



INSTRUCTOR AND CONTACT INFORMATION

Instructor: Christine Jones, PhD

Office: HH 204C

- **Contact me** via Canvas message or email: Bioarchjones@tamuct.edu
- **Office hours: By webex or phone appointment. Email me to set up a virtual meeting!**

Student-instructor interaction

During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. If you have questions or concerns about the class and need to talk about them, please email me to request a webex or phone appointment. I will also be on campus this summer if you prefer a face to face meeting.

Mode of instruction and course access

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. Since this is an online class, most communication between the instructor and students will be electronic in nature; however, all students are welcome and encouraged to attend office hours or make an appointment for an office visit.

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

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:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [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

Course Catalog Description

In this course students will review the historical development of the field of archaeology by exploring the most important archaeological discoveries of the past and present. Students will also take a critical view of hoaxes and archaeological myths and learn how archaeologists have dispelled them to develop the science of their discipline.

Course Objectives

Students will learn:

- How to define archaeology and its relevant role in reconstructing the past
- How archaeology developed into a scientific discipline
- The most important archaeological discoveries of our time in a worldwide overview, focusing on human origins, history-changing finds, and great civilizations.
- How archaeologists have analyzed archaeological material culture to make informed and educated interpretations that have altered our view of human origins and civilizations.
- How to critically evaluate archaeological evidence using the scientific method to avoid hoaxes and pseudoscience.

REQUIRED READING AND TEXTBOOK

Fagan & Durrani, 2021. Ancient Lives: An Introduction to Archaeology and Prehistory, 7^h ed. Taylor and Francis. *Supplemental readings and films when required will be posted online via Canvas in each weekly module*

Text pg. 2, Reqs. pg. 3, Schedule pg. 6, Late policy pg. 7, Final paper pg. 8, Films pg. 9

COURSE REQUIREMENTS

1. Reading assignments and weekly online folders: Readings from the textbook are listed in the course schedule below. Please complete the weekly readings before you attempt to reply to a discussion posting. **Additional readings may be posted online in the weekly course modules. Please treat these as you would textbook chapters!** You may also find website links to news articles or video clip links in the weekly folders.
2. Discussion postings: There will be 6 discussion postings due (100 pts each). You will be required to submit YOUR OWN post to the discussion question(s) provided by me that week and then respond to ONE other of your classmates' posts. Points are awarded to students, based on the quality and quantity of their participation in these threaded discussions. Quality participation pertains to a student's responding in relevant, meaningful ways, based upon the assigned readings for that week (see grading criteria below for discussion posts).
 - A. First post (75 pts each)—**due that Sunday at 11:59 PM**

Students are expected to read the assigned materials *prior* to responding to threaded discussions, typically at the beginning of each week (Sun/Mon/Tues). Their *first post* should answer the question as completely as possible. The student should support their response in some way with references to the assigned readings. This response should be at least a half page in length (about 250 words). **Discussion posts should be in your own words.** Please use quotations sparingly, i.e., only to orient one another to specific, brief passages in the readings (with page numbers cited in parentheses). Note that quotations do not count toward your 250 word minimum; only your own words count.
 - B. Comment to another student (25 pts each)—**due the next Sunday at 11:59 PM**

After a student has made his/her own first post, they HAVE A WHOLE WEEK to make *ONE additional response to what some student wrote*. The comment should be at least a couple of sentences long and should be substantive. This means students should add some important information that enriches the original answer is supported by the course readings.
3. **Film reaction papers**: A number of films will be screened over the course of the semester related to our reading materials. You will select just 2 films we have watched this semester for your 2 reactions papers (1 film per paper). In each paper you will discuss what the film was about and your thoughts and reaction to each film. **A worksheet is included at the end of this syllabus that should be used as a guide to compose your paper.** It is recommended that you print the worksheet out or read the questions on the worksheet prior to viewing each film so that you can get an idea

of what notes you should take and what sorts of things you should be writing in your paper.

- a. **Paper format:** No cover page, body of text should be ONE page, single spaced, 12 pt font. DO NOT SUBMIT A PAPER THAT IS MORE THAN ONE PAGE LONG.
 - b. **Paper guidelines:** These reaction papers should not be merely a synopsis of the film, but should reflect some thought about the film(s) and how they might relate to concepts we are covering in class that week. See the film worksheet as a guide to know what questions you should be asking yourself as you view each film. *Film reaction papers which include especially perceptive analysis rather than just summarizing the plot will receive up to 5 extra credit points per paper.* Papers that do not meet formatting guidelines or that contain excessive grammatical/spelling errors will not earn full points.
 - c. **Film paper 1 Due date: SUN JUN 26 @ 11:59PM**
Film paper 2 due date: SUN JUL 24 @ 11:59PM
4. **Final assignment:** Create an archaeological tour itinerary. For format, length and all instructions **The guidelines for this assignment are listed on a worksheet at the end of the syllabus.** **Final assignment due date: WED JUL 27 @ 11:59PM.** The assignment can be submitted through the final assignment link in the Canvas module. The link will be available prior to the due date.

