

PSYCH 3307-110 Human Lifespan

Fall 2022

Texas A&M University-Central Texas

COURSE DATES: Fall 2022, August 22-December 9

MODALITY: This course meets face-to-face (Monday and Wednesday 12:30-1:45 pm in Warrior Hall rm 306), with supplemental materials available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

LOCATION: 1001 Leadership Place Killeen, Texas, Warrior Hall rm 305

INSTRUCTOR AND CONTACT INFORMATION

Instructor Sandra Blackwell, M.S. Ed, ACUE, RBT

Office Hours: Monday and Wednesday 2-4 pm room 111 Warrior Hall

Phone: contact by email

Email: s.blackwell@tamuct.edu **If you use any other TAMUCT email, I will not get your message**

Office Hours

Office hours are by appointment only; please email me to set up a day and time to meet. Appointments can be face-to-face or virtual.

Student-instructor interaction

As the instructor, I will check emails several times per week. Students can expect a reply to an email within 48 business hours and, if needed, can set up appointments or meetings through Canvas. I do not always respond to emails on Sundays. I am also glad to answer questions after class if needed.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [<https://apps.apple.com/app/safezone/id533054756>]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[<https://www.tamuct.edu/covid19/>]

COURSE INFORMATION

Course Overview and description

Explore development from conception through adulthood with emphasis on the social adaptation of individuals and roles in families, groups, and communities. Study cognitive, social, personal, and biological factors of all the stages of development.

Course Learning Objective(CLO) or Goal Student Learning Outcome (SLO):

Upon satisfactory completion of this course, students will be able to.

CLO 1. demonstrate content-specific knowledge of the field of human development across the lifespan. Students will demonstrate this knowledge in class discussions (i.e., knowledge and comprehension) and quizzes] (SLO 1)

CLO 2. employ the developmental framework including supporting theories to explain human lives and developmental changes. Students will apply this knowledge in [article reviews] here at the "application" level of Bloom's Taxonomy] (SLO 2)

CLO 3. apply the three areas of developmental interaction -- physical, cognitive, and social -- to form the developing person. Students will apply this knowledge [by completing observation worksheets in the "application" level of Bloom's Taxonomy] (SLO 2)

CLO 4. analyze how human development has affected their lives and others' lives in their family and community. Students will examine developmental processes by applying [Reflection Exercises here at the "analyze" level of Bloom's Taxonomy] (SLO 2)

Required Reading and Textbook(s)

Berk, L. E. (2018). *Development through the lifespan* (7th Ed.). Boston: Pearson. ISBN-10: 0134419693 **(Mandatory reading)**

American Psychological Association. (2019). *Publication manual of the American psychological association* (7th ed.). Washington, DC: Author. (ISBN: 978-1- 4338-0561-5) **(not mandatory for this course)**

COURSE REQUIREMENTS

Projected Lifespan goals (5 pts)

This project is a list of goals that we will make in class. The goals are over college, family, and career goals. After introductions, we will write out our goals for 2-, 5- and 10-year projections.

Syllabus Quiz (100 pts)

By doing this assignment, the student will be prepared for class by knowing where vital information is in the syllabus, which helps prepare the student for the assignments and due dates.

Reflection Application Exercise (300 pts)

The Reflection Application Exercises allow students to select and integrate course content in meaningful ways intertwined with the student’s own experiences or observed by others. The point of the assignment is to apply concepts, and terms learned from the different stages of life. Students are required to submit **three** Reflection Application Exercises *adolescence transition to adulthood (13-18 yrs.), early adulthood (19-30 yrs.), and middle adulthood (35-50)*. The reflections can be about oneself, others, or characters from TV. I want you to share meaningful information that you have gleaned from the course related to yourself or someone else, and be creative with this project. Please refer to Canvas for complete directions for each reflection (see Course Calendar for due dates). **No credit will be awarded for plagiarized content. All content should be written in the student's own words according to their personal experiences or experiences observed by others for that age frame. Refer to Rubric for complete grading instructions located in Canvas. Please follow APA guidelines 7th edition when using information from the Berk book. However, if you apply what you have learned instead of defining the concept, APA guidelines do not apply.**

Human Observation Form (200 points)

There are two Human Observation Worksheets to complete, one for *early childhood* and *middle childhood*. This is considered a technical writing assignment. Instead of writing a traditional paper, the student will fill out an observation worksheet. The student will use critical observation to add detailed descriptions for the questions asked to avoid subjective interpretation or opinions. A detailed example is available under the assignment tab in the module where the assignment is made available. Please check the course calendar for due dates

Assignments (300 points)

There will be three-course assignments, each worth 100 points. The lesson could integrate content associated with cognitive or developmental stages of life or go over content associated with a chapter. They may be done in class or as a Canvas assignment. If done in Canvas, I will include instructions for each lesson.

