

**Texas A&M University-Central Texas
NURS3330-110 Care of Older Adults
Fall 2018 – Syllabus rev. 08/16/2018**

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Nina Jackson, MSN, RN

Office: virtual

Phone: (210) 843-6338 (voice/text)

Email: ninajacksonrn@gmail.com (preferred) or n.jackson@tamuct.edu

Office Hours: Online and by phone office hours by appointment.

Mode of Instruction and course access:

This course is 100% online taught through the A&M-Central Texas Canvas Learning Management System (<https://tamuct.instructure.com>). You will use the Canvas username and password communicated to you separately to logon to this system. Faculty serve as a resource person to guide the student in the learning process. Other teaching strategies include online assignments, online discussion boards, and scholarly papers. The instructor guides the online student's learning and serves as a resource person in the learning process.

Student-instructor interaction:

Please email me simultaneously on ninajacksonrn@gmail.com and n.jackson@tamuct.edu. You can also email and message me from Canvas.

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 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<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.

COURSE INFORMATION

Course Overview and Description

In this course, the aging process is examined with a focus on risk reduction, chronic disease management and disease prevention in the older adult. The concept of healthy aging will be explored. The course includes strategies for health promotion, health restoration, health maintenance and life transitions of the older adult. Expected professional nurse competencies in

providing and directing culturally sensitive care of the older adult and their families across the wellness/illness continuum will be emphasized.

Course Objective

By the end of this course the student will be able to assess health and wellness needs of the older population, and analyze available resources for the elderly and their care givers.

Student Learning Outcomes

1. Examine the underlying causes of physical changes associated with the aging process.
2. Explore the major psychological and sociological theories of aging.
3. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.
4. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

Competency Goals Statements from The Essentials of Baccalaureate Education for Professional Nursing Practice, American Association of Colleges of Nursing (2008).

III. Scholarship for Evidence Based Practice.

VII. Clinical Prevention and Population Health.

IX. Baccalaureate Generalist Nursing Practice

Required Reading and Textbooks:

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

ISBN – 978-0-323- 2999-30

2. Touhy, T. A., & Jett, K. F. (2018). *Ebersole and Hess' gerontological nursing & healthy aging* (5th ed.). St. Louis, MO: Elsevier.

ISBN – 978-0-323-40167-8

3. **Shadow Health Digital Clinical Experience (DCE) software.** Purchase from the Bookstore or purchase online.

After you purchase Shadow Health attend a live student introduction webinar by following this link: <http://bit.ly/student-webinar>

Students must create their accounts by visiting <http://app.shadowhealth.com>
 Students must enroll in the course with this course-specific PIN:
 August2018-4202-9299-0438-1982

Helpful sites:

- Shadow Health Website: <http://app.shadowhealth.com/>
- Student Account Setup Guide:
<https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health>
- Technical Requirements:
<https://shadow.desk.com/customer/en/portal/articles/963290-dce-minimum-system-specifications>
- Link to Shadow Health Support: <http://support.shadowhealth.com>
- Course Registration PIN for Students: August2018-4202-9299-0438-1982
 Support can be reached via support.shadowhealth.com, through email at support@shadowhealth.com, or by calling (800) 860-3241.

COURSE REQUIREMENTS

Online Discussion: Meet and Greet – Due September 2, 2018

Introduce yourself to your peers. Include your name, where you obtained your ADN, what kind of nursing you practice, and how many courses you have taken at TAMUCT. Include a few personal details (spouse, children, pets, etc.). Please upload a picture of yourself/family. Respond to at least 2 peers.

Module 1: Healthy Aging, History, Culture, Nursing Theories.

Associated student learning outcomes:

1. Examine the underlying causes of physical changes associated with the aging process.
2. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

Online Discussion 1 – Cross-Cultural Caring and Aging (100 points)

Read chapter 2 in the textbook. Discuss your personal beliefs regarding health and illness and explain how they fit into the three major classifications of health belief models. Propose 4 strategies that would be helpful in planning care for elders from different ethnic backgrounds. Note the different due dates and follow the rubric.

