



# Department of Counseling and Psychology

COUN 5389-125 Human Sexuality  
Summer 2023  
Texas A&M University-Central Texas

## INSTRUCTOR AND CONTACT INFORMATION

**Instructor:** *Jeremy Berry, Ph.D., LPC-S, NCC*

**Office:** *318F*

**Email:** *[jeremy.berry@tamuct.edu](mailto:jeremy.berry@tamuct.edu)*

**Office Hours:** *Tues and Wednesday 10-5*

**Class Time:** *Tuesday Evenings 6-8:30pm*

**Class Location:** *Warrior Hall, Room 306*

**Mode of instruction and course access:**

*This course is a fully online course. You will be required to maintain and recurring online presence. This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].*

## COURSE INFORMATION

**Course Overview and description:** This course is designed for counseling and human service professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course is designed to develop: a) students' knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) students' skills in assessment and intervention skills with sexuality issues and d) increased awareness of one's personal perceptions, attitudes and affect related to sexuality issues. Course participants will become more effective in identifying, assessing and intervening with human sexuality related counseling issues.

**Prerequisite courses:** COUN 5350 (Foundations)

**Course Objective:**

1. *Students will demonstrate an understanding of the many facets of human sexuality and promotion of healthy knowledge and attitudes in relation to sexuality in both preventive and intervention.*
2. *Students will demonstrate an understanding of the assessment, diagnosis and treatment of sexuality related concerns in counseling including the paraphilias, sexual dysfunctions and relationship issues.*
3. *To develop student awareness of role and function of mental health counselors in the assessment and treatment of sexuality issues in counseling practice with individuals and couples.*

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

**This course will utilize quite a lot of materials, the book below will guide the discussion boards for the course.**

Halwani, Raja ; Held, Jacob M. ; McKeever, Natasha & Soble, Alan G. (eds.) (2022). *The Philosophy of Sex: Contemporary Readings*, 8th edition. Lanham, MD: Rowman & Littlefield.

Additional materials for the class and the class lectures will follow the following content areas:

Module 1: Understanding Sexuality

Module 2: Sexuality Issues & Relationships

Module 3: Couples Counseling & Sexuality Issues

Module 4: Diagnosis and Treatment of Problems in Human Sexuality

Module 5: Victims and Perpetrators of Sexual Assault & Abuse

### **Recommended Books:**

Hall, P. (2019) *Understanding and treating sex and pornography addiction: A comprehensive guide for people who struggle with sex addiction and those who want to help them* (2nd ed.) New York: Routledge.

Murray, C., Pope, A. & Willis, B. (2016) *Sexuality Counseling*. Sage Publications.

### **Additional Recommended Resources:**

American Association of Sex Educators, Counselors, and Therapists (AASECT), PO Box 1960, Ashland, VA 23005-1960, 804-644-3288, [www.aasect.org](http://www.aasect.org). This organization assists in locating resources for sex therapy in your area and a code of ethics regarding sexuality counseling.

American Counseling Association: Podcast HT012 – Cybersex Addiction Podcast HT006 – Counseling Queer\* (LGBT) Youth Both available at:  
<http://www.counseling.org/Counselors/TP/PodcastsHome/CT2.aspx> Ethical issues related to conversion or reparative therapy (2006)  
<http://www.counseling.org/PressRoom/NewsReleases.aspx?AGuid=b68aba97-2f08-40c2-a400-0630765f72f4> Code of Ethics

American Psychologist, 55 (12), 1440-1451. Can also be retrieved electronically at <http://www.apa.org/pi/lgbt/resources/guidelines.pdf>

American Social Health Association (ASHA), PO Box 13827, Research Triangle Park, NC 27709, 919-361-8400, [www.ashastd.org](http://www.ashastd.org). ASHA is a nonprofit organization dedicated to STD prevention. ASHA's special site for teens is [www.iwannaknow.org](http://www.iwannaknow.org).

Anderson, K.M., Koo, H.P., Jenkins, R.R., Walker, L.R., Davis, M., Yao, Q., & Nabil, E. M. (2011). Attitudes, experience, and anticipation of sex among 5th graders in an urban setting: Does gender matter? *Maternal and Child Health Journal*, 15(1), 54-65.

Bowers, R., Minichiello, V., & Plummer, D. (2010). Religious attitudes, homophobia, and professional counseling. *Journal of LGBT Issues in Counseling*, 4(2),70-91.

Comfort, A. (2008). *The joy of sex*. New York: Crown Publishers. ISBN 978-0-307-4503-0.

Duncan, D., Prestage, G., & Grierson, J. (2015). 'I'd much rather have sexual intimacy as opposed to sex': Young Australian gay men, sex, relationships and monogamy. *Sexualities*, 18(7), 798-816.

Florida Statutes and Florida Administrative Codes related to mental health practice and scope of practice regarding sex therapy: [http://www.doh.state.fl.us/mqa/491/info\\_Laws.pdf](http://www.doh.state.fl.us/mqa/491/info_Laws.pdf)

Hermann, M. A., & Herlihy, B. R. (2006). Legal and ethical implications of refusing to counsel homosexual clients. *Journal of Counseling and Development*, 84, 414-418.