Jeopardy game (participation points extra credit)

For the course quizzes, there will be a Jeopardy game each Monday going over the content from the week before. Points will be given as participation points therefore to earn credit one must play the game. It is a lot of fun and students have requested that I use the game for quizzes instead of at the end of the semester. Point accumulation will be discussed in class.

Grading Criteria Rubric and Conversion

Grade Components	
Component	Possible Points
Syllabus Quiz 1@ 100 points	100 points
Projected Goals in Class Assignment @ 5 points	5 points
Assignments 3 @ 100 points each	300 points
Human Observation Form	200 points

2 @ 100 points each	
Lecture Quizzes 19 @5 points each	95 points
Reflection Application Exercises 3@ 100 points each	300 points
Student Remarks Discussion Board (Optional Extra Credit @10 points)	10 points
Course Evaluation (Optional Extra Credit @ 10 points)	10 points
Total	1000 points (1020 points with extra credit)

Course Grade Calculation					
Grade	A	B	C	D	F
Points	900-1000	800-899	700-799	600-699	0-599

Posting of Grades.

All grades will be posted in the canvas grade book, where students can monitor their grades. All grades should be posted no later than a week after the turn-in date.

Grading Policies.

All grades are final unless the student finds a mistake on the professor's part, i.e., a question marked wrong when correct. I am human and can make mistakes, and I am glad to correct them.

COURSE OUTLINE AND CALENDAR

August 22rd – December 9th, Monday and Wednesday Face-to-Face Modality

First, go over the syllabus; *next*, take the syllabus quiz located in Canvas in the Module *Getting Started*. We will review the syllabus on the first day of class and answer any students' questions about the course content, so come prepared to ask questions.

Since the course is **Face-to-Face** (which means it has a specific day and time for class), be sure to know which building and classroom your course is located in.

The book *Development through the Lifespan* by Laura Berk 7th edition is broken into ten parts. Each part or section has from one to three chapters. I will go over key points in the class lectures. The student is expected to complete, Self-Reflection Application Exercises and Observation worksheets that cover life's different developmental stages by the due dates listed in the course calendar. If a student struggles to complete an assignment, please email me. After lectures, be prepared to take a quiz.

Course Outline and Expected Due Dates

The suggested time frames are subject to change.

Week 1 August 22 – 28

Monday, August 22

- review syllabus and course assignments in class.
- Do projected goals assignment in class.
- Syllabus quiz opens after class review

Wednesday, August 24 History, Ch.1 Theories, and Research Strategy

- Lecture Quiz over chapter 1 in class
- **Read chapter 1** to be prepared for the class participation assignment on Monday

Week 2 August 29-Sept 4

Monday, August 29 Ch. 2 Genetic/ Environmental Foundations

- Class lecture
- 1st Class assignment over the theories and research strategies

Wednesday, August 31, Ch. 2 continued.

- Lecture quiz over chapter two in class

Week 3-September 5-12

Monday, September 5, Labor Day (Jeopardy Game chapters 1 and 2)

Wednesday, September 7 Ch. 3 Prenatal Development

- 2nd in-class assignment **on** how to interpret and write a summary of a peer-reviewed article

Week 4 September 12-18

Monday 11 Ch. 3 continued

- Lecture quiz over chapter 3

Wednesday 13 Ch. 4 Physical Development in Infancy/Toddlerhood

- Lecture quiz over Chapter 4

Week 5 September 19-25

*Make sure to sign up for Sona research credits. Do not lose one letter grade for not uploading the

article review to Canvas or the survey completion to the Sona research lab before the end of the semester.

Monday, September 19 Ch. 5 Cognitive Development in Infancy/ Childhood

Physical Development in Infancy/Toddlerhood

Wednesday, September 21 Ch 5 Continued

- Lecture Quiz over chapter 5 in class

Week 6 September 26-October 2

Monday, September 26 Chapter 6 Emotional and Social Development in Infancy/Toddlerhood

Wednesday, September 28 Chapter 6 Continued

- Lecture Quiz over Ch 6 in class

Week 7 October 3-9

Monday, October 4 Chapter 7 Physical and Cognitive Development in Early Childhood

Wednesday, October 6, Ch 7 continued

- **3rd class assignment**
- Lecture quiz over Chapter 7

Week 8 October 10-16

Monday, October 10, Columbus Day (Indigenous Day) Chapter 8 Emotional and Social Development in Early Childhood

Wednesday, October 12 Ch. 8 Continued

- Lecture Quiz over Chapter 8 in class

Week 9, October 17-23

Monday, October 17 Chapter 9 Physical and Cognitive Development in Early Childhood

Wednesday, October 19, Ch. 9 continued.

