



**Texas A&M University - Central Texas
PSYK 303.125 EDUCATIONAL PSYCHOLOGY**

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Stephanie R. Smith, Ed.D., LPC-S

Virtual Office Hours: By appointment

Email: Canvas “Inbox” is preferred mode of contact, use TAMUCT email only when Canvas is not available: srsmith@tamuct.edu

Mode of instruction and course access:

This course is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. Since this is an online course, you are expected to have frequent and reliable access to an internet connection. You will also need speakers to be able to listen to online resources and conduct other activities in the course. If you do not have a computer with an internet connection, please consider dropping this course. **Should you have any issues with Canvas, your instructor is not your resource for technical issues, the Canvas “Help” is.**

Student-instructor interaction:

I monitor class discussions throughout the week from Monday to Friday. Blackboard is where instructions for our course can be accessed. Students are encouraged to frequently check Canvas for class interactions/discussions. If you have a course related question, I would urge you to ask your question in the Q&A discussion board (unless the matter is pertaining to a personal issue). A classmate in your class may know the answer to your question or have the same dilemma as you. We can discuss the question together. If your questions are more specific to your needs, contact me through Canvas Inbox and I will answer questions within 24 hours during weekdays. On holidays and weekends, the response time will be within 48-72 hours. If you need to contact me directly, please use Canvas Inbox. If Canvas is down, my TAMUCT email is: srsmith@tamuct.edu.

Instructor’s Personal Statement

My goal for you by the end of this course will be to not just understand the basic principles and processes of Educational Psychology, but to be able to apply those principles and processes into practical application. You should be able to utilize the knowledge gained in this course to bring about positive changes and outcomes in your practice.

Instructor Policies and Expectations:

Students are expected to logon to the course each Monday to access weekly assignments. You will also be required to participate online several other times during throughout the week. Students are expected to post assignments, original discussions, and at least two responses to peers by due dates. Discussion forums are public, students are expected to use “**netiquette**” and respect the opinions of others. The discussion forums

are representing you as a learner and professional. Ensure your posts reflect that expectation. If you are deemed by the instructor to not be conducting yourself in a professional, courteous manner, you will be notified by the instructor and subject to disciplinary action. ***This is not a self-paced course. Any discussions, assignments and/or activities posted after the due date will not be accepted and students will receive a zero for late assignments. Since each student will know the assignment for each week, there will be a week-long window to participate, and you are expected to maintain a reliable internet connection and access, late assignments should not occur. All assignments will go through Canvas, assignment submitted by other means will not be acknowledged.***

Plagiarism is a form of academic dishonesty. It is my expectation you will submit assignments and complete tasks that contain your original work for this course. If you are utilizing a resource, even if you paraphrase the content, you will be expected to cite that resource and provide a reference using APA format. If you are unfamiliar or struggle with APA formatting our university has several resources and tutoring support to assist you. Another excellent reference for APA is: <https://owl.english.purdue.edu/owl/resource/560/01/>. Your lack of understanding in APA formatting is not a valid excuse for plagiarism. I should also note the use of a friend's assignment or an assignment you have written for another course (dovetailing) is also a form of academic dishonesty. Academic dishonesty could result in any of the following: a zero for the assignment, failure for the course, dismissal from the university.

As an adult student, you are responsible for your own learning. I do not **give** you a grade. You **earn it** based upon the effort you put forth, your academic integrity, and the accuracy of the content within your assignments and discussions. It is the expectation of you to participate in the course, meet timelines, and meet the course requirements and expectations outlined in this syllabus. I believe you are on a personal path to become an exceptional leader in your field of study. The exceptions you plan to hold for your students and/or your clients should be one of success and self-initiative. You need to practice what you will be and should be expecting of others. I look forward to getting to know you through this course. Remember to maintain your integrity and personal excellence throughout your journey. Do your best in order to become the best you can be.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description: An application of psychological theories and principles to teaching and learning. Topics will include theories of human development, learning, and motivation, and how these impact the processes of teaching and learning. The course will also include the impact of cultural diversity on the learning process and standardized testing. Students seeking teacher certification must be admitted to the Teacher Education Program. Prerequisite(s): PSYC 2301 or approval of the Department Chair.

