

**CSE Curriculum Committee
Friday, October 28, 3:00pm**

CONSENT AGENDA

Department of Geological Sciences
GEOL 50443 – NSC credit

College of Science & Engineering
CAH Minor – change requirements

**UNDERGRADUATE COUNCIL
Request for Change(s)**

Originating unit requesting change

Pre-Health Professions Institute

Type of Change requested:

- | | | | | | |
|--------------------------|--------------------|--------------------------|------------------------|-------------------------------------|----------------------|
| <input type="checkbox"/> | Course number(s) | <input type="checkbox"/> | Course prerequisite(s) | <input type="checkbox"/> | Program description |
| <input type="checkbox"/> | Course title | <input type="checkbox"/> | Drop course(s) | <input checked="" type="checkbox"/> | Program requirements |
| <input type="checkbox"/> | Course description | <input type="checkbox"/> | Drop program(s) | | |

Semester and year change(s) take effect:

Spring 2023

Appropriate computer abbreviation if
course title is more than 30 spaces:

Briefly summarize the change requested:

We are requesting to add a capstone seminar course requirement to the Cultural Awareness in Healthcare in Healthcare minor. The capstone is currently an elective counted towards the 13 elective hours and 19 total hours. By requiring it, we will not change the overall hours. We will reduce the elective hours to 12 and increase the required hours to 7. We will also remove the capstone from the electives.

Programs Only

Program Name: _____ Cultural Awareness in Healthcare _____

Current Code: _____ Proposed New Code (list 2): _____ or _____
(ex: INDE-BFA)

Can have second major: Yes No

Current CIP Code: _____

Does the change require a new or change in CIP code? Yes No

If yes, what is the proposed CIP code? _____

*for reference, please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>

Catalog copy

Present catalog copy (paste-up from catalog is acceptable).

Proposed change(s). (Include exact catalog copy as desired. Underline changes)

Cultural Awareness in Health & Healthcare

Cultural Awareness in Healthcare

Minor Requirements

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The program of study requires a minimum of 19 hours with courses to be taken from at least three different academic units, as follows:

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Required Courses (6 hours)

Required Courses (7 hours)

Choose 1 (3 hours) from the CULTURE and SOCIETY Group

Choose 1 (3 hours) from the CULTURE and SOCIETY Group

[SOVI 20213](#) Introductory Sociology
[ANTH 20623](#) Introduction to Cultural Anthropology

[SOVI 20213](#) Introductory Sociology
[ANTH 20623](#) Introduction to Cultural Anthropology

Choose 1 (3 hours) from the SOCIAL MEDICINE Group

Choose 1 (3 hours) from the SOCIAL MEDICINE Group

[ANTH 30373](#) Medical Anthropology 3
[SOVI 40523](#) Health, Illness and Medicine 3

[ANTH 30373](#) Medical Anthropology 3
[SOVI 40523](#) Health, Illness and Medicine 3

Electives Courses (13 hours)

Capstone Seminar (1 hour)

ANTH 20623	Introduction to Cultural Anthropology
ANTH 30653	Sex, Gender and Culture
ANTH 30373	Medical Anthropology
BIOL 40001	Honors Seminar
BIOL 40110	Topics in Medicine
BIOL 50910	Biology Seminar
CHDV 25053	Global Advocacy
CRES 10103	Engaging Difference and Diversity

SCIE 30601	Cultural Awareness in Healthcare Capstone
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Electives Courses (12 hours)

ANTH 20623	Introduction to Cultural Anthropology
ANTH 30653	Sex, Gender and Culture
ANTH 30373	Medical Anthropology
BIOL 40001	Honors Seminar
BIOL 40110	Topics in Medicine