- Lecture quiz over Chapter 9 in class

10/24 First Observation Worksheet Due at 11:59 pm*

Week 10, October 24-30

Monday, October 24 Chapter 10 Middle Childhood: Six to Eleven

- Lecture quiz over Chapter 10

Wednesday, October 26 Chapter 11 Physical and Cognitive Development in Adolescence

- Lecture Quiz in class over Chapter 11

10/31 Second Observation Worksheet Due at 11:59 pm*

Week 11, October 31-November 6

Monday, October 31 Chapter 12 Emotional and Social Development in Adolescence

- Lecture Quiz over Chapter 12 in class

Wednesday, November 2 Ch. 13 Physical and Cognitive Development in Early Adulthood

- Lecture quiz over Chapter 13 in class

11/07 First Self-Reflection over Adolescence (13-17 yrs.) Paper Due at 11:59 pm*

Week 12 November 8-14

Monday, November 8 Ch. 14 Emotional and Social Development in Early Adulthood

- Lecture quiz over Chapter 14 in class

11/14 Second Self-Reflection over Early Adulthood (18-30 yrs.) Paper Due at 11:59 pm*

Wednesday, November 10 Ch. 15 Physical and Cognitive Development in Middle Adulthood

- Lecture Quiz over Chapter 15 in class

Thursday, November 10, Veterans Day CAMPUS CLOSED. Thank you very much for your service. I appreciate all the sacrifices you guys have made for me, my family, and my country.

Week 13 November 14 -20

Monday, November 14 Ch. 16 Emotional and Social Development in Middle Adulthood

Wednesday, November 16, chapter 16 continued

- Lecture Quiz over Chapter 16 in class

Week 14-November 21-27 (Thanksgiving Week)

Monday, November 21 Ch. 17 Physical and Cognitive Development Middle Adulthood

- Lecture Quiz over Chapter 17 in class

Wednesday, November 23 (No Class Thanksgiving)

11/28 Third Self-Reflection Middle Adulthood (35-50 yrs.) Paper Due at 11:59 pm*

Week 15-November 28-December 4

Monday, November 28 Chapter 18 Emotional and Social Development in Late Adulthood

Wednesday, November 30, Chapter 18 continued

- Lecture quiz over Chapter 18 in class

Week 16 December 5-9 Last week of school

Monday, December 5 Chapter 19 The End of Life: Death, Dying, and Bereavement

Wednesday, December 7, Ch. 19, continued.

- Lecture quiz over Chapter 19

12/9, ALL SONA RESEARCH CREDITS TURNED IN

**Fill out a course evaluation for 10 bonus points; send me a link of proof; thanks for taking my class.*

IMPORTANT Ensure all of Sona's research credits are completed three credits total. If not, one could expect to lose one letter grade. These credits must be completed before 12/09/2022.

Please refer to **Course Requirements for an explanation of the assignments**. If you have further questions, just email s.blackwell@tamuct.edu or canvas email (All of the due dates are listed in this section and Canvas).

IMPORTANT

Research Experience Requirement: Students in selected psychology courses (PSYC 3307, PSYC 3409, PSYC 3312, PSYC 3430, PSYC 4320) are required to engage in research experience activities as part of the course. The research experience activity involves writing summaries of peer-reviewed research articles related to the course content. Faculty will identify which articles can be reviewed for their course, and article reviews can be submitted directly to the faculty for evaluation.

If students choose not to write article summaries, they can complete an alternative research experience by participating in research studies related to psychology to gain this experience.

Sign Up for Alternative Research Experience: To receive credit for this alternate research experience activity, students must create an account in SONA. The [university SONA account](#) is where students will sign up to participate in research projects (<https://tamuct.sona-systems.com>). Students should view the introductory [tutorial video](#) before using SONA (<https://www.youtube.com/watch?v=1OnT2ZU6QQ>) and be sure to use their university email when signing up. Students who have problems signing up for SONA or have questions should contact the professor of the course.

Credits: Students are required to complete 3 research experience credits in this course. Credit is allotted as follows:

- 1 credit for each summary of a peer-reviewed, research article OR
1 credit for each hour (60 minutes) of research participation (in-person or online)
- 1/2 credit for each 1/2 hour (30 minutes) of research participation (in-person or online)

Students can use a combination of article summaries and alternative research assignments to earn their credits. **There is no guarantee that there will be sufficient research participation opportunities for students to earn 100% of their credits from this alternative research experience.**

Students who drop a class after having earned research experience credit cannot apply any accumulated credit from that class towards future semesters without the documented approval of the department chair; however, credits in SONA can be transferred from one course to another in the same semester. Credits from previous semesters are not permitted to be transferred for current semester use.

Penalties: Any student who has not earned all required research credits prior to the end of the semester will be penalized 1 letter grade on the final course grade.

For 16-week courses the deadline is 12 pm (noon) on 12-9-22.

Important University Dates Calendar link

http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/

TECHNOLOGY REQUIREMENTS AND SUPPORT Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Log on 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

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.

Online Proctored Testing (not pertinent for this course)

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meets the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug-in.

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 the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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 a 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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/pregnant-and-parenting-students.html) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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 virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru

Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via [WCOonline](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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 Wellness and 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/bit]. 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.

OTHER POLICIES

All material downloaded from the internet must be cited and transcription must be included with the videos. Furthermore, when supplying videos, make sure they are open source.

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