

Texas A&M University-Central Texas

COURSE SYLLABUS

PSYC 4350-110 Forensic Psychology

Fall 2019: August 24, 2020 December 11, 2020

COURSE DATES, MODALITY, AND LOCATION

Course Dates: August 24, 2020-December 11, 2020

This is a 100% **online** course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Laura Greenlee, PhD, LP, LPCS, NCC

Office: 254.501.5879 (Department Chair Office)

Phone: See contact number of instructor in Canvas

Email: lgreenlee@tamuct.edu

Office Hours

Virtual hours, communication by email is preferred. Phone consultations can be scheduled as on an individual basis as needed if issues cannot be resolved via email.

Student-instructor interaction

I will respond to emails within 24 hours. You may call me at 828.772.5740 **in emergencies only** between 8-9 AM CST, or 8-10 PM CST. No texts please. Appointment times can be made via email if needed.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas:

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and Description

This course is an introduction to the field of forensic psychology and its relation to the broad field of criminal justice, starting with the forensic psychology field's historical development. The field of forensic psychology is the application and techniques involving investigation of crime and explores the psychological causes and motivators that cause people to engage in criminal activity. Students will learn how psychology as a science and practice applies to questions and issues relating to law and the legal system. Emphasis will be placed on expert witness testimony and the social psychology of the courtroom and includes the roles and responsibilities of forensic professionals. Topics will include the major domains of law reviewed (E.g. criminal, civil, family, and juvenile), strategies for interviewing witnesses, expert testimony, trial consultation, and factors influencing the credibility of witnesses, victims, and offenders. Special topics within each of the respective domains of law that involve psychological decision making, also explore issues such as aggression, the antisocial personality (APD), competency, insanity, right to refuse and consent to treatment, dangerousness, psychological injury, "syndrome" evidence, mental health aspects of criminology, interrogations, confessions, mental health aspects of criminology, child abuse, delinquency vs dependency, duty to protect, and adolescent waiver to adult court. Contemporary issues such as initiatives for trauma informed courts and adherence to ADA rights for reasonable accommodations for litigants and victims will also be covered in this course.

Course Purpose

The study of forensic psychology is interdisciplinary in that it is rooted in theory and research from a wide variety of academic disciplines, including psychology, sociology, psychiatry, criminal justice, law enforcement, law and the legal system, neuropsychology, psychopharmacology, genetics, and psychophysiology. One of the primary objectives of this course is to graphically illustrate and underscore the point that our understanding of forensic psychology requires an appreciation of the many contributions of knowledge provided by practical and theoretical foundations of knowledge and broad research efforts in each of these respective disciplines.

Course Objectives/Student Learning Outcomes

1. Demonstrate factual knowledge (terminology, classifications, methods, trends).
2. Demonstrate knowledge of fundamental principles, generalizations, or theories.
3. Apply course material to improve thinking, problem solving, and decisions, both in coursework and in real-life situations.
4. Demonstrate skill in expressing oneself in oral presentations and in writing.
5. Find and use resources for answering questions and solving problems.
6. Analyze and critically evaluate ideas, arguments, and points of view.
7. Practice skills in working with others as a member of a team.

8. Demonstrate specific skills, competencies, and points of view needed by professionals in fields most closely related to specific courses.
9. Demonstrate an understanding and appreciation of intellectual/cultural/historical activity in psychology.
10. Demonstrate a clear understanding of, and commitment to, ethics and personal values.

Competency Goals Statements (certification or standards)

1. To survey the major areas of interest shared by and conflicted between psychology and the law.
2. To define forensic psychology and be familiar with the broad history between the fields of law and psychology.
3. To understand the roles and responsibilities of the field of forensic psychology, along with the individual roles and responsibilities of a forensic psychologist and related professionals.
4. To understand forensic psychologists' role in using various defense strategies such as insanity, competency, battered women syndrome, parental alienation, and rape trauma syndrome.
5. To understand the forensic psychologists' role in legal issues regarding children such as sexual abuse of children and child custody disputes.
6. To understand the forensic psychologists' role in jury selection, in death penalty cases, as trial consultants, and as expert witnesses.
7. To identify the myths surrounding the insanity defense and the legal implications for individuals who assert this defense.

Required Reading and Textbook(s)

Introduction to Forensic Psychology: Research and Application, 5th Edition (2019). By Curt R. Bartol and Anne M. Bartol. Publisher: Sage ISBN: 978-1-5063-8724-6

American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th Ed). Washington DC: Publisher: APA ISBN: 978-1-4338-0561-5

[For WI Courses] This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills. Students will have a final paper in the course as well as milestones leading to this assignment. Additionally there will be a few other writing assignments in addition to discussion postings.

