

Texas A&M University - Central Texas
COUN 5304 110 CRN 80277 / PSYC 5304 110 CRN 80331

Human Development
Online Fall (Aug. 28 – Dec. 15, 2023)

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

Instructor and Contact Information

Instructor: Prof. Coady Lapierre, Ph.D., LSSP
Office: 318 G Warrior Hall
Email: lapierre@tamuct.edu

Office Hours

On Campus: Mon. & Wed. 4 - 6 PM CST/CDT
Online: Tue. & Thur. 1 – 4 PM CST/CDT
Email for additional times or appointments

Student-instructor interaction

Email (lapierre@tamuct.edu) is the preferred communication method. Students can expect a 48 business hour response window under normal circumstances. Students are free to book office appointments through the instructor, the department, or Bookings.

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 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>]
 - o Android Phone / Tablet
[<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/>]

Course Description: Examines basic theories of human learning, major approaches to behavior management and therapy and principles of applied behavior analysis. Formal treatment planning application and evaluation of programs for management of specific behavioral/psychological problems. Includes case review and practice in individual interventions.

STUDENT LEARNING OUTCOMES (SLOs):

1. *Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development.* Students will read information regarding theoretical concepts underlying developmental psychology. Students will demonstrate their ability to identify and recognize concepts in the reading reflections and test questions.
2. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will respond to others' writing (including that of peers and experts in the field) on human growth and development topics and substantiate their points of view with theory and research from the field. Students will demonstrate their ability to critically evaluate ideas in the reading reflections, and the Article review.
3. *Demonstrate skill in expressing oneself in writing.* Students will write responses to a variety of assignments including discussions each week with replies, the Article review, and tests.

This course addresses NASP domains 4 and 8.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF3: Human Growth and Development)- Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. Counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c).	Reading reflections, Article review	SLO2 SLO3
b. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Reading reflections, Article review	SLO2 SLO3
c. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Reading reflections, Article review, Test Questions	SLO1 SLO2 SLO3
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d);	Reading reflections, Article review, Test Questions	SLO1 SLO2 SLO3
e. theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Test Questions, Reading reflections	SLO1
f. help-seeking behaviors of diverse clients (IIF2f);	Reading reflections, Article review, Test Questions	SLO1 SLO2 SLO3
g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Reading reflections, Article review, Test Questions	SLO2 SLO3
h. Theories of individual and family development and transition across the life span (IIF3a);	Test Questions, Reading reflections	SLO1
i. Effects of crises, disasters, and other trauma diverse individuals across the lifespan (IIF3g);	Reading reflections, Article review	SLO2 SLO3

j. Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f);	Reading reflections, Article review	SLO2 SLO3
k. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF3e);	Test Questions, Reading reflections	SLO1
l. Theories of normal and abnormal personality development (IIF3c); theories of learning (IIF3b); and	Test Questions, Reading reflections	SLO1
m. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i).	Test Questions, Reading reflections	SLO1 SLO2
m. a general framework for understanding differing and and strategies for differential interventions. (IIF3h).	Reading reflections, Article review, Test Questions	SLO2 SLO3
m. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (IIF4b).	Test Questions, Reading reflections	SLO1
n, the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (FII8a).	Reading reflections, Article review	SLO2 SLO3

Textbook (Required):

Miller, Patricia H. (2016). *Theories of developmental psychology (6th ed.)*. New York: Worth Publishers. ISBN: 978-1429278980

Additional Reading: ACA Code of Ethics found at:

https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

Course Grades:

Article reviews: 10 points (2 x 5 pts.)
 Tests: 15 points (3 x 5 pts.)
 Study Questions: 40 points (8 x 5 pts.)
 Reading Reflections: 20 points (4 x 5 pts.)
 Application 10 points
 Final Exam: 5 points

Final Grade:

90-100 points:	A
80-89 points:	B
70-79 points:	C
60-69 points:	D
Below 59 points:	F

Course Calendar:

		Topic	Miller	Assignments
Week 1	8/28/2023	Introduction & Overview	Chap.1	
Week 2	9/4/2023	Piaget	Chap. 2	Study Questions Reading Reflection
Week 3	9/11/2023	Freud	Chap. 3	Study Questions Reading Reflection
Week 4	9/18/2023	Erikson	Chap. 3	Study Questions Reading Reflection
Week 5	9/25/2023	Test 1		Test 1
Week 6	10/2/2023	Vygotsky	Chap. 4	Study Questions Reading Reflection
Week 7	10/9/2023	Ethological	Chap. 5	Study Questions Reading Reflection
Week 8	10/16/2023	Social Learning	Chap. 6	Study Questions Reading Reflection
Week 9	10/23/2023	Test 2 / Article Reviews		Test 2 / Article Reviews
Week 10	10/30/2023	Information Processing	Chap. 7	Study Questions Reading Reflection
Week 11	11/6/2023	Gibson	Chap. 8	Study Questions Reading Reflection
Week 12	11/13/2023	Eclecticism	Chap. 9 and 10	
Week 13	11/20/2023	Thanksgiving		
Week 14	11/27/2023	Test 3		Test 3
Week 15	12/4/2023	Application		Application discussion
Week 16	12/11/2023	Review		
Final	12/15/2023	Final Exam due		Final Exam

Important University Dates:

Sept 13	Deadline to drop 16 week courses with no record
Oct 27	Deadline for Graduation ceremony
Nov. 9	Deadline to withdraw from 16 week classes
Nov 10	Veteran's Day
Nov. 23-24	Thanksgiving
Dec 15	End of semester

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

Article Reviews: (20 points, due by the end of Week 10)

Students will find 2 peer reviewed journal articles published in the last 10 years from a Psychology or Counseling journal with a developmental focus. The developmental focus may simply be focused on one age group (e.g. teens, elderly) but it is encouraged to look for papers that show changes over the lifespan.