Course Objective:

Student Learning Outcomes

1. *IDEA.1. Demonstrate factual knowledge (terminology, classifications, methods, trends).* Have content-specific knowledge about the models, research studies, and history of educational psychology.
2. *IDEA.2. Apply course material (to improve thinking, problem solving, and decisions).* Students should learn to apply principles of educational psychology to their own learning and/or teaching. Students should also learn how these principles and theories can apply to current educational practice (such as standardized testing procedures).
3. *IDEA.4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.* Students should gain understanding regarding the impact of cultural diversity on the learning process.

Required Reading – Textbook:

Woolfolk, A. (2014). *Educational Psychology* (13th ed.). Boston, MA: Pearson. (ISBN: 0134013522)

Supplemental/Optional Reading:

Brown, P.C., Roediger, H.L. III, McDaniel, M.A. (2014). *Make it Stick: The Science of Successful Learning*. Cambridge, MA: Belknap Press. (ISBN: 978-0674729018)

**A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

Links to additional readings for this course will be made available to you via Canvas and will be free online.

*Since additional resources, videos, and articles for this course will be included throughout the course via Canvas. This course will have some activities that will require you to access sites and resources outside of Canvas. *The course expectation is for you to have reliable internet access, so this should not be a problem.*

COURSE REQUIREMENTS

Syllabus Review Quiz:**10 pts.**

Review the course syllabus and complete the quiz prepared on Canvas. The purpose of this assignment is to ensure you are familiar with the course expectations and you have a clear understanding of the role of your facilitator/professor and your responsibilities for this course. **Due by Sunday, the 25th at 11:00pm.**

Weekly discussions with classmates on Canvas:**35 pts.**

Each week (beginning each Mon-Sun.) you will be expected to participate in an online discussion stemming from a stimulus question or writing prompt based upon your weekly reading requirements. You will be expected to **respond to the question/prompt** (2 pt) and read your classmates/assigned group responses and have at least **two thoughtful responses** (1.5 pt each = 3 pts) that ties to the weekly reading and reflects upon your classmates' response (aka resulting in an online professional discussion based upon your readings and/or tasks for each week). A thoughtful response should utilize the **ABC response model**. Acknowledge the content you have read. **Build** upon the content you have read and/or relate it to a real life experience, **Conclude** with a thoughtful reflection or pose an additional question to continue to the discussion. If you cite sources, reference with APA, 6th edition format. **Since this is structured to be a weeklong discussion, for full credit on your posts, you will be expected to spread your posts out for the week and post least two different days a week.** For example, it is not considered full participation in a week-long discussion to post all three of your posts on the final day/evening of the week. (*Each week is worth a maximum of 5 pts per week. 7 X 5 = 35 pts*). **Last post is due each Sunday by 11:00pm. New stimulus questions/prompts will be up each Monday by 6:00am**

Two interviews:**30 pts.**

You will be provided with an interview template and will be expected to interview **one working P-12 classroom teacher and one working P-12 administrator (i.e. principal, director, coordinator, or superintendent) or other P-12 professional (i.e. Licensed Specialist in School Psychology, Educational Diagnostician, or School Counselor)**. Your completed interview template along with a brief reflection (200-350 words) of your experience will be submitted as one document for each interview. Each interview with reflection is worth 15 points. **Teacher interview is due Sunday, the 8th by 11:00pm. The administrator/other professional interview is due Sunday the 15th by 11:00pm.**

Personal Learning Philosophy/Creed**10 pts.**

This reflection paper is a cumulative paper. You will reflect upon the readings, discussions, and interviews of this course and create a **personal learning philosophy or creed**, if you will.

