PSYC 430: COGNITIVE DEVELOPMENT

**Spring 202X [EXAMPLE] - Updated August 8, 2025**

**Professor**

Dr. Andrea Follmer (Greenhoot)

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Budig 135 (most days) or Fraser 529 (occasionally)

Office hours: Wed 1-2 or by appointment

**Graduate Teaching Assistants (GTAs)**

We have two part-time graduate teaching assistants helping with the course this semester. They are responsible for providing feedback on and grading assignments, answering your questions about the course material or assignments, and providing other forms of instructional support to you.

Hailey Taylor Emily Watkins

Email: [hjtaylor@ku.edu](mailto:hjtaylor@ku.edu)   Email: [emily.watkins@ku.edu](mailto:emily.watkins@ku.edu)

In class on: Thursdays In class on: Tuesdays

Office hours: Mon 9-10 Office hours: Fri 1-2

Doctoral student in the Clinical Psyc program Doctoral student in the Social Psyc program

**Contacting Us**

Most of the time, email will be the best way to get in touch with us; we will make every attempt to respond within 24 hours (not including weekends). If you have something very important or sensitive to discuss, please come to one of our office hours or make an appointment to meet in-person or via Zoom. You can also call Prof Andrea at 864-4193 or leave a message for Hailey or Emily with Psyc Department staff at 864-4131 during business hours.

**Regularly Scheduled Office Hours** (or just email for an appointment that fits your schedule)

|  |  |  |  |
| --- | --- | --- | --- |
| Day | Time | Who | Location |
| Monday | 9:00-10:00 am | Hailey | <https://ku-health.zoom.us/j/97904621418>  Passcode: 775867 |
| Wednesday | 1:00-2:00 pm | Andrea | <https://kansas.zoom.us/j/5634987023> |
| Friday | 1:00-2:00 pm | Emily | <https://kansas.zoom.us/j/98561058049> Passcode: 297157 |

**GENERAL COURSE INFORMATION**

**Class Meetings**

Tuesday and Thursday, 2:30-3:45, Smith 100

**Instructional Mode and Credit Hours**

This is an in-person course that fulfills 3 credit hours; consistent with [KU policy](https://policy.ku.edu/registrar/credit-hour) and the federal definition of a credit hour, this means you should expect to spend at least 9 hours a week on this course over the 15 week semester. Most weeks, 2.5 hours will be instructional time in the classroom (i.e., class meetings) and the remaining time will involve out of class work.

**Course Description**

PSYC 430 is a survey course on the mental changes that take place from birth through adolescence. The course covers the development of vision and other perceptual abilities, attention, memory, language, problem solving and reasoning, and academic skills, and intelligence. The required prerequisite course is PSYC 104 (General Psychology), ABSC 160 (Intro to Child Behavior and Development), or an approved equivalent.

**Course Learning Outcomes**

By the end of this course, students should be able to:

1. Describe major patterns of change in basic cognitive abilities during infancy, childhood, and adolescence;
2. Articulate the major themes and explanations of cognitive development, and use empirical evidence to support them,
3. Apply newly learned concepts in cognitive development to novel and meaningful settings.
4. Identify, locate, and critically evaluate psychological research articles on various issues in cognitive development
5. Draw conclusions about based on data presented in tables, graphs, or psychological research reports,
6. Develop clear, effective and scientifically-sound arguments in written forms of expression, for both academic and more general audiences.

**Course Themes and Structure**

The course begins with an introduction to several major questions or themes that run through the study of cognitive development, and then moves into research and theoretical perspectives on particular areas of cognitive development. Throughout the semester, our discussion will focus on these overarching questions:

1. Are some capabilities innate?
2. What makes cognitive development happen?
   1. How do nature and nurture interact in cognitive development?
   2. What is the role of the social and cultural context in cognitive development?
   3. How do children themselves contribute to, or play an active role in, their own cognitive development?
3. Do children pass through stages of development?
4. Why do individuals differ so much from each other in their thinking?
5. What is the value of studying cognitive development?