The 2 article reviews should be a page or two long each and posted in Canvas in the class discussion thread. The reviews do not need to be in APA format, but simply explain the article's method, findings, and a short discussion about how the findings could impact practice or future research.

This review is to be original work by the student, meaning that the student based their work on their own library research and intellectual work expressly for this class. While you are encouraged to pursue topics that you have an interest and background in, it is not acceptable to recycle work completed for other courses.

This assesses SLO 2 and 3. Rubric: 6 points Informational content, 3 points peer reviewed source, 1 point for clarity.

Study Questions: (40 points, due most weeks 8 x 5 pts.)

Most weeks cover a developmental theory and are associated with a series of Study Questions. It is critical you are holding the current copy of our textbook as all answers are expected to come from this source, and no other. As this is the assigned source, there is no need to cite it within the study questions. These do not need to be APA style. Do not rely on other source material, there are millions of opinions on the topics we are going to discuss, we need to limit our conversation to the current text. **This is not a cut and paste exercise.** Direct quotes should be avoided, and clearly marked when used. Each answer should be approximately a paragraph long, or roughly a half a page. Some answers will take much more space. This is not a chapter review. Some questions will require you to pull information from separate parts of the chapter to fully address. This section of the class will consume most of your time. After getting access to additional class materials and instructor feedback, improve the answers to be ready for the class tests. Once that is done, you can cut and paste your improved answers into the tests.

This assesses SLO 1 and 3. Rubric: 4 points Informational content, 1 point for clarity. Expected elements vary by topic.

Tests: (20 points, see calendar for dates)

Examinations, including the Final Exam will cover assigned readings, lecture material, and class discussions. Students are expected to take all examinations as scheduled. It is the student's responsibility to contact the professor to arrange alternative times to take tests. This should be completed in advance of scheduled test times.

This assesses SLO 1, 2, and 3. Rubric: Quality of responses to questions taken from Study Questions, points based on quantity of concepts from readings and quality of details from theories, with emphasis on the incorporation of feedback into responses. 4 points for Informational content, 1 point for clarity.

Reading Reflections: (20 points: 4 required for 5 points each, due by Monday most weeks)

Students will be expected to turn in four reading reflections covering the current weeks reading

assignments. These will be two to three paragraphs in length. Reading reflections should be description of how a concept from that week's readings relates to a real world experience of the student. As this will involve the use of "I", these reflections will not be in APA format. Autobiographical content is expected but should not be overly sensitive as confidentiality may not be maintained. Reflections are class work, and so the protecting the identity of 3rd parties is important. Do not identify other people involved in the situation used to illustrate the concept being discussed beyond generic "my brother" or "my aunt" descriptions. The reading reflections should **NOT** be a summary of the chapter, but rather a reflection of the information to real life experiences. Students may turn in more than four reading reflections, in which case the four highest grades will be counted. Students may choose the chapters to reflect on. Reading reflections are due by the end of every week that covers a chapter. This assesses SLO1 and 2. Rubric: Points awarded for correctly illustrating concepts from the reading with personal experiences that do not identify 3rd parties.

Application discussion: (10 points; Week 15): This is a summative exercise where students will participate in a discussion thread addressing how multiple theoretical orientations would apply to a fictional case study. Students will conceptualize the case from multiple theoretical perspectives explaining the major facets of the case using concepts from the readings, and present different ways of intervening from those theoretical orientations.

Posting of Grades: All grades will be posted in Canvas. Students can expect to see grades returned within 10 days of submission under normal circumstances.

Late work policy: All work is expected by the due date. Requests for extensions should be made prior to the due date. Requests made after due dates generally require documentation. If significant life events interfere with your ability to meet a deadline, you should contact your instructor as soon as possible to plan for completion. While a loss of points is expected for late work, this can be waived by the instructor for valid reasons.

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, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **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/>] by clicking on the "TAMUCT Online Canvas" tile. You will then log in through our Microsoft portal.

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

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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

Online Proctored Testing

Texas A&M University-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 meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio requires use of the Chrome web browser with their custom plug in installed.

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

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [<https://www.tamuct.edu/student-affairs/access-inclusion.html>] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [<https://www.tamuct.edu/student-affairs/academic-support.html>]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved

ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

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 Student Conduct Office. 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 referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

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/samlssso&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 Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students Rights and Accommodations

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](#) [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under [Title IX, Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), [<https://www.tamuct.edu/student-affairs/student-counseling.html>],

254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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>]. 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 workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[<https://tamuct.libguides.com/index>]

University Writing Center

Located in Warrior Hall 416 and online, 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 face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on 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](#) [<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.

OTHER 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](https://cm.maxient.com/reporting.php?TAMUCentralTexas) online

[<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

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.

While this syllabus represents the direction and scope of this course, it is subject to change.