Initial post: due 9/4

Responses: due 9/7

Answer to peer question: due 9/11

Online Discussion Rubric - Cross-Cultural Caring and Aging

Criteria for Evaluation	20	10	0
<p>Make an initial post to the discussion board by the Initial Post due date. Discuss your personal beliefs regarding health and illness and explain how your beliefs fit into the three major classifications of health belief models. Propose 4 strategies that would be helpful in planning care for elders from different ethnic backgrounds. This post should be 350 words or more. References must include the textbook.</p>	<p>The initial post meets the criteria</p>	<p>The initial post is superficial and does not fully address the topic. The post does not fully meet the criteria and/or it was late.</p>	<p>No initial post.</p>
<p>A minimum of 2 responses to peers by the Questions/Comments due date.</p> <p>Comment on their initial post and ask a clarifying question. Make sure that every student receives at least 1 question. You may include supporting rationale and/or constructive suggestions and ideas. (150 words per response or more)</p>	<p>2 or more complete and relevant responses to peers.</p>	<p>Less than 2 responses and/or responses were late and/or response was too short and/or question was irrelevant.</p>	<p>No responses to peers.</p>

Give a detailed response to one of the peer questions on your initial post. Answer by the Answer to Peer Question due date. (300 words or more)	Response is detailed and answers the question.	Response is not pertinent to the question and/or is too short and/or late	No answer to peer question.
No grammatical and/or spelling errors in post.	No grammatical or spelling errors.	There were 1-2 grammatical or spelling errors.	There were 3 or more grammatical or spelling errors.
In-text citations and references are consistent with APA guidelines. At least one reference from the textbook.	In-text citations and references are consistent with APA guidelines. Used the textbook as a reference	Did not use the textbook as a reference and/or does not follow APA guidelines for in-text citations and references.	No in-text citations and/or references.
Total	100	50	0

Associated student learning outcomes: Explore the major psychological and sociological theories of aging. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

Assignment 1 - Shadow Health (100 points)

Read chapters 8, 18, 21 and 22 in the textbook.

Log into your Shadow Health account and complete the assignment “Focused Exam: Pain”. The patient’s name is **Edward Carter**. **Your DCE score is your grade for this assignment.**

Students must create their accounts by visiting <http://app.shadowhealth.com> **Students must enroll in the course with this course-specific PIN: August2018-4202-9299-0438-1982**

Helpful sites:

- Shadow Health Website: <http://app.shadowhealth.com/>
- Student Account Setup Guide: <https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health>

- Technical Requirements:
<https://shadow.desk.com/customer/en/portal/articles/963290-dce-minimum-system-specifications>
- Link to Shadow Health Support: <http://support.shadowhealth.com>
- Course Registration PIN for Students: August2018-4202-9299-0438-1982

Support can be reached via support.shadowhealth.com, through email at support@shadowhealth.com, or by calling (800) 860-3241.

Online submission: due September 18, 2018.

Associated student learning outcomes: Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Examine the underlying causes of physical changes associated with the aging process.

Assignment 2 Paper – The Health Care Insurance Plans in Later Life (100 points)

Read chapter 7. In a scholarly paper, discuss the health care insurance plans in later life. Write this paper from the perspective of a caregiver who is educating an elderly patient. Use APA headings that correspond to the criteria in the rubric. The body of this paper should be a narrative of 3-5 pages. The cover page and the reference page are not included in the 3-5 pages. Follow the grading rubric for this assignment.

Due September 25, 2018.

Assignment Rubric - The Health Care Insurance Plans in Later Life

Criteria for Evaluation	10	5	0
An introductory paragraph introduces the topic.	Introduction is clear and concise.	The introduction is superficial or does not introduce the topic.	No introduction.
Medicare Part A	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part A.
Medicare Part B	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part B.