**Class Format**

This class is an **in-person** course that emphasizes active and collaborative learning. We expect you to prepare for class by completing pre-class work (readings, online actives, and/or watching assigned videos).  We will use in-class time for activities that produce deeper learning than lecture alone: collaborative problem solving, analysis of case studies, critical reading, writing, and more.  Early in the semester, we will assign you to a small team. Teams will work together on in-class activities much of the semester.  Students will “grade” and give feedback to their team members at regular intervals.  Thus, it is essential that students prepare for class, and that they participate in class activities.

**COURSE MATERIALS**

**Readings and Other Informational Materials**

There is no textbook for this course. Instead, I have posted a set of readings (newspaper and magazine articles, journal articles, and book chapters), videos and other materials on Canvas. You may either read the readings on screen or print them out, but please be sure you have access to the readings to every class period, as we will typically spend some time in class referring to some aspects of the reading.

**Canvas**

Announcements, handouts, assignments, readings, and grades will all be posted on a Canvas site for this course. Please check Canvas regularly for important announcements, materials, and so on. Please see Hailey and Emily if you are not familiar with Canvas.

**COURSE REQUIREMENTS**

**1. Reading and Reflection Journal (130 points, individual)**

The Reading and Reflection Journal is in Canvas and is designed to be a cumulative record of what you are learning from the assigned readings, videos, and class activities. Most weeks, we will ask you to do some reading, watch a video or engage with other material to prepare for in-class time. Each time there is a reading/video assigned, you will respond to one or two integrative question (or two) in your Reading and Reflection Journal in Canvas. This pre-class work will be due at the beginning of each week (Monday at 9am) so that we have a chance to review your responses and use them to plan class time. We will also occasionally ask students to post brief Reflections in their Journals in response to class material/discussions as part of a wrap-up activity in class time. The grading scheme is: 10= thoughtful response, clearly and accurately connected to material; 8= Limited in one of above categories, 6=Limited in two categories, 5=submitted but not clearly connected to material.

**Due Dates:** Mondays at 9AM (for Reading responses) or during class time

**Points:** 10 points each, 15 assignments, we will drop your lowest two

**Late Policy:** Late submissions won’t be graded, but you can opt out of two and still be eligible for the maximum points. But because these assignments are closely related to the tests, it’s a good idea to complete them before the unit synthesis test.

**2. Engaged Learning Assignments (ELAs, 120 points, team)**

Much of class time will consist of completing engaged learning assignments (ELAs) in collaboration with your assigned learning team. The goal of the ELAs is to help you consolidate, extend, and apply your understanding of the material. Each ELA will involve preparing some sort of product/artifact that you submit as a team and is worth 10 points. ELAs will be graded for completeness, accuracy, and connection to relevant pre-class and/or in-class material. Your ELA grade will partly depend on your contributions to your Learning Team; periodically we will ask you to rate yourself and your team members. Your total ELA score will be weighted by an adjustment score based on the ratings of your group contributions.

**Due Dates:** Submitted most weeks (at end of class) – see class schedule

**Points:** 12 assignments, 10 pts each, 120 total

**Late Policy:** None. If you will miss class, communicate with your team members, work on the ELA for that week on your own, and send to your team so that they can use it to complete the in-class product.

## 3. Unit Learning Assessments (Open Book Tests, 300 points, individual)

The course material is organized into three units; to demonstrate what you have learned at the end of each unit, you will complete an in-class assessment that asks you to integrate, analyze and apply material encountered in class and in the readings. These will be “open book” tests in that you can use any of the class materials (your Reading and Reflection Journals and ELAs will be especially helpful). The questions will be a combination of short-answer and essay-type “extended” questions, similar to the structure of the ELAs. These assessments are cumulative to the degree that the material is cumulative.

**Due Dates:** At the end of each unit: Feb 21, April 4, and May 11.

**Points:** 3 assessments, 100 pts each, 300 total

**Late Policy:** Students should adjust travel and work schedules so that they can complete the Unit Learning Assessments as scheduled. Students with religious, medical, or other serious reasons must contact me via email *before* the scheduled exam time in order to complete a make-up.