Higgins, J. A., Mullinax, M., Trussell, J., Davidson, J. K., & Moore, N. B (2011). Sexual satisfaction and sexual health among university students in the United States. *American Journal of Public Health*, 101(9), 1643-1654.

Katz, A. (2011). Sex, health, and aging: what women need to know. *Nursing for Women's Health*,15(6), 519-21.

Masters, W. H., & Johnson, V. E. (1966). *Human sexual response*. Boston: Little, Brown.

Pereira, V. M., Arias-Carrion, O., Machado, S., Nardi, A.E., & Silva, A.C. (2013). Sex therapy for female sexual dysfunction. *International Archives of Medicine*, 6, 37.

Planned Parenthood, 434 West 33rd Street, New York, NY 10001, 212-5417800, [www.plannedparenthood.org](http://www.plannedparenthood.org). This site covers resources including abortion, birth control, pregnancy, and parenting. It includes current news and articles on reproductive rights, FAQs, and an extensive database on these issues.

Sassler, S., Addo, F.R., & Lichner, D.T. (2012). The tempo of sexual activity and later relationship quality. *Journal of Marriage and Family*, 74,(4), 708-725.

Sexuality Information and Education Council of the United States (SIECUS), 130 West 42nd Street, Suite 350, New York, NY 10036-7802, 212-819-9770, [www.siecus.org](http://www.siecus.org). The council publishes a journal, bibliographies, brochures, and pamphlets related to sexuality research, education, and legislation.

The Sexual Health Network, 3 Mayflower Lane, Shelton, CT 06484, 203-9244623, [www.sexualhealth.com](http://www.sexualhealth.com). This group provides information, educational materials, and referrals to sexual health professionals, and knowledge about disabilities and chronic diseases.

The Working Group on a New View of Women's Sexual Problems (2000). A new view of women's sexual problems manifesto - full text located at <http://www.newviewcampaign.org/>

### **Additional Readings through Canvas**

#### **COLLEGE MISSION STATEMENT**

The mission of the College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

#### **Counseling Program Mission Statement**

The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates from our Master's in counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program emphasizes overall competency-based performance as well as the promotion of our students optimal state of health and wellness to foster continuous professional growth.

#### **Counseling Program Objectives**

1. Clinical Mental Health Counseling graduates will develop strong professional identities as counselors.
2. Clinical Mental Health Counseling graduates will establish helping relationships with diverse clients.
3. Clinical Mental Health Counseling graduates will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.
4. Clinical Mental Health Counseling graduates will use theories and models to guide their professional practice.

5. Clinical Mental Health Counseling graduates will abide by relevant ethics, laws and standards of professional practice.
6. Clinical Mental Health Counseling graduates will use leadership principles in their professional practice.
7. Clinical Mental Health Counseling graduates will advocate for clients and for their profession.
8. Clinical Mental Health Counseling graduates will incorporate the use of technology into their practice.
9. Clinical Mental Health Counseling graduates will experience and understand counseling practices worldwide.

#### COURSE REQUIREMENTS

##### **Online Discussions (15% of grade)**

Students will complete online discussions each week. Students are expected to check the online class at least three to four times each week and complete weekly assignments. All initial posts have to be submitted by Friday and responses to other students be submitted by Sunday. **Note:** Students will receive half credit for their initial response and the other half for responding to another student. The responses must be substantive in nature. Please have your initial response posted no later than Friday at midnight, this gives classmates the opportunity to respond in a timely manner.

Please keep in mind that discussions of human sexuality may contain sensitive materials. If you feel uncomfortable or if the dialogue itself triggers some emotional response that you'd like to discuss further, we have resources available on campus. Please contact Dr. Amuna in the Counseling Center at TAMUCT or contact me if you would like a referral outside of the campus.

##### **Sexuality History & Assessment (40% of grade)**

Each class participant will conduct a sexual history and assessment report. Following outlines provided in class, you are to interview a member of the class regarding his or her sexual history\* and then prepare a written assessment report identifying: 1) significant perceptions, attitudes and assumptions regarding gender roles and sexuality issues, 2) a treatment plan indicating how you, as the therapist, might be most helpful to this individual regarding their sexuality issues. The objective of this assignment is to: a) learn to become more comfortable (desensitized), and to help others become more comfortable, discussing sexuality topics in counseling, b) practice conducting a sexuality interview and history and c) for the interviewee to have an opportunity to reflect upon his/her own sexuality issues and how they may affect his or her performance as a professional counselor when working with a client presenting with sexuality related concerns. Additional information will be provided on canvas.