ECON 30503	Health Economics	BIOL 50910	Biology Seminar
ENGL 20713	Literature and Medicine	CHDV 25053	Global Advocacy
HCOM 20303	Health, Communication & Media	CRES 10103	Engaging Difference and Diversity in America
HLTH 30213	Health Aspects of Human Sexuality	ECON 30503	Health Economics
NURS 10403	Introduction to Health Disparities	ENGL 20713	Literature and Medicine
NURS 20403	Health Disparities in African Americans	HCOM 20303	Health, Communication & Media
PHIL 10433	Freshman Seminar in Philosophy	HLTH 30213	Health Aspects of Human Sexuality
PHIL 20303	Moral Problems	NURS 10403	Introduction to Health Disparities in African Americans
PHIL 20313	Death	NURS 20403	Health Disparities in African Americans
PHIL 20323	Bioethics	PHIL 10433	Freshman Seminar in Philosophy
PHIL 30303	Ethical Theory	PHIL 20303	Moral Problems
PSYC 30363	Abnormal Psychology	PHIL 20313	Death
RELI 30723	Religion and Science	PHIL 20323	Bioethics
SCIE 20613	Visual Culture and Medicine	PHIL 30303	Ethical Theory
SCIE 30601	Cultural Awareness in Healthcare	PSYC 30363	Abnormal Psychology
SCIE 30603	Religion and Healthcare	RELI 30723	Religion and Science
SOCI 20213	Introductory Sociology	SCIE 20613	Visual Culture and Medicine
SOCI 20223	Social Problems	SCIE 30601	Cultural Awareness in Healthcare Capstone
SOCI 30483	Death and Dying: Sociological Viewpoints	SCIE 30603	Religion and Healthcare
SOCI 30693	Aging & the Life Course	SOCI 20213	Introductory Sociology
SOCI 30743	Gender and Society	SOCI 20223	Social Problems
SOCI 30783	Sociology of the Body	SOCI 30483	Death and Dying: Sociological Viewpoints
SOCI 40523	Health, Illness and Medicine	SOCI 30693	Aging & the Life Course
SOWO 10833	Introduction to Social Work	SOCI 30743	Gender and Society
SOWO 30573	Child Welfare	SOCI 30783	Sociology of the Body
SOWO 30863	Social Welfare Policy	SOCI 40523	Health, Illness and Medicine
SOWO 40583	Developmental Disabilities	SOWO 10833	Introduction to Social Work
SOWO 40883	Diversity and Social Justice	SOWO 30573	Child Welfare
		SOWO 30863	Social Welfare Policy
		SOWO 40583	Developmental Disabilities
		SOWO 40883	Diversity and Social Justice

Note that for *BIOL 40001*, *BIOL 50910*, *PHIL 10433* only some topics count toward the minor.

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1. What is the justification for the change(s) requested?

The capstone seminar was created to provide a cohesion to the variety of course disciplines in the minor. By requiring the capstone seminar, the program will have concluding content that is

uniform for all students. Additionally, it will be useful in assess the minor overall (including assessment for accreditation).

2. If applicable, explain how the change(s) will affect the current program outcomes and assessment mechanisms.

N/A

3. **Faculty Resources:** How will the unit provide faculty support for this change and any other impact this change may have on other current departmental listings.
These capstone is already taught each spring by faculty in the Pre-Health Professions Institute.

4. **Educational Resources:** Will this change require additional resources not currently available (e.g. space, equipment, library, other)? YES
If yes, list additional resources needed. NO

5. If this change affects other units of the University, include a statement signed by the chairperson(s) of the affected unit(s).

6. If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and cross-listed units.

Approval signature of chairperson of originating unit

Rev 2010-09-16

Natural Sciences

The Human Experiences and Endeavors Curriculum

Courses submitted for inclusion in the Natural Sciences Core must already exist or must be approved by the Undergraduate Council.

Course Title: Natural Hazards and Disasters

Department and Course Number: GEOL 50443

Instructor(s): Dr. Esayas Gebremichael

Please indicate below which Student Action Steps** are appropriate for your course for each Learning Outcome*. Using the

bulleted instructions on page 2 of this form, please provide examples that explain how students will, through the use of

Student Action Steps, achieve the Learning Outcomes in your course.

Competency: TCU graduates will be literate in the natural sciences.

Learning Outcomes: Student Action Steps:

Indicate which are to be used in your course or add others you will use to reach the selected Learning Outcome(s).

Students will demonstrate a basic understanding of some of the methods of investigation in the natural sciences.

Students will explore investigation methodologies and principles through multiple experiences involving laboratory experiments, field studies, or simulations appropriate to the natural science discipline. For each investigation process or principle, students will: determine its purpose, describe it, and compare and contrast it with alternative methodologies. [X]

Other:

Students will demonstrate a basic understanding of some of the great ideas in the natural sciences.

Students will examine some of the major ideas appropriate to the area of study, including how such ideas resulted from a scientifically reasoned investigation. For each concept, principle, or theory, students will: describe it, review its history, determine its importance (including influences on other areas of study), review the evidence supporting it, and compare and contrast it with alternative concepts, principles, or theories. [X]

Other:

Students will demonstrate a basic understanding of some of the relationships among the natural sciences, technology, and society.