**4. Term Project (200 points, individual and optional group)**

You will complete a term project that involves using current research in cognitive development to create two products: the first will be an academic-style literature review paper in which you summarize and integrate the research about a topic related to the course. Once we have graded these papers, you will construct a second product in a public-facing format of your choosing (e.g., an infographic, a podcast, a video, a webpage), to provide practical recommendations to parents, policy-makers, or other non-scholarly audiences about a topic related to the course. You will be provided several pressing, real-world questions on topics related to cognitive development (e.g., *Does taking time out of learning for recess help or harm cognitive development?*). The project has been divided into several steps over the course of the semester, including:

1. **Article Selection (25 pts)** - The identification and submission of four scientific journal articles relevant to evaluating your chosen questions. Due
2. **Summaries, Peer Review and Analysis (25 pts)**- Writing and submitting summaries of each article and participating in an in class discussion of those summaries, and
3. **Literature Review (70 pts)** - Writing a paper reviewing and integrating the research presented in the four journal articles, and making practical recommendations based on the research. Submission of rewrites of the paper will be optional but encouraged.
4. **Final Project (80 pts)**- Using the material in your Literature Review to provide recommendations to **a real audience (in the form of a podcast, a video, an infographic, a web-based advice column)**. This product will provide practical advice to parents in response to a reader question, using research on the issue to support your arguments.

The full project will be discussed in more detail during week two of class and on Canvas.

**Late Policy:** Students with religious conflicts with any due dates should discuss the deadlines with me early in the semester. Students with medical or other serious reasons for a late submission should contact me before the due date. Grades on unexcused late work will be reduced 5% per day late.

**COURSE POLICIES**

**Technology Expectations**

Students are expected to:

* Check their KU email account at least once a day
* Locate a computer at home or on campus that gives reliable access to Canvas and materials
* Assess their needs concerning technology, set personal goals, and utilize a variety of resources in meeting those technology needs
* Contact me if any of these will be a problem.
* Students should demonstrate professionalism when using Canvas and all email. The following are considered violations of that professionalism:
  + Intentionally damaging or destroying electronic information or resources
  + Intentionally invading the privacy of or disrespecting individuals or groups
  + Plagiarizing or violating copyright restrictions
  + Harassing others

**Attendance**

Attend class regularly. During class we will cover material and carry out learning activities that are not replicated in the text, so regular attendance will significantly enhance your understanding of the course material. It will also be difficult to earn a high team contribution grade with infrequent class attendance.

**Deadlines**

Deadlines for assignments are firm. However, we understand that sometimes illness or family issues or life happens, and have included details about how to make up work in the Assignment Descriptions. These opportunities should be treated as an exception, not the rule—you will earn a much better grade in the class if you keep up with the weekly coursework!

**Academic Deadlines**

In the event that this is not the right course for you, the last day to drop this course without a grade is February 13. The last day to choose to choose to take it credit/no-credit is February 27. The last day to withdraw is April 27.

**Grades**

Each assignment contributes the following towards your final grade:

|  |  |  |
| --- | --- | --- |
| Assignment | Point Value | % of grade |
| Reading and Reflection Journal | 130 | 17% |
| Engaged Learning Assignments | 120 | 16% |
| Unit Learning Checks | 300 | 40% |
| Term Project | 200 | 27% |
| TOTAL: | 750 pts | 100% |

We will use a 10-percentage point grading scale for the assignment of final letter grades. Plusses and minuses will be used for scores that are very high (e.g., 89%) or very low (e.g., 80%) within a given grade range. You may keep track of your grades on Canvas, where we will post your grade on each assignment throughout the semester. The GTAs and instructor will divide the grading on the class; if you have questions about your grade on an assignment the most efficient approach is to first contact the person who graded it. If you wish to appeal a grade after discussing it with your GTA, then have your GTA contact Prof. Follmer-Greenhoot, who will review the assignment and disputed grades. *Final grades in this course will not be curved and should be considered firm; the ONLY situation in which we will change a final grade is when we have made a clerical error.*

**Assignment of Incomplete ("I") Grades**

If a student has been absent from class for an extended time period (due to illness or extreme circumstances) we may assign a grade of Incomplete ("I"), if requested before classes end. We will not assign an “I” to replace an undesirable grade.

