

**Course number, Course CRN, COURSE TITLE**  
**PSYC 3311-115, BEHAVIOR MANAGEMENT**  
**Fall 2022\_Online Modality**  
**Texas A&M University-Central Texas**

**COURSE DATES, MODALITY, AND LOCATION**

August 22-October 14, 2022

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

**INSTRUCTOR AND CONTACT INFORMATION**

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

**Office:** Virtual

**Phone:** n/a

**Email:** s.blackwell@tamuct.edu or Canvas inbox. **I will not get your message if you use any other TAMUCT email.**

**Office Hours**

Office hours are by appointment only; please email me to set up a day and time to meet. Appointments are virtual, and I will offer one weekly OPTIONAL (extra credit for attending Live class discussions).

**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 in the weekly live discussion class.

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

**SAFEZONE.** SafeZone provides a public safety application that allows you to call for help with the push of a button. It also allows Texas A&M University-Central Texas 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 want more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these three 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**

To describe basic principles of behavior so that the students learn how environmental events influence human behavior. They will also know how to describe behavior modification procedures so that the student understands the strategies by which human behavior may be changed.

### **Course Learning Objective (CLO) or Goal Student Learning Outcomes (SLO)**

Upon the completion of this course, students will be able to,

CL01: *demonstrate* content-specific knowledge in behavior modification by learning to measure and record behavior and interpret graphs. For quizzes and self-management programs and data collection at the "*apply*" level of Bloom's Taxonomy (SLO 1) charting

CL02: *define* the basic principles of operant and respondent behaviors. Through the use of Discussion Boards and quizzes at the "*remember*" level of Bloom's Taxonomy (SLO 2)

CL03: *evaluate* the different procedures used to establish new behaviors, increase desirable behaviors, and decrease undesirable behaviors. Students will apply this knowledge in [ behavior modification, article review, and quizzes] at the "*application and evaluate*" level of Bloom's Taxonomy] (SLO 3)

CL04: *differentiate* principles of behavior in everyday situations across all people, settings, and opportunities. [by completing behavior modification worksheets and final paper in the "*analyze*" level of Bloom's Taxonomy] (SLO 4)

CL05: *understand* the professional practice, certification, and ethics governed by the Behavior Analyst Certification Board (BACB). By discussing and recognizing the selected fields of applied behavior analysis fields. Through Discussion Boards at the "*understanding*" level of Bloom's Taxonomy (SLO 5)

### **Required Reading and Textbook(s)**

Miltenberger, R. G. (2016). *Behavior Modification: Principles and Procedures*. (6th ed). Boston, MA, Cengage Learning. (ISBN: 978-1-305-10939). **This book is an important tool for the understanding and completion of assignments in this course**

American Psychological Association. (2019). *Publication manual of the American psychological association* (7<sup>th</sup> ed.). Washington, DC: Author. (ISBN: 978-1- 4338-0561-

5) (not mandatory for this course but extremely helpful)

## **COURSE REQUIREMENTS**

### **Syllabus Quiz 20 points**

Start the course off right by taking the syllabus quiz to get acquainted with the course. By doing this assignment the other modules will open, and the student will be prepared for class by knowing where vital information is in the syllabi, which helps prepare the student for the assignments and due dates.

### **Chapter Quizzes 20pts each= 140 total points**

Quizzes cover two chapters a week and are worth 20 points each. The quizzes are not over every chapter and are grouped accordingly not numerically. The quiz may be taken only once. The quizzes will cover the textbook's terms, concepts, procedures, and principles. Quizzes are to be completed by midnight every Saturday. Since the quizzes are all available from the beginning of the course, no adjustments will be made if a quiz is missed. The quiz will close out at midnight and not be accessible to the student. Quizzes are graded automatically and will post to the grade book immediately. Be aware that some questions need to be manually graded by me, and points are adjusted as needed.

### **Discussion Posts 20pts each = 140 total points**

Discussion posts will focus on applying the concepts from the textbook to determine where the student's strengths and weaknesses are. Discussion posts are to be completed by midnight every Saturday. Published posts cannot be viewed until after their post is made. Students must critique fellow students' posts for full credit. The concepts in behavior analysis can be challenging to understand. Therefore, if a student has an example of a concept another student is struggling with, please post! I have not set a word limit, but I will if the posts are short and fall short of the writing expectations of a college-attending adult. Please refer to the Rubric for grading criteria. Also, I am dividing the students into smaller groups for the Db posts. Each group will consist of five students, and I will elect a student to be the Db lead.