Medicare Part C	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part C
Medicare Part D	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicare Part D
Medicaid	Clear and concise information aimed at educating an older patient.	Unclear information and/or not aimed at education an older adult.	No information about Medicaid
Conclusion summarizes the purpose of the paper	Conclusion is clear and concise	The conclusion is superficial or does not summarize the purpose of the paper.	No conclusion
No grammatical and/or spelling errors	No grammatical and/or spelling errors	There were 1-2 grammatical or spelling errors.	There were 3 or more grammatical or spelling errors.
In-text citations and references are consistent with APA guidelines. At least one reference from the textbook.	In-text citations and references are consistent with APA guidelines. Used the textbook as a reference	Did not use the textbook as a reference and/or does not follow APA guidelines for in-text citations and references.	No in-text citations and/or references.
APA cover page and reference page. Body of the paper is 3-5 pages long and follows APA guidelines. APA headings match the criteria of the rubric	APA cover page and reference page. Body of the paper is 3-5 pages long and follows APA guidelines. APA headings match the criteria of the rubric	Some missing/inaccurate cover page, reference page, headings and/or paper length.	Major inaccuracies in cover page, reference page and/or headings.
Total	100	50	0

Associated student learning outcomes: Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

Module 2: Fundamentals of Caring

Assignment 3 - Shadow Health (100 points)

Read chapters 13 and 15 in the textbook. Log into your Shadow Health account and complete the assignment “Focused Exam: Mobility”. The patient’s name is **Robert Hall**. **Your DCE score is your grade for this assignment.**

Online submission: due October 2, 2018.

Associated student learning outcomes: Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Examine the underlying causes of physical changes associated with the aging process.

Module 3: Chronic disorders of the elderly

Online Discussion 2 – Theoretical Frameworks (100 points)

Read chapter 17. Discuss one of the theoretical frameworks for chronic illness. Consider the framework you selected and illustrate it with an example. Make up a scenario that illustrates your understanding of the nurse’s role within this framework. Note the different due dates and follow the rubric.

Initial post: due 10/9

Responses: due 10/12

Answer to peer question: due 10/16

Online Discussion Rubric – Theoretical Frameworks

Criteria for Evaluation	20	10	0
Make an initial post to the discussion board by the Initial Post due date. Discuss one of the theoretical frameworks for chronic illness. Consider the framework you selected and	The initial post meets the criteria	The initial post is superficial and does not fully address the topic. The post does not fully meet the	No initial post.

<p>illustrate it with an example. Make up a scenario that illustrates your understanding of the nurse’s role within this framework.</p> <p>This post should be 350 words or more. References must include the textbook.</p>		<p>criteria and/or it was late.</p>	
<p>A minimum of 2 responses to peers by the Questions/Comments due date.</p> <p>Comment on their initial post and ask a clarifying question. Make sure that every student receives at least 1 question. You may include supporting rationale and/or constructive suggestions and ideas. (150 words per response or more)</p>	<p>2 or more complete and relevant responses to peers.</p>	<p>Less than 2 responses and/or responses were late and/or response was too short and/or question was irrelevant.</p>	<p>No responses to peers.</p>
<p>Give a detailed response to one of the peer questions on your initial post. Answer by the Answer to Peer Question due date. (300 words or more)</p>	<p>Response is detailed and answers the question.</p>	<p>Response is not pertinent to the question and/or is too short and/or late</p>	<p>No answer to peer question.</p>
<p>No grammatical and/or spelling errors in post.</p>	<p>No grammatical or spelling errors.</p>	<p>There were 1-2 grammatical or spelling errors.</p>	<p>There were 3 or more grammatical or spelling errors.</p>
<p>In-text citations and references are consistent with APA guidelines. At least one reference from the textbook.</p>	<p>In-text citations and references are consistent with APA guidelines. Used the textbook as a reference</p>	<p>Did not use the textbook as a reference and/or does not follow APA guidelines for in-text citations and references.</p>	<p>No in-text citations and/or references.</p>

Associated student learning outcomes: Analyze strategies used in the health promotion, restoration, and maintenance of the older adult. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum.