COURSE REQUIREMENTS

Students are expected to have adequate knowledge of the essentials of spelling, grammar and APA writing style, along with the guidelines of organization of papers, referencing and citations in accordance with APA style. If students lack knowledge in these areas, it is essential to work hand in hand with the writing center or writing mentor if possible.

Posting of Grades

Based on 100 possible points, the following grading scale is used for this course:

900-1000 (90-100%)	A
800-899 (80-89.99%)	B
700-799 (70-79.99%)	C
600-699 (60-69.99%)	D
0-599 (0-59.99%)	F

Grading is completed on Monday and Tuesday of each week for the previous week assignments and will be posted in Canvas within 48 hours of end of week, which ends Sunday evening at 11:59 PM. No work may be turned in once the course has ended. Final grades will be posted within 5 days of end of course.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar, 16 Week Course

Each week begins at 12:01 AM Monday, and ends at 11:59 PM on Sunday, which is also the due date/time for work from previous week.

Week One (August 24-August 30)

Read Chapter One, *Introduction to Forensic Psychology*

Introductory posting, two weekly postings and two responses to peers for each, Brief Proposal for Community Forensic Psychology Observation or Interview Experience (Phone Interviews are recommended due to COVID)

Week Two (August 31-September 6)

Read Chapter Two, *Police and Public Safety Psychology*, two discussion board postings and two responses to peers for each, Video or Podcast Critique on video or podcast related to forensic psychology, such as TED talks, or podcasts with novel ideas to improve forensic psychology and lead to social change

Week Three (September 7-September 13)

Read Chapter 3, *Psychology of Investigations*, two weekly postings and two responses to peers for each, Milestone One Final Paper (choose topic)

Week Four (September 14-September 20)

Read Chapter Four, *Consulting and Testifying*, two weekly postings and two responses to peers for each, Fieldwork: Community Forensic Psychology Observation or Interview Experience

Week Five (September 21-September 27)

Read Chapter Five, *Consulting with Criminal Courts*, two weekly postings and two responses to peers for each, Write brief paper on Community Forensic Psychology Observation or Interview Experience.

Week Six (September 28-October 4)

Read Chapter Six, *Family Law and Other Forms of Civil Litigation*, two weekly postings and two

responses to peers for each, prepare for Midterm Exam.

Week Seven (October 5-October 11)

Read Chapter Seven, *The Development of Delinquent and Criminal Behavior*, two weekly postings and two responses to peers for each, Midterm Exam on Chapters 1-7

Week Eight (October 12-October 18)

Read Chapter Eight, *Psychology and the Violence of Intimidation*, two weekly postings and two responses to peers for each (Milestone Two of Final Paper, choose 10 references and format in APA style.

Week Nine (October 19-October 25)

Read Chapter Nine, *Psychology of Sexual Assault*, two weekly postings and two responses to peers for each, Controversial Perspectives on a Topic in Forensic Psychology paper.

Week Ten (October 26-November 1)

Read Chapter Ten, *Forensic Psychology and the Victims of Crime*, two weekly postings and two responses to peers for each, find a website /organization related to forensic psychology Initiatives promoting social change to explain and share with class. Examples are ADAADV Advocacy, International Society for Therapeutic Jurisprudence.

Week Eleven (November 2-November 8)

Read Chapter Eleven, *Family Violence and Child Victimization*, two weekly postings and two responses to peers for each, Reflection on Adverse Childhood Experience Study, prepare for final exam and final paper.

Week Twelve (November 9-November 15)

Read Chapter Twelve, *Correctional Psychology in Adult Settings*, two weekly postings and two responses to peers for each, prepare for final exam and final paper.

Week Thirteen (November 16-November 22)

Read Chapter Thirteen, *Juvenile Justice and Corrections*, two weekly postings and two responses to peers for each, rough draft of final paper.