### **Self-Management Plan = 100 points total**

For this project, please answer each question to help you achieve objectively measurable goals and help me get an understanding of what you know about the subject matter. Use descriptive terms and action verbs, not feelings, to answer the questions and describe your target behavior. This assignment should be one or two pages at the most only answer the questions. This is not a paper. Please refer to the Behavior Modification Textbook by Miltenberger 6th ed. for a clear understanding of how to do each task, chapter 2, page 41, is helpful to get you thinking about how to monitor your behavior, and chapter 20 is about designing a behavior plan. This book is not in a user-friendly order so I will be going back and forth in the book. Each chapter listed will help answer the question for that step (goal). Remember this assignment is for me to get a baseline on what you guys know about designing a behavior plan. Do the best you can. I will add comments on the areas I think need work. We will work on this project during the next seven weeks of the course, so by the time your final ABA paper is due, you will be ready to write it.

Each step has a point value included. Please answer each question. I do not want you to write the paper It is the final assignment the ABA paper. I want to know if you can accomplish each step of the plan.

- What is the behavior you are trying to change? (**I have included a list of them below**) Objectively define (Pick up clothes and put them in the laundry basket 2 out of 2 times per day. Get the picture! Or even move the laundry basket to the bathroom to make the goal easier to achieve. **(20 points)** Read Chapter 2 p. 21, Chapter 6, pages 6-7 to accomplish this question.
- Are you increasing or decreasing the behavior? **(5pts)**
- How will you reinforce the behavior? (Something added to reduce a behavior like a reward treat) or Punisher (something taken away to decrease a behavior, like no tv); think about which will work best for you. How often will you give the reinforcers? **(20 points)** Refer to chapter 4 and chapter 6
- How do you plan to observe and record (measure) your behavior? Chapter 1 p. 7, Chapter 2 will help. Are you planning on collecting baseline data for seven days before you begin monitoring the behavior for change? Tell me what type of measure would be best to demonstrate baseline data. **(25 points)** Refer to chapter
- How do you plan to chart your data weekly, daily, or hourly) Chapter 3 is graphing but may be overwhelming if you have never graphed. (10 points)
- Do you plan on using a behavior contract? (10 points) Chapter 23, p. 470, gives a great example, and p. 472-473 defines and gives the components of the contract.

### **ABA Final Project 100pts**

For the final project, the student will combine the five tasks for the self-management behavior modification program assignments that were worked on during the course. For the final paper, the student will add how they used shaping procedures to change behavior and whether social support was or was not a factor. The student will also include the summarized task outcomes. Justify the target behavior by supporting it with evidence from a peer-reviewed article. The citations from the two articles do not need to be more than a few sentences and, if needed, a paragraph at the most. **I do not want you to summarize the articles. I just want you to cite relevant information to support your findings.**

**Please refer to the rubric for a complete list of criteria and to guide your process.**

Rules for the paper will also be included on the Canvas link for the assignment. Be sure the paper follows 7<sup>th</sup> edition APA rules and has advanced college-level writing skills. Use Grammarly.com if you struggle with grammar or spelling. It is free and a great resource. Or the Writing Center on Campus. Check the syllabus for the center's times. The paper should not be more than five pages with a cover page, body (1-2 pgs.), references page, and appendixes. Please refer to the rubric for the grading requirements and expectations. The rubric can be used as a guide before turning in the final paper.

### **Rubric and Conversion**

#### Discussion Board and Post rubric

|          |  |
|----------|--|
| 5 points | Grammar, spelling, sentence structure (you're in college, write like it) |
|----------|--|

|           |   |
|-----------|---|
| 5 points  | Covers the week's topic thoroughly (i.e., defined well, examples provided, etc.)                                  |
| 10 points | Respectful engagement with another post, not just I agree, but support your argument or viewpoints with research. |

## Rubric for Self-Monitoring Project and ABA Final Paper

### Grading Rubric for Behavior Modification Paper

The paper's purpose is to combine the five tasks from the self-management project with two peer-reviewed summaries covering the ethical issues that might be addressed and finding validity for the measure used or plan that was used to increase or decrease the target behavior. The final paper should have one cover page, two-three pages for the body, one references page, and two appendix pages at the end of the paper.

