> </li> <li>Mandinach &amp; Schildkamp (2021)</li> <li>Chafouleas et al (2021) Pgs. 13-15</li> </ol>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>Threaded Discussion</li> </ul> <b>Due on 2/05/25 by 11:59PM</b>
<b>Week 3/Module 3</b> Posts on 2/3/25	<ul style="list-style-type: none"> <li>Using a problem-solving model to guide data-based decision making</li> <li>The four methods &amp; four sources of assessment (RIOT &amp; ICEL)</li> <li>Questions that need answering</li> </ul>	<ol style="list-style-type: none"> <li>Plymert (2014)</li> <li>Hosp &amp; Ardoin (2008)</li> <li><a href="#">Handout</a>: The RIOT/ICEL Matrix</li> <li><a href="#">Handout</a>: Instruction, Curriculum, Environment, &amp; Learner Data Analysis <a href="#">Reflective Questions</a></li> </ol>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>Reflective Journal Entry</li> </ul> <b>Due on 2/9/25 by 11:59PM</b>
<b>Week 4/Module 4</b> Posts on 2/10/25	<ul style="list-style-type: none"> <li>Equitable Assessment</li> </ul>	<ol style="list-style-type: none"> <li>Blankstein &amp; Newsome (2021) Chapter 7 <a href="#">Student Choice</a>: Select one of the following articles: -Equity and Assessment -Assessment Practices for Supporting Equity</li> </ol>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>Video/Report Reaction Paper</li> </ul> <b>Due on 2/16/25 by 11:59PM</b>
<b>Week 5/Module 5</b> Posts on 2/17/25	<ul style="list-style-type: none"> <li>Assessment of culturally and linguistically diverse populations</li> </ul>	<ol style="list-style-type: none"> <li>Goforth &amp; Pham Ch. 4 <a href="#">Student Choice</a>: Select one of the following articles: -Kressler, Chapman Kunkel, &amp; Hovey (2020) -Mancilla-Martinez, Hwang, &amp; Oh (2021) -Linan-Thompson, Ortiz, &amp; Cavazos (2022)</li> </ol>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>Threaded Discussion</li> </ul> <b>Due on 2/26/25 by 11:59PM</b>
<b>Week 6/Module 6</b> Posts on 2/24/25	<ul style="list-style-type: none"> <li>Characteristics &amp; validation of screening assessments</li> <li>Using universal screening assessment to identify academic or social, emotional need.</li> <li>Selection of Screening Assessments</li> </ul>	<ol style="list-style-type: none"> <li>Abers &amp; Kettler (2014)</li> <li>Marrs et al. (2023)</li> </ol>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>Reflective Journal Entry</li> </ul> <b>Due on 3/2/25 by 11:59PM</b>
<b>Week 7/Module 7</b> Posts on 3/3/25	<ul style="list-style-type: none"> <li>Universal screening for social emotional learning</li> <li>Using data to drive skill building</li> <li><a href="#">Mid-semester course survey</a></li> </ul>	<a href="#">Student Choice</a> : For this week students will select and read one peer reviewed journal article of their choice. See the module for more details	<b>Assignments:</b> <ul style="list-style-type: none"> <li>Video/Report Reaction Paper</li> <li>Mid-Semester Course Survey</li> </ul> <b>Due on 3/9/25 by 11:59PM</b>
<b>Week 8/Module 8</b> Posts on 3/10/25	<ul style="list-style-type: none"> <li>Introduction to behavioral assessment</li> <li>Class-wide behavioral assessment</li> <li>Culturally responsive positive behavior supports</li> <li><a href="#">Mid-Semester course survey results</a></li> </ul>	<ol style="list-style-type: none"> <li>Fallon et al (2017)</li> <li>Ticani et al (2022)</li> </ol>	<b>Assignment:</b> <a href="#">A &amp; DBDM Project</a> : Data Driven School Plan Outline Due <b>Due on 3/16/25 by 11:59PM</b>
<b>Spring Break 3/15/25 to 3/23/25</b>			
<b>Week 9/Module 9</b> Posts on 3/24/25	<ul style="list-style-type: none"> <li>Introduction to progress monitoring with general outcome measures (GOMs)</li> <li>Example GOMs for general outcomes in literacy, mathematics</li> </ul>	<ol style="list-style-type: none"> <li>Fuchs &amp; Deno (1991)</li> <li>Gibbons &amp; Casey (2012)</li> </ol>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>Reflective Journal Entry</li> </ul> <b>Due on 3/30/25 by 11:59PM</b>
<b>Week 10/Module 10</b> Posts on 3/31/25	<ul style="list-style-type: none"> <li>Overview of curriculum-based measurement</li> <li>Using CBMs to inform instructional practices</li> </ul>	<ol style="list-style-type: none"> <li>Hosp, Hosp, &amp; Howell (2007) Ch. 1 &amp; 2</li> <li>Sanberg &amp; Reschly (2011)</li> </ol>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>Video/Report Reaction Paper</li> </ul> <b>Due on 4/6/25 by 11:59PM</b>
<b>Week 11/Module 11</b> Posts on 4/7/25	<ul style="list-style-type: none"> <li>The Importance of evidence-based interventions</li> <li>Implementation science</li> <li>Progress monitoring</li> </ul>	<ol style="list-style-type: none"> <li>Romer et al (2018) <a href="#">Student Choice</a>: -Basckin, Stnadova, &amp; Cummings (2021) -Stormont et al (2012)</li> </ol>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>Threaded Discussion</li> </ul> <b>Due on 4/16/25 by 11:59PM</b>

