

PSYC 3307-115 Human Lifespan
Summer 2022
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

June 6 – July 29, 2022

This course is an online asynchronous course, which will be conducted through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Madelynn Shell, Ph.D.

Office: Warrior Hall 318Q

Email: mshell@tamuct.edu

Phone: 254-501-5879

Office Hours: I am happy to meet with you to discuss questions or concerns about this class or anything else. To enable more flexibility over the summer, my summer office hours will be by appointment, and meetings will be held over Microsoft Teams. I am generally available M-F 8-3. If you'd like to meet, send me an email at mshell@tamuct.edu with your availability and we'll find a time that works for both of us.

Student-instructor interaction

Learning is best fostered when open lines of communication are maintained among students and between students and the instructor. You are always encouraged to ask questions on the question and answers forum, or may also contact me via email at mshell@tamuct.edu. I will check for messages daily M-F. I will do my best to respond to you within 48 hours. I will also create a discussion boards for you to pose general class questions to your colleagues. This is often a good place for students to help each other find the answers to course-relevant questions. Please remember to maintain appropriate decorum in these interactions. During my posted office hours I can meet with you via Microsoft Teams. If you need to meet with me outside of my regularly scheduled office hours, just let me know and we can find a time.

Participation and Attendance

In an asynchronous online class, you have flexibility as to when you choose to login to the class each week, but **you will be expected to log on at least once per week**, and generally will need to log on multiple times per week. This will keep you on track working your way through the course material, and ensures that you remain engaged in the course. In addition, there will be required meetings with me several times throughout the semester. You may select the meeting time that best works for you.

COVID-19 disruptions: We are currently living through a pandemic, which may cause unpredictable interruption in our daily lives. If you are sick or caring for someone who is sick, or if you are affected by the pandemic in some way throughout this course, please talk to me immediately so that accommodations can be made as soon as possible to avoid missed work.

How to succeed in this class

Remember that in three credit a face to face class in the long semester, you'd spend approximately 3 hours per week in class, plus at least one hour out of class for each hour in class on reading, assignments, or prep work. Because this class takes place over the course of 8 weeks, that in-class time would double to 6 hours per week. The same amount of time is expected in an online course, which means that you should plan to spend at least 12 hours per week on this course.

In order to succeed in this online format you need to be sure to do several things. (1) **Stay on top of the material.** Do the readings and watch the lectures early so you have plenty of time to make sure you understand. (2) **Do the assignments!** These are there to help you and are a significant part of your grade. They are your opportunity to engage with the material as we would during class time in a face to face class. (3) **Ask questions (and read the answers)!** In addition to emailing me, there is a question forum designed to help you feel comfortable asking questions and to help you learn from others' questions. Check this often to help with challenges.

If you are experiencing trouble in the course: Contact me immediately! If you are struggling with the early assignments, please take the initiative to talk to me about how to make things better. Do not be embarrassed – I am here to help you.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts. Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - a. iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - b. Android Phone / Tablet
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COURSE INFORMATION

Course Overview and Description

This course is an overview of human development from birth to death. Topics include history, theory, and research, genetic and environmental foundations in chronological order of human development. This course covers the physical, cognitive, emotional, and social development in each of the different age groups from prenatal through adulthood.

Student Learning Outcomes

Upon satisfactory completion of this course, students will:

1. Demonstrate content-specific knowledge of the field of human development across the lifespan. Students will demonstrate knowledge of the theories, history, and specific concepts related to genetics, research and environmental foundations through exams, discussions, essays, and application exercises.
2. Apply the developmental framework, including models and theories, for understanding human lives and developmental change. Students will apply developmental foundations through written application exercises describing real life environments, interviews, essays, and group discussions.
3. Integrate how the three different areas of development -- physical, cognitive, and social -- interact to form the developing person. Students will describe and discuss the integration of multiple perspectives of development in group discussions, interview, essays, and written application exercises.
4. Relate their understanding of human development to their own lives and careers. Students will relate the course materials and concepts to their own lives.