Week Fourteen (November 23-November 29)

Review of Text, *Final Exam Chapters 8-13*, two weekly postings and two responses to peers for each

Week Fifteen (November 20-December 6)

No text reading, *Final Paper Due*, two weekly postings and two responses to peers for each

Week Sixteen (December 7-December 11) (note course ends on Friday instead of Sunday)

No text reading, *Reflection of Course Essay*, two weekly postings and two responses to peers for each

Assignments and Point Values

Students may earn 1000 pts in the course; most heavily weighted are DB postings, which require at least four to five days per week of online course involvement. The assignments are broken down into the follow point values:

- **384 total points in course, 24 total points each week.** Two Initial Discussion Postings each week, two responses to each question:
32 Initial Postings @ 8 pts each and 64 responses to peers@ 2 pts each.
- **20 pts:** Week One, Brief Proposal for Community Forensic Psychology Observation or

Interview Experience (**Phone Interviews are recommended due to COVID**)

- **60 pts:** Week Two, Video or Podcast Critique
- **20 pts:** Week Three, Milestone One Final Paper, choose topic
- **0 pts:** Week Four, Fieldwork: Community Forensic Psychology Observation or Interview Experience
- **66 pts:** Week Five, Brief Paper on Community Forensic Psychology Observation or Interview Experience
- **100 pts:** Week Seven, Midterm Exam (Chapters 1-7)
- **20 pts:** Week Eight, Milestone Two of Final Paper, (10 scholarly references from library databases).
- **60 pts:** Week Nine, Controversial Perspectives of a Topic in Forensic Psychology paper,
- **30 pts:** Week Ten, find a forensic psychology website promoting social change to share with class.
- **20 pts:** Week Twelve, Reflection on Adverse Childhood Experiences Study (ACE Study)
- **0 pts:** Week Thirteen, rough draft of Final Paper
- **100 pts:** Week Fourteen, Final Exam (Chapters 8-13)
- **100 pts:** Week Fifteen Final Paper Due
- **20 pts:** Week Sixteen Reflection on Course Essay
- **TOTAL = 1000 pts**

ASSIGNMENT REQUIREMENTS AND RUBRICS

Discussion Board Postings (initial Postings)

Students are expected to read the assigned materials prior to addressing the weekly discussion questions, which are called initial postings. The initial postings are required to include at least a full paragraph or more (6-9 sentences), and an APA formatted reference list on bottom of posting, entitled References. Additionally, each initial posting should include ample APA formatted citations that correspond with reference list. The first initial DB posting should be completed by Wednesday evening of each week, and the second should be completed by Saturday evening. All responses to peers should be substantive but are not required to include a reference list. These are due by Sunday evening at the end of the course week. Class participation (Engagement) is based on the frequency and quality of online interactive participation with other students and professor. Quality participation pertains to a student commenting, discussing, asking questions, or respectfully disagreeing, or asking questions in relevant, meaningful ways, based on assigned readings and subject matter for the class. PLEASE AVOID discussing personal issues (unless they are fully relevant to discussion, do not “diagnose anyone,” and do not share names of others in discussions with mental health issues since confidentiality is vital. Check grammar and spelling and avoid writing as though you are sending a text to your best friend. Each adequate initial posting is worth 8 pts for a total of 16 pts per week. Not including an APA formatted reference list and citations will lead to a deduction of up to 2-3 pts per initial posting.

Weekly Discussion Posting (Responses to Peers)

All responses to peers should be substantive but are not required to include a reference list.

These are due by Sunday evening at the end of the course week. Regarding class participation, for each initial posting, students are required to respond to at least two peers' postings, preferably earlier in the week, but no later than Sunday evening when the week ends. You are encouraged to disagree with others, as topics in this course are likely to be controversial but be respectful to the perspectives of others. Please write at least a short paragraph, and avoid simple phrases such as, "I agree with you on your posting." Each adequate response to a peer is worth 2 pts for a total of 4 points per week.

Final Paper, Various Course Papers, and Essay.

I am a proponent of learning to write in APA style, since some of you may be writing for your profession or going on to graduate school. As such, I expect all paper assignments to include a cover page (title, your name, and A & A University Central Texas, in that order). The Final Paper should include an abstract, but the other papers do not need one. All papers should include an APA formatted reference page entitled References, and the references should be formatted in Hanging Indent Feature, found under Line Spacing Options, then Special, then Hanging. The final paper should be at least 15 pages in length and should include 10 scholarly references on the final page.

Avoid references from the web, blogs, magazines, newspaper clippings, dictionaries, or encyclopedias. Avoid websites that end in .com. You might find scholarly articles in sites that end in .gov, .edu, or .org, but I prefer you seek references from your university library databases. As college students you should learn that much information online is not credible. Please include topic headings throughout paper to help organize your work. These should include an introduction, a conclusion (both centered) and a few headings between these. See Levels of Headings in the APA Publication Manual to determine where to place headings, depending on their order of importance in paper.