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<p><b>Week 12/Module 12</b> Posts on 4/14/25</p>	<ul style="list-style-type: none"> <li>• Building Capacity for a data driven school</li> <li>• Data literacy and the teaming process</li> <li>• Data-driven problem-solving process</li> </ul>	<ol style="list-style-type: none"> <li>1. Filderman, Toste, Didion, &amp; Peng (2022)</li> <li>2. Beck &amp; Nunnaley (2021)</li> </ol>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Reflective Journal Entry</li> </ul> <p><b>Due on 4/20/25 by 11:59PM</b></p>
<p><b>Week 13/Module 13</b> Posts on 4/21/25</p>	<ul style="list-style-type: none"> <li>• The Tier 1 process: Using data to identify, implement and evaluate academic and behavioral interventions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Hyson et al. (2020):             <ol style="list-style-type: none"> <li>a. <u>Chapter 6</u>:                 <ol style="list-style-type: none"> <li>i. Pgs. 95 to top of 113</li> <li>ii. Pgs. 125, Formal Follow-up... to 135</li> </ol> </li> <li>b. <u>Chapter 7</u>:                 <ol style="list-style-type: none"> <li>i. Pgs. 157 to mid-page 163</li> </ol> </li> </ol> </li> </ol>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Video/Report Reaction Paper</li> </ul> <p><b>Due on 4/27/25 by 11:59PM</b></p>
<p><b>Week 14/Module 14</b> Posts on 04/28/25</p>	<ul style="list-style-type: none"> <li>• Tier 2/Tier3 Teams and the decision-making process</li> <li>• Tier Criteria: Creating decision rules and the intervention selection process</li> </ul>	<ol style="list-style-type: none"> <li>1. Hyson et al. (2020):             <ol style="list-style-type: none"> <li>a. <u>Chapter 6</u>:                 <ol style="list-style-type: none"> <li>i. Pgs. 113, Tier 2, to top of pg. 123</li> <li>ii. Pgs. 136-142</li> </ol> </li> <li>b. <u>Chapter 7</u>:                 <ol style="list-style-type: none"> <li>i. Pgs. 163, Tier 2 Teaming to 170)</li> </ol> </li> </ol> </li> </ol>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Threaded Discussion</li> </ul> <p><b>Due on 5/7/25 by 11:59PM</b></p>
<p><b>Week 15/Module 15</b> Posts on 5/05/25</p>	<ul style="list-style-type: none"> <li>• Evaluating MTSS outcomes</li> </ul>	<p>Optional</p>	<p><b>Assignment:</b></p> <p><a href="#">A &amp; DBDM Project</a>: Data Driven School Plan</p> <p><b>Due on 5/11/2025 by 11:59 PM</b></p>



