

**NURS 3330-110 CRN 60299, Care of Older Adults  
Summer 2018 – rev. 05.07.2018  
Texas A&M University-Central Texas**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Carolyn A. Ramsey, RN, MSN, CNOR

**Office:** virtual or WH 420 A

**Phone:** 254-519-5487

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

**Office Hours:** Online/phone office hours by appointment. Office hours may also include synchronous online meetings.

**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 [prosise@tamuct.edu](mailto:prosise@tamuct.edu) you can also email and message me from Canvas. Email will be checked frequently during the day; replies will be made frequently. Weekend and after-hour emails will be answered during normal business hours unless it is deemed urgent.

**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* (6<sup>th</sup> 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* (5<sup>th</sup> 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:  
June2018-2215-0499-1148-0005**  
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: **June2018-2215-0499-1148-0005**  
 Support can be reached via [support.shadowhealth.com](http://support.shadowhealth.com), through email at [support@shadowhealth.com](mailto:support@shadowhealth.com), or by calling (800) 860-3241.

**COURSE REQUIREMENTS**

**Online Discussion: Meet and Greet –**

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.

**Online Discussion Rubric - Cross-Cultural Caring and Aging**

<b>Criteria for Evaluation</b>	<b>20</b>	<b>10</b>	<b>0</b>
Make an initial post to the discussion board by the 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 four (4) strategies that would be helpful in planning care for elders from different ethnic backgrounds. References must include the textbook.	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 criteria and/or it was late.	No initial post.

A minimum of 2 responses to peers. Make comments relevant. You may include supporting rationale and/or constructive suggestions and ideas.	2 or more complete and relevant responses to peers.	Less than 2 responses and/or responses were late and/or response was too short and/or question was irrelevant.	No responses to peers.
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.
Discussion was conducted in a courteous and respectful manner	Discussions were conducted in a courteous and respectful manner.		The weekly discussion were not conducted in a courteous and respectful manner.
<b>Total</b>	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.

### **Patient 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: June2018-2215-0499-1148-0005**

Helpful sites:

- Shadow Health Website: <http://app.shadowhealth.com/>
- Shadow Health Gerontology\_Handbook\_V.1.pdf (PDF) in course.
- 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: **June2018-2215-0499-1148-0005**  
 Support can be reached via support.shadowhealth.com, through email at [support@shadowhealth.com](mailto:support@shadowhealth.com), or by calling (800) 860-3241.

**Online submission:**

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.

**Paper 1 – 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 at least 3 pages. The cover page and the reference page are not included in the 3 pages. Follow the grading rubric for this assignment.

**Assignment Rubric - The Health Care Insurance Plans in Later Life**

<b>Criteria for Evaluation</b>	<b>10</b>	<b>5</b>	<b>0</b>
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	Unclear information and/or not aimed at	No information about Medicare Part C

	educating an older patient.	education an older adult.	
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 at least 3 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 at least 3 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.
<b>Total</b>	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***

**Patient 2 - 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:**

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)**

**Online Discussion 2 Rubric – Theoretical Frameworks**

<b>Criteria for Evaluation</b>	<b>20</b>	<b>10</b>	<b>0</b>
<p>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 illustrate it with an example. Make up a scenario that illustrates your understanding of the nurse’s role within this framework. 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>

A minimum of 2 responses to peers. Make comments relevant. You may include supporting rationale and/or constructive suggestions and ideas.	2 or more complete and relevant responses to peers.	Less than 2 responses and/or responses were late and/or response was too short and/or question was irrelevant.	No responses to peers.
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.
Discussion was conducted in a courteous and respectful manner	Discussions were conducted in a courteous and respectful manner.		The weekly discussion were not conducted in a courteous and respectful manner.
<b>Total</b>	100	50	0

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.

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.

### **Patient 3 - 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:**



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.