The paper will be in first person. Double-spaced. Twelve point Times New Roman Font. Any intellectual property shared in your reflection paper will have proper APA citation. The paper is expected to be within 500-1000 words. **The paper is due by Sunday, the 29th at 11:00 pm.**

Final Exam:**15 pts.**

The Final Exam will be a cumulative exam. You will reflect upon the weekly discussions and your course objectives in order to answer each of the questions appropriately. You will have the discussion board, your book, and any other resource you utilize available to complete the exam. **The exam is due by the last day of this course, Friday the 11th by 11:00 pm.**

Total:**100 pts.****Grading Criteria Rubric and Conversion**

Grade Scale: A= 90 to 100; B= 80 to 89; C= 70 to 79; D= 60 to 69; F= 0 to 59

Writing Assignment Rubric:

Participation/Discussion Posts & Reflection Paper Rubric:

Criteria:	Possible Percentage Earned:
<p>Content</p> <ul style="list-style-type: none"> • All key elements of the assignment are covered in a substantive way. Major points are stated clearly; are supported by specific details, examples, or analysis. <ul style="list-style-type: none"> ○ Insert criteria, as outlined in the assignment instructions. ○ Content of the weekly discussion is posted at least two days out of the week. • The paper links theory to relevant examples and uses the vocabulary of the theory correctly. 	50%
<p>Organization & Style</p> <ul style="list-style-type: none"> • The tone is professional and neutral/factual to the content and assignment. • The introduction provides a sufficient background on the topic and previews major points. The ABC response model is utilized in discussion/participation. • Paragraph transitions are present, logical, and maintain the flow throughout the paper. • The conclusion is logical, flows from the body of the paper, and reviews the major points. 	20%
<p>Mechanics</p> <ul style="list-style-type: none"> • The assignment represents academic integrity as outlined by university standards. • APA, 6th ed. formatting including tables and graphs, headings, title page, and reference page— is consistent with APA, 6th ed. formatting guidelines and meets course-level requirements. • Intellectual property is recognized with in-text citations and a reference source. • Rules of spelling, grammar, usage, and punctuation are followed. • Sentences are complete, clear, concise, and varied. • Required word count is met if stated. 	30%

** In addition to this rubric, specific feedback is also guidance for improvement. A lack of adjustment or change from specific feedback, is also subject for point deductions.*

**Late assignment submissions will result in zero points for each assignment that is late or not submitted. Procrastination is not a legitimate excuse. While each assignment/task is a small increment of points, a missed assignment or task can greatly impact your final grade average.*

Posting of Grades:

For most assignments, students can expect a seven day turn-around for grades time for all assignments.

Grades will be posted in Canvas in the “My Grades” tab.

COURSE OUTLINE AND CALENDAR

On-line classes allow for flexibility regarding when students complete course requirements; however *this is not a self-paced course*. On-line courses require as much time and effort, if not more than, a traditional face-to-face course. We will follow an 8 week course schedule divided into sequenced weekly learning modules. *Learning module objectives, displayed on learning module title pages, align with course level objectives.* Students will be responsible for completion of *ALL* assignments by the timelines specified in the Course Outline/Calendar