### Additional Course Information:

**Online Learning Resources:** [Rutgers Learning Center](#) provides information and resources to assist students in their online courses. Below are a few resources students may find helpful.

- [Creating Space for Successful Online Learning | Learning Centers \(rutgers.edu\)](#)
- [How to Succeed in Online Courses | Learning Centers \(rutgers.edu\)](#)
- [Increase Productivity With Online Tools and Applications | Learning Centers \(rutgers.edu\)](#)

### Technology Support:

- Canvas HelpDesk email: [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)
- Canvas HelpDesk phone number: 877-361-1134 (Available 24/7)
- Link to [Canvas Student Orientation Tutorial](#)
- Link to [Canvas Student Guide](#)

**Disability Accommodation:** Rutgers University welcomes students with disabilities into all the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the disability services office on the New Brunswick campus, participate in an intake interview, and provide documentation: [Documentation Guidelines | Office of Disability Services](#). If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you and your instructor with a Letter of Accommodations. Please discuss accommodations with your instructors as early in your courses as possible. To begin this process, please complete the [registration form](#).

**Course Evaluation:** Rutgers University issues a survey that evaluates both the course and instructor. Students will complete this survey toward the end of the semester, and students' identities cannot be connected to their responses. The aggregated numerical results are public, and the numerical results and comments are shared with the instructor, and GSAPP. This survey will also be used by GSAPP to conduct a mid-point evaluation, the results of which are confidential to the instructor and school.

**Academic Dishonesty and Unprofessional Conduct:** Students are expected to abide by the APA Ethical Principles and Code of Conduct and the ethical code of conduct and policies regarding academic dishonesty/plagiarism. The University's academic integrity policy, to which this class will adhere, can be reviewed at: <https://academicintegrity.rutgers.edu/> Plagiarism is taken very seriously at Rutgers. If you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise, this will be considered plagiarism and subject to academic disciplinary action, including failure of the course.

No course materials, including, but not limited to, recorded lectures, handouts, assessments (papers, projects, assignments), and case studies, may be shared online or with anyone outside of the class unless you have the instructor's explicit, written permission. Unauthorized sharing of materials promotes cheating. Rutgers is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported.

**Course Policy for the Use of Generative Artificial Intelligence (AI) Tools:** Students may use generative AI programs, such as ChatGPT, in a restrictive manner in this course. ChatGPT and other

AI generators that use large language models can be powerful tools for researching and writing papers. However, you should be aware of their limitations:

1. **Errors:** AI generators make mistakes. Assume the output is incorrect unless you check the claims with reliable sources.
2. **Bias:** Their output may reflect bias because the data they are trained on may reflect bias or not include sufficient data from certain groups.
3. **Citation:** These tools use existing sources without citation. Therefore, using their outputs puts you at risk of plagiarism.

With these concerns in mind students are welcome to use AI generators to:

1. Brainstorm and refine ideas
2. Find sources that you subsequently read
3. Check grammar, refine wording, format references

Beyond references, you cannot copy and paste AI-generated material and use it in your assignments. In addition, at the end of your reference list, students must include a note indicating which AI tool(s) were used and how they used it, including the prompt(s) used and the date(s). Evidence of inappropriate AI use will be grounds for submission of an Academic Integrity report, a zero for the assignment, and possibly an F in the course.

**Student Success:** The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at [Student Success](#) and [Student Support | Rutgers University](#)