**Inclement Weather**

In the event of inclement weather resulting in the cancellation of classes at KU, any tests or assignments scheduled for that day will automatically be postponed until the next scheduled class period.

**Students with Disabilities or Special Needs**

Student Access Services in the Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities (<http://access.ku.edu/>). If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible (in 22 Strong Hall, or at 785-864-4064, V/TTY). If you think you may have a disability, you should contact SAS to acquire the proper documentation.

**Class Climate**

Our class operates as a learning community grounded in the University of Kansas's IRISE culture charter: Integrity, Responsibility, Innovation, Stewardship, and Excellence. Adopted in Fall 2023, these core values guide how we engage with course material, interact with one another, and approach our academic work together, providing a foundation for our classroom culture. You can learn more about them [here](https://provost.ku.edu/irise-culture-charter).

I expect that there will be considerable diversity in the preparation and perspectives of students in this class, and I appreciate and encourage diversity of thought in my classroom. At the same time, it is my goal for ALL students to experience my classroom as a safe environment. It is likely you may not agree with everything that is said or discussed in the classroom. When you disagree with someone, please be courteous and respectful- be sure that you make a distinction between criticizing an idea and criticizing the person.

**Recording Class Periods**

Course materials prepared by the instructors, together with the content of all lectures and class activities are the property of the instructors. Any recording of class periods without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio record class periods, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of class sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that person is enrolled in the course. Commercial note-taking is not permitted in this class.

**Academic Misconduct**

Academic misconduct is not acceptable in this class. An instructor may, with due notice to the student, treat as unsatisfactory any student work which is a product of academic misconduct. Cases of academic misconduct may result in any or all of the following penalties: reduction of grade, admonition, warning, censure, transcript citation, suspension, or expulsion. The following information about Academic Misconduct is discussed in Article II, Section 6 of the rules and regulations of the University Senate. “*Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.*”

It is **your** responsibility as a KU student to make sure you understand academic honesty and misconduct. The policy is described at this link: <https://documents.ku.edu/policies/governance/USRR.htm#art2sect6>.

The website of the KU Writing Center provides some excellent information and resources on how to avoid plagiarism. <http://www.writing.ku.edu/guides/index.shtml?1#plagiarism> We will be asking you to familiarize yourself with these materials this semester.

Use of an AI text generator when an assignment does not explicitly call or allow for it without proper attribution and authorization is plagiarism.

**Disruptive Behavior**

The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.

**Course Evaluation and Student Feedback**

You will have multiple opportunities to provide feedback on your experience in this course. Suggestions and constructive criticism are encouraged throughout the course and may be particularly valuable early in the semester. To that end, I will use mid-semester surveys and/or reflection assignments to gather input on what is working well and what could be improved. You will also be asked to complete an end-of-semester, online Student Survey of Teaching, which could inform modifications to this course (and other courses that I teach) in the future.