COURSE OUTLINE/CALENDAR

Week/Date	Topic(s)	Readings/Assignments
03/19/2018-03/25/2018	<p>Course Overview</p> <p>Chapter 1: Learning, Teaching, & Educational Psychology</p> <p>Course Obj # 1, 2 & 3</p>	<ul style="list-style-type: none"> • Read over syllabus and <i>complete Syllabus Quiz by 11:00pm Sunday the 25th</i> • Read & Complete Chapter 1 Requirements • Discussion begins. See Canvas for question/prompt. <i>Last post is due by 11:00pm on Sunday the 25th</i>
03/26/2018-04/01/2018	<p>Chapter 8: Cognitive Views of Learning</p> <p>Course Obj #1,2,& 3</p>	<ul style="list-style-type: none"> • Read & Complete Chapter 8 Requirements • New discussion begins. See Canvas for question/prompt. • <i>Last post is due by 11:00pm on Sunday the 1st</i>
04/02/2018-04/08/2018	<p>Chapter 10: The Learning Sciences & Constructivism</p> <p>Course Obj # 1, 2, & 3</p>	<ul style="list-style-type: none"> • Read & Complete Chapter 10 Requirements • New discussion begins. See Canvas for question/prompt. • <i>Last post is due by 11:00pm on Sunday the 8th</i> • <i>Teacher interview is due by 11:00pm on Sunday the 8th.</i>
04/09/2018-04/15/2018	<p>Chapter 11: Social Cognitive Views of Learning and Motivation</p> <p>Course Obj # 1, 2, & 3</p>	<ul style="list-style-type: none"> • Read & Complete Chapter 11 Requirements • New discussion begins. See Canvas for question/prompt. <i>Last post is due by 11:00pm on Sunday the 15th</i> • <i>Administrator/other professional interview is due Sunday the 15th by 11:00pm</i>
04/16/2018-04/22/2018	<p>Chapter 6: Culture & Diversity</p> <p>Course Obj #1,2&3</p>	<ul style="list-style-type: none"> • Read & Complete Chapter 6 Requirements • New discussion begins. See Canvas for question/prompt. <i>Last post is due by 11:00pm on Sunday the 22nd</i>
04/23/2018-04/29/2017	<p>Chapter 13: Creating Learning Environments</p> <p>Course Obj #1,2,& 3</p>	<ul style="list-style-type: none"> • Read & Complete Chapter 13 Requirements • New discussion begins. See Canvas for question/prompt. <i>Last post is due by 11:00pm on Sunday the 29th</i> • <i>Personal Creed is due Sunday the 29th by 11:00pm</i>

<p>04/30/2018- 05/11/2018</p>	<p>Chapter 15: Classroom Assessment, Grading, & Standardized Testing</p> <p>Course Obj #1,2, & 3</p>	<ul style="list-style-type: none"> • Read & Complete Chapter 15 Requirements • New discussion begins. See Canvas for question/prompt. <i>Last post is due Sunday the 6th by 11:00pm</i> • <i>Final Exam is due by 11:00pm on Friday the 11th.</i> • <i>Enjoy Summer Break!</i>
-----------------------------------	--	--

***Please note: In the event of any unforeseeable events, the Course Outline/Calendar is subject to change at the discretion of the instructor.**

Other dates of Importance:

*March 19, (Monday) 2nd 8 week begins

March 19, (Monday) Summer Advising Starts

March 19, (Monday) Class Schedule Published

March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)

March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)

March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record

March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies

April 2, (Monday) Scholarship Deadline

April 2, (Monday) Registration begins

April 5, (Thursday) Priority Deadline for International Student Admission Applications

April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*

April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018

May 7-11, Finals Week

May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)

*May 11, (Friday) Spring Term Ends

May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)

May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)

May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.

May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)

May 14, (Monday) Minimester begins

May 15, (Tuesday) Last Day to clear Thesis Office

May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)

May 21, (Monday) Priority Deadline for Admissions applications

May 25, (Friday) VA Certification Request Priority Deadline

May 28, (Monday) Memorial Day

TECHNOLOGY REQUIREMENTS AND SUPPORT.

Technology Requirements.

Since this is an online course, you are expected to have frequent and reliable access to an internet connection. You will also need speakers to be able to listen to online resources and conduct other activities in the course.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns

will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at ldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WConline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the

various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

ADDITIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is

against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (2017) by (Dr. Stephanie R. Smith) at Texas A&M University-Central Texas, College of Psychology and Counseling; 1001 Leadership Place, Killeen, TX 76549; srsmith@TAMUCT.edu