Students will explore the relationships between science, technology, and society appropriate to the natural science discipline. Students will: describe the roles that each plays in the others' development, and identify the benefits and problems associated with each relationship. [X]

Other:

*The Learning Outcomes are statements of what we expect our students to know or be able to do upon completion of a course in that category.

**The Student Action Steps identify the process(es) that will lead to the intended Learning Outcome. As such, Student Action Steps must specify an action(s) to be taken by a student to fulfill a specific Learning Outcome and be reasonable within the context and time frame of the course. The Student Action Steps above are provided as examples of how students might achieve the Learning Outcomes.

- Please provide examples that explain how students will, through the use of Student Action Steps, achieve the Learning Outcomes in your course (2 or 3 examples will suffice). To facilitate understanding, please use language accessible both to faculty who might be outside your discipline as well as to students who might see such language in a course syllabus.

- The GEOL 50443 is designed to give students an overview of the various types of natural hazards/disasters including earthquakes, tsunamis, volcanoes, floods, landslides, hurricanes, tornadoes, and wildfires. The fundamental Earth surface and subsurface processes that trigger natural hazards/disasters, and the possible influences of human activity in exacerbating their effects will also be discussed. Lab exercises will focus on the use of geospatial technology tools to understand key concepts as well as assess the impacts of natural disasters on communities, infrastructure, and the environment. The relationship between population density and distribution, economic development, and other relevant factors and disaster vulnerability/susceptibility will be discussed/demonstrated using various case studies across the globe. The key learning outcomes are:

1. Students will gain an understanding of the various kinds of natural hazard and disaster processes and discern the differences between the two processes.
2. Students will learn the various processes that give rise to natural hazards and disasters, and the cascading relationship that exists between various natural hazards.
3. Students will be taught the possible role of human-led activities in aggravating the impact of natural

disasters.

4. Students will be taught how to acquire readily available datasets relevant to a specific hazard from various sources, perform analysis (including impact mapping) using the latest data analysis techniques, undertake result interpretations, and propose possible disaster mitigation, adaptation, and resiliency solutions.

- Please attach a syllabus as the primary supporting document for your course proposal. Syllabi should reflect the Learning Outcomes and the use of the indicated Student Action Steps. They should also indicate how student performance will be evaluated with respect to the outcomes.

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SYLLABUS

GEOL/ENSC 50443 – NATURAL HAZARDS AND DISASTERS
FALL 2023

INSTRUCTOR NAME:

SEMESTER/YEAR:

NUMBER OF CREDITS:

CLASS LOCATION:

CLASS MEETING DAYS/TIME:

OFFICE HOURS:

OFFICE:

TELEPHONE:

EMAIL:

RESPONSE TIME:

Dr. Esayas Gebremichael

Fall 2023

3 Credit hours

TUC 002

Lecture: Monday/Wednesday – 2:00 – 2:50 PM

Lab: Thursday – 2:00 – 3:20 PM

M/W: 3:30 PM – 4:30 PM/by appointment

Sid Richardson Building, Room 205

817-257-4740

e.gebremichael@tcu.edu

Response to emails will be provided within a maximum of 8-hour duration (usually much less than that) except on weekends (maximum of 24 hours)

FINAL EXAM DATE & OTHER IMPORTANT DATES

Final Exam will be held on _____ in TUC 002.

Rescheduling of Finals Policy: According to the Faculty/Staff Handbook “Rescheduling of

Finals" section, rescheduling a final exercise must be made one week prior to the last day of classes. Rescheduling of finals is permitted 1) for meeting the 24-hour rule or 2) for graduating seniors whose faculty members must submit final grades by Wednesday 5pm of finals week. Unless the student is graduating, the exam must be taken during final examination week.

COURSE DESCRIPTION

The course is designed to give an overview of the various types of natural hazards/disasters including earthquakes, tsunamis, volcanoes, floods, landslides, hurricanes, tornadoes, and wildfires. The fundamental Earth surface and subsurface processes that trigger natural hazards/disasters, and the possible influences of human activity in exacerbating their effects will also be discussed. Lab exercises will focus on the use of geospatial technology tools to understand key concepts as well as assess the impacts of natural disasters on communities, infrastructure, and the environment.