**Paper 2 – 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.

**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.

<p>A third appropriate communication technique for communicating with patients who have neurocognitive disorders is discussed. An example that corresponds to this technique is included.</p>	<p>Clear and concise information aimed at educating an older patient.  15 points</p>	<p>Unclear, vague or insufficient information and/or missing example.  7.5 points</p>	<p>No relevant information.  0 points</p>
<p>Conclusion summarizes the purpose of the paper</p>	<p>Conclusion is clear and concise.  10 points</p>	<p>The conclusion is superficial or does not summarize the purpose of the paper.  5 points</p>	<p>No conclusion  0 points</p>
<p>No grammatical and/or spelling errors</p>	<p>No grammatical and/or spelling errors  10 points</p>	<p>There were 1-2 grammatical or spelling errors.  5 points</p>	<p>There were 3 or more grammatical or spelling errors.  0 points</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  10 points</p>	<p>Did not use the textbook as a reference and/or does not follow APA guidelines for in-text citations and references.  5 points</p>	<p>No in-text citations and/or references.  0 points</p>
<p>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</p>	<p>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</p>	<p>Some missing/inaccurate cover page, reference page, headings and/or paper length.  5 points</p>	<p>Major inaccuracies in cover page, reference page and/or headings.  0 points</p>

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.

**Patient 4 - 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:**

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.*

**Patient 5 - 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:**

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.

**Online Discussion Rubric 3 – End of Life**

<b>Criteria for Evaluation</b>	<b>20</b>	<b>10</b>	<b>0</b>
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<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. 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 due date</p> <p>You may include supporting rationale and/or constructive suggestions and ideas</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>Discussion was conducted in a courteous and respectful manner</p>	<p>Discussions were conducted in a courteous and respectful manner.</p>		<p>The weekly discussion were not conducted in a courteous and respectful manner.</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>
<p><b>Total</b></p>	<p>100</p>	<p>50</p>	<p>0</p>

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 Shadow Health 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.

#### Grading Criteria Rubric and Conversion

Rubrics will be used to insure objective grading. See conversion below.

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

**3 Discussions: 30 %**

**5 Shadow Health Patients: 30 %**

**2 Papers: 40 %**

A=90-100

B=80-89

C=70-79

D=60-69

F=59 or below

#### Posting of Grades

Grades from Shadow Health will be manually transferred to Canvas, but may be viewed in Shadow Health immediately after completion of assessment assignments.

Other assignment grades will be posted after the due date by 72 hours.

### COURSE OUTLINE AND CALENDAR

Module	Assignment	Readings	Due Date
1	Digital Clinical Experience Orientation <b>Shadow Health</b>		June 11
	Conversation Concept Lab <b>Shadow Health</b>		June 11
	Meet and Greet Discussion Board 10 pt.		June 11
	Online Discussion 1, Cross-Cultural Caring and Aging 100 pts. Please use rubric in syllabus or in Canvas	Chap. 2	June 11

2	Paper 1-The Health Care Insurance Plans in Later Life, 100 pts. Rubric in syllabus & Canvas 100 pts.	Chap. 7	June 18
	<b>Shadow Health</b> patient # 1, Edward Carter 100 pts.	Chap. 8, 18, 21 & 22	June 18
3	<b>Shadow Health</b> patient # 2, Robert Hall 100 pts.	Chap. 13 & 15	June 25
4	<b>Shadow Health</b> patient # 3, Patricia Young 100 pts.	Chap. 9 & 12	July 2
	Online Discussion 2-Theoretical Frameworks Rubric available in syllabus & Canvas 100 pts.	Chap. 17	July 2
5	Paper 2-Neurocognitive Disorders and Communication, 100 pts. rubric in syllabus & Canvas	Chap 23 & 25	July 9
6	<b>Shadow Health</b> patient # 4, Esther Park, 100 pts.	Chap. 4, 9 & 24	July16
7	<b>Shadow Health</b> patient # 5, Regina Walker, 100 pts.	Chap. 26 & 28	July 23
	Online Discussion 3 - End of Life 100 pts. Rubric in syllabus & Canvas.	Chap. 27 & 28	July 23
	Field Work Log (15 hours)		July 25
8	Course Evaluation, see school email		