**PSYC 430 Spring 2023 TENTATIVE COURSE OUTLINE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | | **Topic Covered** | **Assignments Due (by Monday at 9am unless otherwise stated)** | | |
|  |  | | **UNIT 1: Foundations of Cognitive Development: Big Issues and Basic Skills** | | | |
| 1 | T Jan 17 | | Course Introduction  Major Themes and Questions |  | | |
|  | TH Jan 19 | | Major Themes and Questions | **Before class on 1/19:**   * Optional: Watch brief [Developmental milestones video](https://www.pbs.org/wgbh/nova/video/kid-milestones/): * Find popular article related to cog devel * Reading Journal | | |
| 2 | T Jan 24 | | Factors that drive cognitive development;  Brain development | **Pre-Class Work (by Mon 1/23 at 9am)**   * Read Gauvain (2021) pp 1-22 * Watch PBS Video- *The Baby’s Mind: Wider than the Sky* * Tomasello & Carpenter (2007) * Reading Journal * CATME survey | | |
|  | TH Jan 26 | | Factors that drive cognitive development;  Brain development |  | | |
| 3 | T Jan 31 | | Understanding Research in Cognitive Development | **Pre-Class Work (by Mon 1/30 at 9am)**   * Read Lukowski, A. & Milojevich, H. (2023) * Reading Journal | | |
|  | TH Feb 2 | | Understanding Research in Cognitive Development  In class Literature Search Lab |  | | |
| 4 | T Feb 7 | | Infant Perception and Cognition | **Pre-Class Work (by Mon 2/6 at 9am)**   * Read Bjorklund Ch 5: Infant Perception and Cognition * Reading Journal | | |
|  | TH Feb 9 | | Infant Perception and Cognition |  | | |
| 5 | T Feb 14 | | Attention and Basic Processes | **Pre-Class Work (by Mon 2/13 at 9am)**   * Read Gauvain (2020) pp 22-25 * Read Correa Chavez (2005) * Reading Journal   **Term Project Step 1 Due**- Articles and paragraphs due | | |
|  | TH Feb 16 | | Attention and Basic Processes |  | | |
| 6 | T Feb 21 | | Unit 1 Learning Assessment | Prep for Unit 1 assessment | | |
|  |  | | **Unit 2: The Development of Basic Thinking Skills II: Representation, Memory, and Language** | |  | |
|  | TH Feb 23 | | Overflow from Unit 1 (Factors influencing the development of attention and basic processes)  Introduction to Representation |  | | |
| 7 | T Feb 28 | | Representation | **Pre-Class Work (by Mon 2/27 at 9am)**   * Pagano & Parnes (2022) Ch 7 (up to Vygotsky section) * Hamlin et al. (2007) * Reading Journal | | |
|  | TH Mar 2 | | No Class Meeting  Read project articles and work on Term Project Step 2: Article Summaries | Work on Term project Step 2 | | |
| 8 | T Mar 7 | | Brief Introduction to Memory  In class Peer Review Workshop of Article Summaries: Term Project Step 2 | **Pre-Class Work (by Mon 3/6 at 9am)**   * Bjorklund (2018) Ch 8: Memory (up to p. 327) * Reading Journal   **Term Project Step 2**: **Article Summaries due** (bring to class) | | |
|  | TH Mar 9 | | Memory |  | | |
|  |  | | **March 13-19 Spring Break** |  | | |
| 9 | T Mar 21 | | Memory: Children’s eyewitness testimony, memory for stressful events | **Pre-Class Work (by Mon 3/20 at 9am)**   * Bjorklund (2018) Ch 8: Memory (p. 327 to 344-end of chapter) * Reading Journal | | |
|  | TH Mar 23 | | No class meeting  Work on Term Project Step 3: Literature Review | Work on Term Project Step 3 | | |
| 10 | T Mar 28 | | Language Development | **Pre-Class Work (by Mon 3/27 at 9am)**   * Bjorklund (2018) Ch. 9 on Language Development * Kuhl, Tsao, & Lui (2003) * Reading Journal   **Term Project Step 3- Literature Reviews due** | | |
|  | TH Mar 30 | | Language Development |  | | |
| 11 | T Apr 4 | | Work on Final Project (Step 4) (in class) | Work on Term Project Step 4 | | |
|  | TH Apr 6 | | **Unit 2 Learning Assessment** | Prep for Unit 2 assessment | | |
|  |  | | **Unit 3: Coordinating Basic Skills for Complex Thinking: Reasoning, Problem Solving, Academic Skills, and Intelligence** | | |  |
| 12 | T Apr 11 | | Reasoning and Problem Solving | **Pre-Class Work (by Mon 4/10 at 9am)**   * Gauvain (2021) section 5.3 * Fagot & Gauvain (1997) * Kahneman excerpt from *Thinking Fast and Slow* * Reading Journal | | |
|  | TH Apr 13 | | Reasoning and Problem Solving  Group work on final project if needed |  | | |
| 13 | T Apr 18 | | Academic Skills | **Pre-Class Work (by Mon 4/17 at 9am)**   * Siegler & Alibali (2019) * Listen to 2019 podcast from APM, *Hard Words* (link in Canvas) * Reading Journal   **Term Project Step 4- Final Project Due** | | |
|  | TH Apr 20 | | Academic Skills |  | | |
| 14 | T Apr 25 | | Intelligence | **Pre-Class Work (by Mon 4/24 at 9am)**   * Reading TBA * Reading Journal | | |
|  | TH Apr 27 | | Intelligence |  | | |
| 15 | T May 2 | | Intelligence | **Pre-Class Work (by Mon 5/1 at 9am)**   * Read Parnes & Pagano (2022) * Bornstein & Tamis-LaMonda (1993) * Watch 10-minute video of Robert Sternberg (link in Canvas) * Reading Journal | | |
|  | TH May 4 | | Course synthesis and Project Showcase |  | | |
|  |  | **Thursday May 11- 1:30– 4:00PM Final (Unit 3 Learning Assessment)** | | | |  |