2

COURSE OBJECTIVES/LEARNING OUTCOMES:

- Students will gain an understanding of the various kinds of natural hazard and disaster processes and discern the differences between the two processes.
- Students will learn the various processes that give rise to natural hazards and disasters, and the cascading relationship that exists between various natural hazards.
- Students will be taught the possible role of human-led activities in aggravating the impact of natural disasters.
- Students will be taught how to acquire readily available datasets relevant to a specific hazard from various sources, perform analysis (including impact mapping) using the latest data analysis techniques, undertake result interpretations, and propose possible disaster mitigation, adaptation, and resiliency solutions.

REQUIRED TEXTS/MATERIALS:

Required

- Natural Hazards, Earth's Processes as Hazards, Disasters, and Catastrophes, 5 th Edition by Edward A. Keller and Duane E. DeVecchio, 2019; ISBN: 978-1-138-05722-7 (pbk); ISBN: 978-1-315-16429-8 (ebk)

Not required

- Other resources will be also used for lecture and lab activities (note: these are reference books and you are not expected to buy these books. Most of the books are available in TCU library (books that are not available in TCU library can be requested and acquired through interlibrary loan)).

- Natural Hazards and Disasters, 5th Edition by Donald and David Hyndman, 2017

- Natural Disasters, 11th Edition by Patrick L. Abbott, 2020

These are reference books and you are not expected to buy these books. Most of the books are available in TCU library (books that are not available in TCU library can be requested and acquired through interlibrary loan).

ADDITIONAL/SUPPLEMENTARY RESOURCES

- Additional materials will be uploaded/posted on the TCU Online website or will be handed

out
in class.

COURSE POLICIES AND REQUIREMENTS:

The class has two regularly scheduled lecture sessions and one lab session per week. Lab sessions will be dedicated for practical demonstrations of topics discussed during lectures. There will be three exams (two exams after the completions of major topics and one final exam); final exam will be comprehensive covering the lab and lecture topics discussed and demonstrated throughout the semester. A term paper will be completed by each student.

- Laboratory Exercises

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The lab session involves using various datasets for natural hazard/disaster application. Each week's data and derived products should be saved in the working drive (D drive). Data products from previous weeks might be used in future sessions and as a result of that (and to save time copying datasets from one computer to another), the seat you are in on the third day of class will be your permanent seat for the remainder of the semester. Lab assignments are due at the beginning of the lab on Thursdays unless and otherwise a new submission date is announced. Late submissions of assignments will be docked 20% per week. Late submissions of assignments will be docked 10% if submitted within 4 weeks after the due date and 20% thereafter.

- Reviewing and Presenting Peer-Reviewed Articles

A 7-minute long presentation of peer-reviewed articles on selected natural hazards and disasters topics is required (topics will be provided by the instructor during class). In addition, a 2-page long summary of the (presented) peer-reviewed articles will be uploaded on TCU Online. This activity will be helpful guide in the preparation of the term paper (discussed below).

- Final Paper

Completion of one term paper (10 – 12 pages) and presenting it in class will be required for this class. The term paper can be on any topic related to Natural Hazards and Disasters. In-depth literature review and reflection (of at least five peer-reviewed articles) is required (the due date will be announced during class). Each student will make a brief presentation (10 minutes) towards the last weeks of the semester. Graduate students are expected to work on a project relevant to their own field of specialization. One aim of the course is to help graduate students advance their research by working on a project relevant to their research and as a result, extra effort and quality on the term paper is expected. The TCU Online submission will include a submission to TurnItIn to assess the possibility of plagiarism in the paper. Detailed instructions and grading rubric information are posted on TCU Online.

- Participation / Engagement (Attendance)

Attendance is mandatory. **IT IS CRUCIAL THAT YOU ARE ON TIME FOR CLASS AND ALWAYS BRING YOUR TEXTBOOK.** Regular and punctual class attendance is essential for academic success and no assigned work is summarily excused because of absence regardless of the cause.

I encourage your active participation in class. If you don't understand a topic in class, please

ask me during class or during office hours. There will be several in-class extra-credit opportunities during lectures that will be completed individually or as a group. I reserve the right to give pop quizzes if situations warrant.