**\*you will be role playing this history. I do not expect anyone to share openly elements of their sexual history they are not comfortable sharing with classmates. So, for this role, you will pretend to be someone. Share a fictitious history. Feel free to be creative and personify a character you know from a book or other media.**

##### **Self-Directed Learning Experience (25% of grade)**

Each student is to identify one human sexuality issue to explore in more complete depth than might be possible during class time. Students should design a self-directed learning experience to

increase their knowledge and skills in working with clients experiencing concerns or adjustment difficulties around this particular issue. Research reviews, professional books, conference attendance (virtual or online ceu courses), interviews with experts in the field, and other learning experiences should be combined so as to create a meaningful learning experience on a topic of interest to you. Students will present their proposal for their learning experience in class via virtual presentation. More details will be provided on canvas and during in-class synchronous instruction.

**Sex Education/Advocacy Poster (20% of grade):**

Students will create a PowerPoint Poster Session (A template will be provided). You will then narrative, via powerpoint, a 10-15 minute presentation on the sex education or advocacy topic of your choosing. The purpose of this assignment is to become comfortable with sharing educational information about sex, sexuality, and gender expression. Students will learn about a specific topic involving human sexuality and be able to convey this information in educational form to others.

Some example topics:

- Sex education with adolescents
- STI prevention education with older populations
- Improving intimacy
- Domestic violence education with male abusers
- Sexuality in childhood
- Politics of sexuality
- Future of sex therapy
- Ethics and sex therapy
- Sex enhancing medications
- Cultural diversity and sensitivity in sex therapy
- Good enough sex
- Healing from sexual abuse
- Religion and sexuality
- Evolution and sexuality

Be creative. Each presentation will be different due to the nature of topic and population the group is working with. There will be a discussion on this assignment during class to help brainstorm ideas.

**Instructional Methods, Activities and Format:**

Methods and activities may include, but are not limited to: lecture, video/audio tapes, and class activities including discussion and role plays, online activities.

**Attendance and Participation:**

1. Class attendance is critical to your success as much of the material presented in class will come from sources other than the text.
2. Students are permitted to miss one class period (3 hours) with no penalty, but a call or email to the professor is expected beforehand.
3. With a second absence, a drop of one letter grade will occur unless the student writes

- a letter to the Counseling faculty explaining the extenuating circumstances for both the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
4. A drop of a letter grade will occur for each subsequent absence.
  5. Repeated lateness or leaving early will count towards an absence.

## INSTRUCTOR POLICIES

### **Late Work**

*Late work is accepted with penalty. You will receive a letter grade drop for each day the assignment is late regardless of circumstance. If Canvas is under construction and you are unable to load your assignment, you are expected to email the assignment on or before the due date. Once Canvas is up, I will ask you to resubmit your assignment.*

### **Professionalism (Confidentiality & Ethics)**

*In this course, you are entering an experience that involves a fair amount of role-playing and supervision practice. A student colleague may say something personally important and confidential. It is your ethical obligation to maintain confidentiality. Homework assignments should disguise the nature of any person whom you have interviewed. When videotaping, ensure that you have permission on tape for the interview to proceed. You are expected to abide by the American Counseling Association (2014) Code of Ethics, the Association for Counselor Education and Supervision (2011) Best Practices in Clinical Supervision, the American School Counselor Association (2016) Ethical Standards for School Counselors, International Association of Marriage and Family Counselors (2017) Code of Ethics, and the National Association of School Psychologists (2010) Principles for Professional Ethics, also see Texas A & M Central Texas (2018) Student Conduct.*

<b>Date</b>	<b>Topics</b> <i>Readings and Chapters are due on the date listed (e.g., Chapter 1 is due on Day 1 of class.)</i>	<b>Readings Covered</b>	<b>Assignments Due (by Sunday Midnight of week indicated)</b>
Week 1	Introductions Review of Syllabus & Course Expectations, Syllabus/Introductions Discussion Board	Chapters 1-3	Discussion
2	<i>Lecture</i>  <i>Discussion Board</i>	Chapters 4-6	Discussion
3	<i>Lecture</i>  <i>Discussion Board</i>	Chapters 7-10	Discussion
4	<i>Lecture</i> <i>Discussion Board</i>	Chapters 11-13	<b>Discussion</b>
5	<i>Lecture</i>  <i>Discussion Board</i>	Chapters 14-17	Sexuality History Due  Discussion
6	<i>Lecture</i>  <i>Discussion Board</i>	Chapters 18-21	<b>Discussion</b>
7	<i>Lecture</i>  <i>Discussion Board</i>	Chapters 22 & 23	<b>Advocacy Project Due</b>  Discussion
8	<i>Lecture</i>  <i>Discussion Board</i>	Chapters 24 & 25	<b>Self Directed Learning Discussion</b>



## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

*Please contact Dr. McClendon if you are unable to access any video recording devices for your role play assignment.*

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in 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. 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](mailto: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.*

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### 911 Cellular:

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

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in

911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

Note: To ensure that appropriate accommodations can be provided, students in this class who have registered with the Office of Access and Inclusion (OAI) and are in need of accommodations should present faculty with documentation of their need (i.e., the letter from the OAI) at least one week prior to the date an exam or assignment is due."

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

### **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 the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

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

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

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

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WConline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

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!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

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#### OPTIONAL POLICY STATEMENTS:

##### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will

support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].