Required Reading and Textbook(s)

Berger, K. S. (2022). *Invitation to the Lifespan* (5th ed.) Macmillan ISBN: 9781319331986.
(Required)

My Virtual Child. Throughout the semester you will raise and reflect on a virtual child. To enroll in this, go to www.myvirtualchild.com, select that option that allows you to buy an access code (approximately \$60), complete payment information, and **when it asks for a course ID put in 29834**. You may also purchase an access code through the bookstore, if you prefer. (Required).

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC. —**This book is optional, but students will be expected to follow APA guidelines in their writing.**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.

COURSE REQUIREMENTS

Assignments and Evaluations

(a) **Syllabus Quiz (4 points):** In order to ensure that you have read the syllabus and really understand the course policies and what is expected of you, the first thing you will need to do in the course is a mandatory syllabus quiz. You are expected to read and use the syllabus to answer the questions on the quiz. You must score 100% on this in order to stay in the course (although you can take it as many times as you need to).

(b) **Assignments (7 x 20 points = 140):** You will have weekly assignments in which you will apply the concepts you've learned to real or fictional individuals in various stages of the lifespan. The majority of these assignments will be related to the My Virtual Child Program (described below). **Assignments will be due on Sundays at 11:59pm.**

My Virtual Child (MVC, assignments 1-5). Through the semester you will be raising a virtual child through an online program (www.myvirtualchild.com, see textbook information on page 3 of syllabus for more information). This will provide you with an opportunity to see various aspects of development at different ages and reflect on how your parenting decisions affect (or do not affect) child outcomes. MVC assignments will involve sharing your child’s development with the class – we will serve as each other’s virtual parenting “village”.

Note: As you progress through the program, you will have to answer periodic questions on the my virtual child website. These questions are designed to prompt reflection and relating your child’s development to the class material as you go through the program. I will check to ensure these questions are answered, but you will not be graded on your responses – they are mostly to prompt reflection. Instead, you will be graded on the five Canvas assignments in which you share various aspects of your virtual child’s development with the class. See Canvas for more details.

(c) Discussion forums (8 forums x 12 points each = 96 points): Each week, you will post on a discussion forum and respond to your classmates’ posts. These posts will provide evidence that you understand and have thought critically about the material. Forum posts should be at least 6-8 sentences. Many of the prompts have multiple questions. You must answer all of the questions completely in order to get full credit. In addition, you must substantively respond to at least two others’ posts in a timely manner and engage in in-depth, multi-post discussions. You can earn up to 10 points for each initial post, and another 1 point for each response (up to 2 points). Posts will be graded on the rubric below (and it is also posted with each assignment).

Criteria	Poor	Good	Excellent
Thoroughly addresses all parts of the questions/assignments	1 points	3 point	4 points
Post clearly demonstrates reflection, critical thinking, and analysis of the topic.	1 points	3 point	4 points
Professional communication and etiquette. No spelling or grammatical errors.	0 points	1 point	2 points
Substantively responds to at least two others’ posts in a timely manner and engages in in-depth, multi-post discussions	0 points	1 point	2 points

Your initial posts will be due on Wednesday at 11:59 pm. This ensures that others will have time to read and respond to your posts. Unless otherwise noted, **responses are due on Friday at 11:59 pm.** Late work will not be accepted.

(d) **Tests (4 tests x 40 points each = 160 points):** There will be four tests which are open book and notes, and will assess content knowledge and comprehension of the material, your ability to apply the concepts that you have learned to novel problems, and analytic and critical thinking skills about the theories and research that we have discussed. Tests will cover reading and any additional materials on Canvas and will consist of multiple choice questions. Please note that the tests are available on Canvas from the beginning of the semester, therefore there are no excuses for missing a test. **Unless otherwise noted, tests will be due on Sundays at 11:59 pm.**

(e) **Final Project: Problems in Developmental Psychology (100 points):** For your final project, you will apply what you have learned to propose a solution to a “problem” in developmental psychology, or a social issue related to developmental psychology. This might include things like decreasing SIDS risk, promoting early childhood education, developing ideal senior living facilities, or anything in between. The goal is to identify an issue related to development psychology, review the literature on what we currently know about why it is an issue, and propose some ways in which we might “solve” the problem. Assignments will be due throughout the term. Your final product will be (1) an infographic displaying your information in a visually appealing and easy to understand format and (2) a brief (90 second) video presentation summarizing your project.