Please use 12 Times New Roman or Arial font per APA, and double space your work. There should be no space between paragraphs, and no space between headings and text. You must use Word, so that I can see your actual formatting. **I will send you an APA Sample Paper early in the course to help you visualize what a paper should look like.** Please don't retrieve APA templates online, and don't write on my APA Sample. Use it simply as your guide so you can create your own paper template. Please indent all new paragraphs and avoid run on or single paragraph papers. I prefer you do not include quotations in your paper, just use your own wording. Slang terms and etc. are not acceptable. Ideally, it is best to write in third person in all papers, thereby avoiding the use of "I," "we," and "you." Do your research to determine if you need to use pronouns that display cultural sensitivity. You should include a running head on top left, as well as page numbers in top right corner. No fancy fonts per APA. To help with insertion of header, in Word, locate the insert tab, page number, top of page, and plain number 3. Select plain number 3. At this point you may type in your header according to the APA Publication Manual. Your University Writing Center will be able to assist if needed, and you may also learn more from the Purdue Owl Writing Center, online.

Rubrics for papers will be included in the actual course. You are expected to use solid organization of papers, well-constructed and reader friendly headings, pertinent content, free of personal information and one-sided opinions, correct grammar and spelling, APA style, APA formatted references.

Important University Dates:

The following calendar is proposed and **scheduled to change** without notice.

August 24 Classes Begin for Fall Semester

August 26, 2020 Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes

August 31, 2020 Deadline to Drop First 8-week Classes with No Record

September 7, 2020 Labor Day (University Closed)

September 9, 2020 Deadline to drop 16-week Classes with No Record

October 1, 2020 Deadline for Teacher Education Program Applications

October 2, 2020 Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)

October 15, 2020 Deadline for Clinical Teaching/Practicum Applications

October 16, 2020 Classes End for First 8-week Session October 16, 2020 Deadline to Withdraw from University for First 8-Week Classes (WF)

October 19, 2020 Add, Drop, and Late Registration Begins for Second 8- Week Classes \$25 Fee assessed for late registrants

October 19, 2020 Classes Begin for Second 8-Week Session

October 19, 2020 Class Schedule Published for Spring Semester

October 20, 2020 Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)

October 21, 2020 Deadline for Add, Drop, and Late Registration for Second 8-Week Classes

October 26, 2020 Deadline to Drop Second 8-Week Classes with No Record

October 30, 2020 Deadline for Graduation Application for Fall Ceremony Participation

November 1, 2020 Deadline for GRE/GMAT Scores to Graduate School Office

November 2, 2020 Registration Opens for Spring Semester

November 6, 2020 Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)

November 11, 2020 Veteran's Day (University Closed)

November 20, 2020 Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office

November 26-27, 2020 Thanksgiving (University Closed)

November 27, 2020 Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)

December 11, 2020 Deadline to Withdraw from University for 16- and Second 8-Week Classes

December 11, 2020 Fall Semester Ends

December 11, 2020 Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)

December 11, 2020 Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee

December 11, 2020 Fall Commencement Ceremony Bell County Expo 7 pm

December 15, 2020 Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)

December 15, 2020 Deadline for Theses to Clear Graduate School Office for Fall Semester

TECHNOLOGY REQUIREMENTS AND SUPPORT

If this is the first time taking an online course, it is recommended to go through the entire tutorial for the Canvas platform. As technology issues are generally not acceptable excuses for not completing work, ensure your computer is configured correctly and issues should be resolved prior to work deadlines. Students should use Microsoft Word for all papers. Students who use Mac computers can install Word, which may be available for a student rate with assistance of the helpdesk.

Technology Requirements

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/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

It is strongly recommended that you have the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

Other 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>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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 Academic 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html),
[https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)
[https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

Students may arrange a one-to-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 [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL 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 TAMUCT, 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 Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES

Late Work

As discussion board postings (DBs) are time sensitive, NO DB postings will be graded past the Sunday 11:59 PM CT deadline. All other assignments are considered late if they are turned in past the 11:59 PM CT Sunday evening deadline. An assignment deduction of 10% will be issued if turned in within a week of deadline. Assignments over a week late will not be graded, will receive 0, and assignments may not be turned in past the end of course. If you are experiencing an extreme hardship at any point in the course, please communicate with instructor **by email** prior to deadline for assignments, and each situation will be handled on a case by case basis.

Communication with Instructor

The acceptable form of communication with instructor is email; no texts will be accepted, phone calls (see Canvas) are to only be made in emergencies. Instructor's email address is lgreenlee@tamuct.edu.

Please check university email regularly, preferably daily, since this is a common way of instructor communicating to students. DO NOT use email addresses from outside of the university.

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