1. **APA 7<sup>th</sup> edition guidelines (10 points)** Please follow the guidelines for the cover page, in-text and parenthetical citations, and references page.
2. **Description of the target behavior (20 points)** Give descriptive detail about the target behavior, how you plan to change, and the function of that behavior. Why did you want to change it? Be specific, quantify the behavior, and express it in terms of increasing or decreasing your behavior. Along with your description of the behavior, including how long you have had or have not had this behavior, indicate the duration, cause, frequency, etc.
3. **Self-monitoring Plan and graph (20 points)** Precisely explain your overall intervention for changing your behavior. Explain how you changed the events controlling your behavior. Describe how the ABC data helped or did not help measure the target behavior (if collected). Include the ABC data and/or other data sheets discussed in chapter 20 in Appendix A after the references page of your paper. Describe how shaping in chapter 9, page 163 is used to improve on a targeted behavior, reinforcements used, and social support. Be sure to demonstrate your ability to apply the concepts you learned in the course and textbook. Describe your future goals for continuing or discontinuing the plan or other behaviors you may want to use with the plan. Finally, explain how you graphed your data and add the graph as Appendix B.
4. **Two peer-reviewed articles-(20 points)** That support the behavior you wanted to change. I do not want you to write a full summary of the article found. Just cite some of the information that supports your results.
5. **Discussion-(20 points)** Reflect on the effectiveness of your program. How well did it work? Why was it effective or ineffective? Were there any problems that you had not anticipated? Implications for the future – what do you think you might change or do differently at this point? Comment on continuing the behavior beyond the classroom experience. Do you think you would use these principles to change a different behavior later?

6. **Structure, Grammar, and Spelling-(10 points)** Well-structured, well-organized paragraphs with appropriate, clear, and smooth transitions; uses professional standards of written English. Proofread your papers for grammar and spelling.

**Grading Criteria**

| Grade Components                                    |   |
|---|---|
| Component   | Possible Points/Percentage                        |
| Syllabus Quiz                                       | 20 points/4%                                      |
| Chapter Quizzes @ 20 points each                    | 140 points/28%                                    |
| Discussion Board @ 20 points each                   | 140 points/28%                                    |
| Self-Management Plan                                | 100 points/20%                                    |
| Behavioral Modification Final Paper                 | 100 points/20%                                    |
| Make a behavioral Contract. (Optional Extra Credit) | 5 points  |
| Course Evaluation (Optional Extra Credit )          | 5 points  |
| <b>Total</b>  | 500 points/100%<br>(510 points with extra credit) |

| Course Grade Calculation |           |          |          |          |               |
|--------------------------|-----------|----------|----------|----------|---------------|
| Grade                    | A 90-100% | B 80-89% | C 70-79% | D 60-69% | F 59% or less |
| Points/Percent           | 450-500   | 400-449  | 350-399  | 300-349  | 299 or less   |

**Posting of Grades**

Grades will be posted on a rolling basis, but no later than the Wednesday after the due date has expired. Assignments are due every Saturday by midnight, and grading starts the following Sunday.

**Grading Policies**

All assignments are due by Saturday 11:59 pm each week. This includes all discussion posts, replies, and quizzes. **Weeks 1-4** will be open on the first day of the semester, and **weeks 5-8** will be available at the end of Week 3. Late assignments will not be accepted because all assignments are accessible well before the due dates. Plan your time accordingly, and do not wait until the last minute to submit! If you anticipate challenges in completing your assignments on time, please message me via email or Canvas.

**COURSE OUTLINE AND CALENDAR**

**Complete Course Calendar**

**Week 1:** Ch 1 and Ch 2 Intro to Behavior Modification/Observing and recording Behavior Change

**Start working on a Behavior Plan**

**Week 2:** Ch 4 and Ch 6 Reinforcement/Punishment

**Week 3:** Ch 13 and Ch 23 Understanding Behavioral Change through Functional Assessment/Behavioral Contract

**Week 4:** Ch 5 and Ch 14 Extinction/Applying Extinction **Week 1-4 assignments DB and Quizzes close/Weeks 5-8 open**

**Week 5:** Ch 9 and Ch 11 Shaping/Chaining

**Week 6:** Ch 16 and Ch 22 Antecedent Control Procedures/Token Economy

**Week 7:** Ch 15 and 17 Differential Reinforcement/Using Punishment: Timeout and Response Cost

**Finish up Behavior Plan and begin the final paper**

**Week 8:** Last week, of course, Final Paper/Course Evaluation

### **Important University Dates**

Use the link below to access the university calendar for holiday closings, course add-drop days, etc.

<https://www.tamuct.edu/registrar/academic-calendar.html>

### **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.**

Login to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. The link 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**

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 that meets the minimum computing requirements, plus a web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plugin.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central 24 hours a day, seven days a week.

Email: [helpdesk@tamu.edu](mailto: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.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **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 Warrior Center for Student Success, Equity, and Inclusion are 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](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

### **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 about 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>].

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

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fsubmit%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.

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports pregnant students experiencing pregnancy-related conditions and/or parenting. In accordance with requirements of Title IX and related guidance from the 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>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) 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 based on sex and



gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas can 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 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 are 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](mailto: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 for 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 am–5:00 pm 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 pm and Saturday 12:00–3:00 pm.

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 [WConline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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 254-501-5805.

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## **Copyright Notice**

Students should assume that all course material is copyrighted by the respective author(s). The

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