- Part 1: Topic proposal – 10 points
- Part 2: Sources – 10 points
- Part 3: Preliminary fact sheet and references list – 10 points
- Part 5a: Infographic - 50 points
- Part 5b: Video presentation – 20 points

Table 1 Assignments and Point Values

Assignment	Number Due	Points Each	Points Total	Percentage
Syllabus Quiz	1	4	4	1
Assignments	7	20	140	28
Discussion Forums	8	12	96	19
Tests	4	40	160	32
Final Project Topic Proposal	1	10	10	2
Final Project Sources	1	10	10	2
Final Project Preliminary Fact Sheet	1	10	10	2
Final Project Infographic	1	50	50	10
Final Project Video Presentation	1	20	20	4
			500	100%

Research Experience Requirement: Students in selected psychology courses (PSYC 3307, PSYC 3409, PSYC 3312, PSYC 3430, PSYC 4320) are required to engage in research experience activities as part of the course. The research experience activity involves writing summaries of peer reviewed research articles that are related to the course content. Faculty will identify which articles can be reviewed for their course, and article reviews can be submitted directly to the faculty for evaluation.

If students choose not to write article summaries, they can complete an alternative research experience by participating in research studies directly related to psychology to gain this experience.

Sign Up for Alternative Research Experience: To receive credit for this alternate research experience activity, students must create an account in SONA. The [university SONA account \(https://tamuct.sona-systems.com\)](https://tamuct.sona-systems.com) is where students will sign up to participate in research projects (<https://tamuct.sona-systems.com>). Students should view the introductory [tutorial video \(https://www.youtube.com/watch?v=_1OnT2ZU6QQ\)](https://www.youtube.com/watch?v=_1OnT2ZU6QQ) before using SONA (https://www.youtube.com/watch?v=_1OnT2ZU6QQ) and be sure to use their university email when signing up. Students who have problems signing up for SONA or have questions should contact the professor of the course.

Credits: Students are required to complete 3 research experience credits in this course. Credit is allotted as follows:

- 1 credit for each summary of a peer-reviewed, research article OR 1 credit for each hour (60 minutes) of research participation (in-person or online)
- 1/2 credit for each 1/2 hour (30 minutes) of research participation (in-person or online)

Students can use a combination of article summaries and alternative research assignments to earn their credits. There is no guarantee that there will be sufficient research participation opportunities for students to earn 100% of their credits from this alternative research experience.

Students who drop a class after having earned research experience credit cannot apply any accumulated credit from that class towards future semesters without the documented approval of the department chair; however, credits in SONA can be transferred from one course to another in the same semester. Credits from previous semesters are not permitted to be transferred for current semester use.

Penalties: Students should earn at least 1 research credit before the midterm of the course (July 1, 2022). Any student who has not earned all required research credits prior to the end of the semester will be penalized 1 letter grade on the final course grade (July 29, 2022).

Posting of Grades

All students' grades will be posted in the Canvas Grade Center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades after they are due and will have all grades posted within approximately one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern.*

Grading Scale

Grades are not 'given' in this course; they are earned. Students earn grades by actively utilizing course content to learn the material and by demonstrating their grasp of subject-matter content on written assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade.

Grade	University Definition	Percentage
A	Excellent	90-100
B	Good	80-89

C	Fair	70-79
D	Passing	60-69
F	Failing	59 or below

Grading Policies

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. Assignments will generally be due Sunday evenings at 11:59pm, unless noted otherwise. If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it is late (with a maximum reduction of 30%). However, no late work will be accepted for assignments turned in more than 7 days past its due date.

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.** All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the Publication Manual and use online style resources provided by the American Psychological Association at www.apastyle.org

COURSE OUTLINE AND CALENDAR

This is a *rough outline* and it will vary for a number of reasons. I recommend that you read the chapter BEFORE completing any additional class work. Initial forum posts are due Wednesdays at 11:59, and all other assignments are due on Sundays at 11:59pm unless otherwise noted.