GRADING AND POSTING OF GRADES

Grading Feedback

I will grade and give feedback for discussions as soon as I can after they are submitted. I will grade these usually by the end of that week after they are due, though sometimes it may take two weeks. Generally, grading feedback is most detailed in the first third of the class and then will diminish as students become more familiar with the course. Students can always email me regarding grading feedback. Regarding discussion posts, it is the student's responsibility to read my responses to these posts. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of some of my replies is to alert the class to such information. Students may ask relevant questions regarding my responses within the discussion to clarify information however **my intent is to make sure the concept has been covered adequately not to engage in a debate on the topic.**

Grading Discussion Boards

The following rubric outlines how discussion boards will be graded. Note that the instructor will focus on the *quality* of your discussion posts and not the *quantity* (i.e. I am not looking for "good idea" or "Yeah, I agree."). Quality participation pertains to a student's responding in relevant, meaningful ways, **based upon the assigned readings for that week.**

Grading Criteria for Discussion Posts

Point Value (100 pts total)

Explanation of issues: In their first post, the student focuses on explaining issues by answering the discussion questions for the week. The primary post clearly demonstrates that the student has read and comprehended the sources. The issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. 50

Analysis of evidence: In their first post, the student takes information from sources with and interprets them to develop a comprehensive analysis. It is clear the student is considering the *evidence* presented by authors to support their claims. Viewpoints of experts are questioned thoroughly. 15

Message Coherence: All discussion board entries **MUST** be cited appropriately and written in clear, grammatically correct, and properly spelled English. Stream-of-consciousness posts will lose points. 10

Comment (response) Post: Responses elaborate, contradict, modify, or explain the original message of another student and stay on topic, drawing on the readings and other course materials as appropriate. **Response posts are due the week after the primary post.** 25

Coursework	Points
Discussion postings (6 @ 100 pts each)	600
Film reaction papers (2 @ 100 pts each)	200
Final Assignment	200
Total:	1000

Points	%	Grade
900 – 1000	90 – 100%	A
800 – 899	80 – 89%	B
700 – 799	70 – 79%	C
600 – 699	60 – 69%	D
0 – 599	0 – 59%	F

COURSE SCHEDULE

Subject to revision, if necessary, during the semester. All assignments must be completed and/or submitted in Canvas. No other forms of submission will be accepted. Full guidelines for all assignments listed in this schedule are provided in the weekly Canvas course modules. All class films are located on our e-reserves page with a link also provided in the weekly Canvas module.

**ERESERVES direct link: https://tamuct.libguides.com/er.php?course_id=88943

Note: 8-week courses are accelerated compared to a standard 16-week course. If it seems like there is a lot of information it is because we are covering 2 weeks of material each week.

Week 1. Introducing Archaeology and prehistory (Week of Jun 6)

Readings: Chapters 1-3

Discussion: 1, primary post due DUE 6/12, Comment to student due 6/19

Film: *The Lost Pueblo Village, CO*

Week 2. Individuals and Interactions: Status, Gender & Ethnicity (Week of Jun 13)

Readings: Chapter 4 & 5

Discussion: 2, primary post due DUE 6/19, Comment to student due 6/26

Film: *Secrets of Stonehenge*

Week 3. Studying the Intangible: Religion & Art (Week of Jun 20)

Readings: Chapter 6 & 7

Discussion: 3, primary post due DUE 6/26, Comment to student due 7/3

Film: *Frozen Tomb of Mongolia*

- **Film paper 1 Due date: SUN JUN 26 @ 11:59PM**

Week 4. Great sites: Peopling of the world & the First farmers (Week of Jun 27)

Readings: Chapters 10 & 11

Discussion: 4, primary post due DUE 7/3, Comment to student due 7/10

Film: *Africa's Great Civilizations Episode 4 of 6: Cities*

Week 5. Great sites: Africa, Europe, & the Middle East (Week of July 4)

Readings: Chapter 12

Discussion: 5, primary post due DUE 7/10, Comment to student due 7/17

Film: *Stealing History*

Week 6. Great sites: Asia (Week of Jul 11)

Readings: Chapter 13

Discussion: 6, primary post DUE 7/17, Comment to student due 7/24.

Film: *Cahokia America's Lost Metropolis*

Week 7. Great sites: Americas (Week of Jul 18)

Readings: Chapter 14-16

No film or discussion this week

- **Film paper 2 due date: SUN JUL 24 @ 11:59PM**

Week 8. Submit Final Assignment (Week of Jul 25)

No film or discussion this week

- **Final Assignment due date: WED JUL 27 @ 11:59PM.**

COURSE PROCEDURES AND POLICIES

Diversity in the Classroom

Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Late Work

Late discussion posts (answers and comments) are not accepted. If a discussion post is submitted late it will be marked a zero with no feedback. If you do not submit a primary post you cannot submit a comment post alone. I accept late work for the film reaction papers and for the final paper in this class with point deductions as follows: 15 points for 1 day late beyond the posted due date, 30 points for 2 days late beyond the posted due date, 50 points for 3 days late beyond the posted due date. After 3 days beyond the posted due date, the paper will not be accepted. There is no makeup work in this course as all of the work is assigned in advance and there are no exams. If you are having difficulty with the course deadlines please email the instructor ASAP.