Assignment 4 - Shadow Health (100 points)

Read chapter 9 and 12 in the textbook.

Log into your Shadow Health account and complete the assignment “Focused Exam: Infection”. The patient’s name is **Patricia Young**. **Your DCE score is your grade for this assignment.**

Online submission: due October 23, 2018

Associated student learning outcomes: Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Examine the underlying causes of physical changes associated with the aging process.

Assignment 5- Paper – Neurocognitive Disorders and Communication (100 points)

Read chapters 23 and 25 in your textbook. In a scholarly paper, discuss 3 appropriate communication techniques that can be used with patients who have neurocognitive disorders. Include an example of each. This paper must be submitted as a narrative of 3-5 pages. The cover page and the reference page are not included in the 3-5 pages. Do not include an abstract. You must include a cover page and a reference page. Follow the grading rubric for this assignment. This paper must be submitted as a Word document.

Due October 30, 2018

Assignment Rubric - Neurocognitive Disorders and Communication

Criteria for Evaluation			
An introductory paragraph introduces the topic.	Introduction is clear and concise. 15 points	The introduction is superficial or does not introduce the topic. 7.5 points	No introduction. 0 points

An appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example is included.	Clear and concise information regarding the topic with a corresponding example. 15 points	Unclear, vague or insufficient information and/or missing example. 7.5 points	No relevant information.
A second appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that corresponds to this technique is included.	Clear and concise information aimed at educating an older patient. 15 points	Unclear, vague or insufficient information and/or missing example. 7.5 points	No relevant information.
A third appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that corresponds to this technique is included.	Clear and concise information aimed at educating an older patient. 15 points	Unclear, vague or insufficient information and/or missing example. 7.5 points	No relevant information. 0 points
Conclusion summarizes the purpose of the paper	Conclusion is clear and concise. 10 points	The conclusion is superficial or does not summarize the purpose of the paper. 5 points	No conclusion 0 points
No grammatical and/or spelling errors	No grammatical and/or spelling errors 10 points	There were 1-2 grammatical or spelling errors. 5 points	There were 3 or more grammatical or spelling errors. 0 points
In-text citations and references are consistent with APA guidelines. At least one reference from the textbook.	In-text citations and references are consistent with APA guidelines. Used the textbook as a reference	Did not use the textbook as a reference and/or does not follow APA guidelines for in-text citations and references.	No in-text citations and/or references. 0 points

	10 points	5 points	
APA cover page and reference page. Body of the paper is 3-5 pages long and follows APA guidelines. APA headings match the criteria of the rubric	APA cover page and reference page. Body of the paper is 3-5 pages long and follows APA guidelines. APA headings match the criteria of the rubric 10 points	Some missing/inaccurate cover page, reference page, headings and/or paper length. 5 points	Major inaccuracies in cover page, reference page and/or headings. 0 points

Associated learning outcomes: Examine the underlying causes of physical changes associated with the aging process. Explore the major psychological and sociological theories of aging. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

Assignment 6 - Shadow Health (100 points)

Read chapters 4, 9, and 24. Log into your Shadow Health account and complete the assignment “Focused Exam: Cognition”. The patient’s name is **Esther Park**. **Your DCE score is your grade for this assignment.**

Online submission: due November 6, 2018.

Associated student learning outcomes: Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Examine the underlying causes of physical changes associated with the aging process.

Module 4: Caring for the Elderly, their Caregivers, and their Family.

Assignment 7 - Shadow Health (100 points)

Read chapters 26 and 28 in the textbook. Log into your Shadow Health account and complete the assignment “Focused Exam: End of Life”. The patient’s name is **Regina Walker**. **Your DCE score is your grade for this assignment.**

Online submission: due November 13, 2018

Associated student learning outcomes: Examine the underlying causes of physical changes associated with the aging process. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

Online Discussion 3 – End of Life (100 points)

Read chapters 27 and 28. Explain the difference between euthanasia and palliative care. Provide your thoughts on the topic from the perspective of a health care professional. Provide your thoughts on the topic from a patient’s (or patient’s relative) perspective. Respond respectfully to your peers. Note the different due dates and follow the rubric.