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- Grading

Final Grade Elements/Grade Breakdown:

Item Percent of Final Grade:

UNDERGRADUATE

Percent of Final Grade:

GRADUATE

Lab Exercise/Hands-on

Assignments

25% 25%

Midterm Exams 20% 20%

Final Exam 25% 20%

Peer-reviewed Article Summary
and Presentation*

5% 5%

Final paper and Presentation* 15% 20%

Attendance, Quizzes 10% 10%

*Peer-assessment

Grading Scales: Undergraduate

Letter

Grade

Score Grade Score

A 92–100 C 74–76.99

A- 90–91.99 C- 70–73.99

B+ 87–89.99 D+ 67–69.99

B 82–86.99 D 64–66.99

B- 80–81.99 D- 60–63.99

C+ 77–79.99 F 0–59.99

Letter

Grade

Score Grade Score

A 93–100 C 70–74.99

A- 90–92.99

F 0–69.99

B+ 87–89.99

B 82–86.99

B- 80–81.99

C+ 75–79.99

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages,

discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other

students. Foul discourse will not be tolerated. Please take a moment and read some basic information about netiquette (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes

used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the Student Handbook (<https://deanofstudents.tcu.edu/student-handbook/>) for

TCU's network and computing policies and communication guidelines.

Technology Policies

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Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written

permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can

be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.8 of the Student Code of Conduct found in the Student Handbook (<https://deanofstudents.tcu.edu/student-handbook/>), and may also

constitute Academic Misconduct or Disruptive Classroom Behavior. TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the

policies referenced above, consistent with the values of free expression and First Amendment principles.

Computer Use and Cell Phone Use:

CELL PHONES SHOULD BE TURNED OFF DURING CLASS. Students should not be texting or accessing any social media, email or other electronic communication during class using

a cell phone, laptop or classroom computer. Classroom computers are to be used only for activities

associated with the class. Students will not use the classroom computers until directed by the instructor. If the instructor considers a student's use of a cell phone or computer inappropriate and/or disruptive, the student may be asked to leave the classroom. Also, cell phones and recording

devices are not to be used or visible during an exam.

Academic Misconduct

Academic Misconduct (Section 3.4 of the Student Code of Conduct found in the Student Handbook

(<https://deanofstudents.tcu.edu/student-handbook/>): Any act that violates the academic integrity of

the institution is considered academic misconduct. The definitions and procedures used to resolve

suspected acts of academic misconduct are available in the offices of the Academic Deans and Dean of Students, and are also listed in detail in the Undergraduate Catalog

(<http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>) and the Graduate Catalog

(<http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct>).

Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

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- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. Be aware that your term paper is submitted automatically into Turnitin as a spot check for plagiarism detection.

- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

- Abuse of Resource Materials: Mutilating, destroying, concealing, or stealing such material.

- Computer misuse: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

- Fabrication and falsification: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

- Multiple submission: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

- Complicity in academic misconduct: Helping another to commit an act of academic misconduct.

- Bearing False Witness: Knowingly and falsely accusing another student of academic misconduct.

TCU ONLINE LEARNING MANAGEMENT SYSTEM

TCU D2L Online learning management system will be used to help communicate all the requirements, materials and grades for this class. All assignments with appropriate instructions and

due dates will be posted on TCU Online. All lecture notes and supplemental materials will also be

posted at this location. Students are to submit completed homework assignments as instructed into

the appropriate submission folders using TCU Online. Student progress and grades for assignments

will also be communicated using the online system.

Getting Started with TCU Online:

Technical Requirements: Check your computer is ready by looking at the specifications list.

(<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

Option 1: Access via my.tcu.edu > Student Quick Links > TCU Online

Option 2: Login at <http://d2l.tcu.edu>

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*For information about logging into TCU Online, view these instructions.

(<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course.

You can return to this tutorial at any time.

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact

the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated

on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you

can

add your phone number to receive text messages when grades are given, as well as reminder texts

for upcoming assignments and quizzes.

Student Success Tools for TCU Online: Pulse

Pulse is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display

busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

ReadSpeaker

ReadSpeaker includes a number of tools that can enhance your understanding and comprehension

of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also

read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and

tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-8>

[online/integrations-and-mobile/readspeaker/](https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-8)

SUPPORT FOR TCU STUDENTS

Campus Offices

- Academic Advising (817-257-7486, Jarvis 104)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Center for Digital Expression (CDEx) (cdex@tcu.edu, Scharbauer 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall 2nd floor)
- Dean of Students (817-257-7926, the Harrison 1600)
- Mary Coats Burnett Library: Reference Desk (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2nd floor)
- Transfer Student Center (817-257-8345, Samuelson Hall, West Entrance)
- Veterans Services (817-257-5551, Jarvis Hall 2nd floor)

Anti-Discrimination and Title IX Information

Statement on TCU's Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from

unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual

orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The Office of Institutional Equity (OIE) is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

- Please use the following links to review TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation or to review TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

- To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

- To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here:

<https://inclusion.tcu.edu/campus-community-response-team/>