## IMPORTANT UNIVERSITY DATES

### June 2018

- Fri, 1st | Minimester ends
- **Fri, 1st | Priority Deadline to Submit Graduation Application**
- Fri, 1st | Tuition and Fee Payment Deadline (10-week, 8-week, 1st 5 week sessions)
- Mon, 4th | Class begins (1st 5 week, 10 week and 8 week)
- Mon, 4th | ADD/DROP/LATE REGISTRATION BEGINS (10-week, 8-week, & 1st 5-week sessions) (\$25 fee assessed for late registrants)
- Thu, 7th | Last day to drop 1st 5-week classes with no record
- Mon, 11th | Last day to drop 8-week classes with no record
- Tue, 12th | Last day to drop 10-week classes with no record
- Fri, 22nd | Last day to drop a 1st 5-week class with a Q or withdraw with a W
- Fri, 22nd | Student End of Course Survey Opens ( 1st 5-Week Classes)
- Fri, 29th | Deadline for Admissions applications
- Fri, 29th | Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
- **Fri, 29th | Last day to drop a 8-week class with a Q or withdraw with a W**

### July 2018

- 2nd-6th | Finals Week First 5 week session
- Mon, 2nd | Deadline to submit application to Teacher Education Program
- Wed, 4th | Independence Day
- Thu, 5th | Last day to withdraw from the university (1st 5- weeks session students)
- Fri, 6th | 1st 5 week classes end
- **Fri, 6th | Deadline to Submit Graduation Application for Ceremony Participation**

- Sun, 8th | Student End of Course Survey Opens (1st 5-Week Classes)
- Mon, 9th | 2nd 5 week classes begin
- Mon, 9th | Grades due from faculty by 3pm (1st 5 week classes)
- Mon, 9th | ADD/DROP/LATE REGISTRATION (2nd 5-week sessions) (\$25 fee assessed for late registrants)
- Thu, 12th | Last day to drop 2nd 5-week classes with no record
- Fri, 13th | Student End of Course Survey Open ( 8-Week Classes)
- Fri, 20th | Last day to drop a 10-week class with a Q or withdraw with a W
- 23rd-27th | Finals Week - Summer 8 week session
- Fri, 27th | Last day to drop a 2nd 5-week class with a Q or withdraw with a W
- Fri, 27th | Last day to withdraw from the University (8 weeks session students)
- Fri, 27th | 8 week classes end
- Fri, 27th | Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
- Sun, 29th | Student End of Course Survey Close (8-Week Classes)
- Sun, 29th | Student End of Course Survey Opens (10-Week and 2nd 5-Week Classes)
- Mon, 30th | Grades due from faculty by 3pm (8 week classes)

### August 2018

- Wed, 1st | GRE/GMAT scores due to Office of Graduate Studies
- 6th-10th | Finals Week - 10 week and Second 5 week sessions
- Fri, 10th | Last day to file for Degree Conferral (Registrar's Office) (\$20 Late Application Fee applies)
- Fri, 10th | Last day to withdraw from the university (10-week & 2nd 5-week session students)
- Fri, 10th | 10 week and 2nd 5 week classes end
- Fri, 10th | Last day to apply for \$1000 Tuition Rebate for Summer graduation (5pm)
- Sat, 11th | Commencement (TBD)
- Sun, 12th | Student End of Course Survey Close (10-Week and 2nd 5-Week Classes)
- Tue, 14th | Grades due from faculty by 3pm (10 week & 2nd 5 week classes)
- Tue, 14th | Last Day to clear Thesis Office

## INSTRUCTOR POLICIES

### Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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## TECHNOLOGY REQUIREMENTS AND SUPPORT

This course uses 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

**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.tam.u.edu): [http://hdc.tam.u.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

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

**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 University 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 Department 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 Department 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/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

### **Tutoring**

Tutors are available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored 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 any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [lmDavis@tamuct.edu](mailto:lmDavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject 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 forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. 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 [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. 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 University Writing Center is here to help!

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

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 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 twenty-four 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](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].