Initial post: due 11/27

Responses: due 11/30

Answer to peer question: due 12/4

Online Discussion Rubric – End of Life

Criteria for Evaluation	20	10	0
<p>Make an initial post to the discussion board by the Initial Post due date.</p> <p>Explain the difference between euthanasia and palliative care. Provide your thoughts on the topic from the perspective of a health care professional. Provide your thoughts on the topic from a patient’s (or patient’s relative) perspective.</p> <p>This post should be 350 words or more. References must include the textbook.</p>	<p>The initial post meets the criteria</p>	<p>The initial post is superficial and does not fully address the topic. The post does not fully meet the criteria and/or it was late.</p>	<p>No initial post.</p>
<p>A minimum of 2 responses to peers by the Questions/Comments due date.</p>	<p>2 or more complete and relevant responses to peers.</p>	<p>Less than 2 responses and/or responses were late and/or response was too</p>	<p>No responses to peers.</p>

Comment on their initial post and ask a clarifying question. Make sure that every student receives at least 1 question. You may include supporting rationale and/or constructive suggestions and ideas. (150 words per response or more)		short and/or question was irrelevant.	
Give a detailed response to one of the peer questions on your initial post. Answer by the Peer Question due date. (300 words or more)	Response is detailed and answers the question.	Response is not pertinent to the question and/or is too short and/or late	No answer to peer question.
No grammatical and/or spelling errors in post.	No grammatical or spelling errors.	There were 1-2 grammatical or spelling errors.	There were 3 or more grammatical or spelling errors.
In-text citations and references are consistent with APA guidelines. At least one reference from the textbook.	In-text citations and references are consistent with APA guidelines. Used the textbook as a reference	Did not use the textbook as a reference and/or does not follow APA guidelines for in-text citations and references.	No in-text citations and/or references.
Total	100	50	0

Associated student learning outcomes: Examine the underlying causes of physical changes associated with the aging process. Explore the major psychological and sociological theories of aging. Comprehend the expected competencies of the professional nurse in providing care to the older adult across the wellness/illness continuum. Analyze strategies used in the health assessment, promotion, restoration, and maintenance of the older adult.

Field Work

This course will require 15 hours of field work to meet the learning outcomes. All field work preparation, computer search, assessment, planning, implementation and evaluation time are counted as part of the field work hours. The hours spent on the ShadowHealth assignments will count as field work hours.

Posting of Grades

All student grades will be posted on the Canvas Grade book. Students should monitor their grading status often and report discrepancies to the instructor. The Shadow Health DCE score is your grade for each Shadow Health assignment.

Students must earn a grade of “C” or higher to pass the course.

3 Discussions: 300 points
7 Assignments: 700 points
Total possible points: 1,000

A (90-100%)	900-1000 points
B (80-89%)	800-899 points
C (70-79%)	700-799 points
D (60-69%)	600-699 points
F (59% and below)	599 points and below

A=90-100
 B=80-89
 C=70-79
 D=60-69
 F=59 or below

Important University Dates:

<https://www.tamuct.edu/registrar/academic-calendar-18-19.html>

Technology Requirements

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 e-mail 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@tam.u.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

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.

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.

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 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!

University Writing Center (UWC) orientation video
<http://www.kaltura.com/tiny/kf5zv>

The UWC is also continuing with synchronous online writing tutoring this semester, which has grown substantially over the past two semesters. Using WOnline, students can schedule video consultations with trained UWC tutors, and they will be able to work with UWC tutors from the comfort of their own homes!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at 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>].

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>].

INSTRUCTOR POLICIES

Late assignments are not accepted. Please contact the instructor as soon as possible, if you experience any problems with this course.

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