Academic dishonesty

Academic dishonesty will not be tolerated. Any student caught plagiarizing will receive a 0 (zero) for that assignment and may be referred to the university for further discipline. A second incident of plagiarism or other form of academic dishonesty will result in a failing grade for the course and a referral to the university for further discipline.

FINAL PAPER GUIDELINES

You will create a proposal itinerary for an archaeological/educational tour or study abroad program that is set to last 3 weeks**. The focus of your work **should be primarily on which locations you have selected to visit and how they are important in terms of regional or world history**. You can be as creative as you'd like in how you imagine your tour will be as long as the information for each site is up to date, accurate, and realistic (no pseudoscience please!) Always wanted to visit another part of the world? You can use this assignment to help plan some of the awesome things you might visit while you are there. If you've already been, that works too, you have experience of what the sites were really like. You can focus on anything in particular, how about a trip where every site you visit includes cemeteries? You can make it a bike tour where every site must be traveled to on a bike or on foot. Biblical tours are also very interesting because of the age and preservation of many of the sites. Choose something that interests you! **If you need help figuring out if your idea works for this assignment, please email the instructor: bioarchjones@tamuct.edu**

“Minimums”: Your tour should include 7 archaeological sites within the same geographic region. You may use your textbook to help you choose up to 4 sites. For the remaining 3 sites you can use any reasonable source you would use if you were actually going to travel to these sites, book or internet, provided the information is up to date and correct. You don't have to choose any sites from the book as long as you cite your sources. Many important sites now have webpages. I prefer you use the original/govt webpage of a site if it is available. If you can't find enough information about the importance of a site from their webpage, **try our library** NOT wikipedia. We have excellent online resources and our librarians know where to find them! Please cite where your information came from so I can check. As always, do not copy and paste anything from a website or book verbatim. Always put things into your own words, for this class and beyond.

Format: No cover page. Include 1 paragraph introduction to your tour/study abroad and its main theme. For each site you must write a 1-2 paragraph summary on its importance and why you included it in your tour. This assignment should be a minimum of 5 pages, double spaced, 12 pt font, max 7 pages. No photos or images needed. You must include a page of references (not included in the page minimum). Upload will be via the assignment link in Canvas.

**While a real itinerary would include cost, please don't worry about that. You can mention how long it might take to get to a site, because that shows proximity of sites. You can also indicate if sites are free or not, because that shows whether or not sites are monetized. You can indicate how long you might stay at a location but you don't need to specify food or lodging unless none is available. For example, you want to visit a remote site in South America and it might be worth noting it takes 10 hours to get there by bus and there is no lodging at all (only primitive camping). In contrast, if you are visiting Stonehenge it is understood food and lodging will be available so you don't need to spell that out.

FILM VIEWING WORKSHEET: INFORMATIONAL DOCUMENTARY

Read these questions before you watch the film so that you will know what to look for while you watch. If you make notes while the movie is playing, make sure that your note taking doesn't interfere with carefully watching the film. You will use parts of your answers to the questions below in your film reaction paper (ONE PAGE LONG, SINGLE SPACED). Answers need to be complete and comprehensive, demonstrating that you paid attention to the film and thought about what was shown on the screen. All responses should be in complete sentences using proper spelling, grammar and punctuation.

1. State the title of the film and the year it was released. Then briefly describe what the film is about.
2. Identify the people, places, events, or aspects of people, society or nature that are the focus of this film. Describe and clarify the significance of each.
3. List four facts described in the film that impressed you and explain how each fact relates to the film's premise or theme.
4. Nonfiction can enrich viewers in several important ways. Describe any aspect of the film that showed you something you hadn't seen before, caused you to think in a new way, or helped you understand something more thoroughly than before. In addition, describe how it changed your thinking.
5. Was there anything that you saw or heard in the film that was unconvincing or which seemed out of place and why?
6. What particularly appealed to you in the cinematic presentation of the film, such as the way in which particular scenes, images, or sounds were presented?
7. If the filmmakers were to ask you how the film could be improved, what would you tell them? Describe the changes you would suggest in detail and the reasons for your suggestions.
8. If someone asked you whether you would recommend this film, how would you respond? Fully explain your reasons.

Updated 2015. © by TeachWithMovies.com, Inc. The public and teachers are licensed to use this worksheet for personal and classroom use. See <http://www.teachwithmovies.org/terms-of-use.html>

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. 2022 by Christine Jones at Texas A&M University-Central Texas, College of Arts & Sciences; 1001 Leadership Place, Killeen, TX 76549

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://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=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 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>].

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].

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 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](#) 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>]. 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 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>] 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 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. For the Summer 2022 semester, the hours of operation are from 10:00 a.m.-4:00 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 most Saturdays from 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 [WCOnline](#) at [<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.

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 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].

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](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/bit) 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.