**UNIVERSITY OF KANSAS STUDENT RESOURCES**

Students have many needs and values beyond those that appear in the classroom. KU has many resources to support student needs. Below is a list of some resources that might be helpful to you while you are a student at KU. If you have questions about any of these resources, please feel free to discuss them with me (dea@ku.edu).

**Academic Support:**

Advising: [Undergraduate Advising Center](https://advising.ku.edu/), 785-864-2834

Financial Assistance: [Financial Aid & Scholarships](https://affordability.ku.edu/), 785-864-4700

Registration/Enrollment Problems/Holds: [University Registrar](https://registrar.ku.edu/), 785-864-4422

Tuition Payment: [Student Account Services](http://sar.ku.edu/), 785-864-3322

Student Support: [Jayhawk SOS](https://sos.ku.edu/), 785-864-0803

Tutoring: [UASC Tutoring Services](https://tutoring.ku.edu/), 785-864-7733

Writing Help: [KU Writing Center](http://writing.ku.edu/), 785-864-2399

Study Skills: [UASC Academic Consultations](http://achievement.ku.edu/academic-consultations-2019), 785-864-2399

**Health and Well-Being:**

Counseling: [Counseling and Psychological Services (CAPS)](https://caps.ku.edu/), 785-864-2277; [Suicide Prevention Hotline](https://suicidepreventionlifeline.org/), 800-273-8255; [KU Psychological Clinic](http://psychclinic.ku.edu/), 785-864-4121; [Bert Nash Community Mental Health Center](https://bertnash.org/), 785-843-2219

Health Services: [Watkins Health Services](https://studenthealth.ku.edu/), 785-864-9522

Pharmacy: [Watkins Pharmacy](https://studenthealth.ku.edu/pharmacy), 785-505-5000

Food Bank: [Campus Cupboard](https://www.cco.ku.edu/food/), [cco@ku.edu](mailto:cco@ku.edu)

**Crisis:**

Absence from Class (Emergency): [Student Affairs](https://studentaffairs.ku.edu/), 785-864-4060

Police (Non-emergency): [KU Public Safety Office](https://publicsafety.ku.edu/), 785-864-5900

Sexual Assault, report to: [Institutional Opportunity and Access (IOA)](http://ioa.ku.edu/), 785-864-6414 **AND** [KU Public Safety](https://publicsafety.ku.edu/), 785-864-5900; request support from [KU CARE Coordinator](https://studenthealth.ku.edu/care-coordinator), 785-864-9255; request education from [Sexual Assault Prevention and Education Center (SAPEC)](https://sapec.ku.edu/), 785-864-5879

**General:**

Bus Services (after hours): [Safe Ride/Safe Bus](https://saferide.ku.edu/), 785-864-7233

Diversity & Equity: [Office of Multicultural Affairs](https://oma.ku.edu/), 785-864-4350

Legal Services for Students: [Legal Services for Students](https://legalservices.ku.edu/), 785-864-5665

LGBTQIA+ Support: [Center for Sexuality and Gender Diversity](https://sgd.ku.edu/). 785-864-4265

Concerns about another Student: [Student Care Referral Team](http://studentaffairs.ku.edu/student-care-referral-team)

Financial Concerns: [Student Emergency Assistance Fund](https://studentaffairs.ku.edu/emergency-assistance-students)