Week	Readings/Activities	Assignments Due
Week 1 <i>June 6 - June 12</i> The Beginnings	<ul style="list-style-type: none"> -Watch: Welcome and Introduction to the Human Lifespan -Review the Syllabus -Read Chapter 1: The Science of Human Development -Chapter 1 Powerpoint -Watch Research Methods in Developmental Psychology -Watch Little Albert and Classical Conditioning -Watch Bandura's Bobo Doll Experiment -Watch Erikson's 8 Stages -Read Chapter 2: From Conception to Birth -Chapter 2 Powerpoint -Watch Epigenetics: Why Inheritance is Weirder than we Thought -Read The Story Behind the Apgar Score - Read The Postpartum Experience - Review What if dad's experience was more like mom's? - Optional: Watch In the Womb (1 hour 45 minutes) 	<ul style="list-style-type: none"> -Discussion Forum: Introduce Yourself -Syllabus Quiz -Assignment 1: Introduce Your Virtual Child -Extra Credit: Q&A Discussion Forum 1
Week 2 <i>June 13 - June 19</i> The First Two Years	<ul style="list-style-type: none"> -Read Chapter 3: Body and Mind -Chapter 3 Powerpoint - Read Infant Eating Affects Later Nutrition - Read Parental Feeding Styles -Watch Newborn Reflexes -Watch Stages of Crawling -Watch Sticky Mittens Give Children a Motor and Social Jumpstart -Read Object Permanence Memes -Watch A Not B Task -Watch Renee Baillargeon and Object Permanence 	<ul style="list-style-type: none"> - Discussion Forum: Parental Leave and Attachment -Assignment 2: MVC Infancy and Toddlerhood -Exam 1 (Ch 1-4)

	<ul style="list-style-type: none"> -Watch Family Guy Object Permanence -Watch Object Permanence in Babies Funny -Infant Scientific Method -Watch The Linguistic Genius of Babies - Watch Learning Grammatical Rules -Read Chapter 4: The Social World -Chapter 4 Powerpoint -Watch Jerome Kagan Inhibition -Watch Still Face Experiment - Watch Strange Situation Procedure - Watch Insecure Attachment and the Strange Situation -Watch Self Recognition 	
<p>Week 3 <i>June 20 -</i> <i>June 26</i> Early Childhood</p>	<ul style="list-style-type: none"> -Read Chapter 5: Body and Mind -Chapter 5 Powerpoint -Read Symbolic Thought Predicts Later Intelligence -Watch Egocentrism Three Mountain Task -Watch Conservation -Thomas Conservation at Age 4 -Watch Adults Make Conservation Errors Too -Watch Vygotsky Private Speech Example Age 4 -Watch False Belief Theory of Mind Test -Watch More False Beliefs Examples -Toddler Rules of Possession -Watch Alison Gopnik Hypothesis Testing in Children (10:00-15:00) - Read Does PreK Really Hurt Future Test Scores -Read Chapter 6: The Social World -Chapter 6 Powerpoint -Watch The Marshmallow Test -Read Rethinking The Marshmallow Test - Evidence on Spanking 	<ul style="list-style-type: none"> - Discussion Forum: Gendered Toys -Assignment 3: MVC Through Age Four -Extra Credit: Q&A Discussion Forum 2

	<ul style="list-style-type: none"> - Watch Gender Differences in Children's Books - Read What do we Teach Boys about Girls - Watch Goldiblox Girls Toys - Watch Class Turned Around Assumptions about Gender 	
<p>Week 4 <i>June 27 - July 3</i> Middle Childhood</p>	<ul style="list-style-type: none"> -Read Chapter 7: Body and Mind -Chapter 7 Powerpoint -Watch Carol Dweck: The Power of Believing You can Improve -Watch Autism Intervention -Read Chapter 8: The Social World -Chapter 8 Powerpoint -Watch Kohlberg's Theory of Moral Development Explained -Read Moral Dilemma Examples -Watch Criminal Charges for Bullying -Live Kid Visit Demonstration TBD 	<ul style="list-style-type: none"> -Discussion Forum: Kid Visit -Assignment 4: MVC Through 10 years 11 months -Exam 2 -Complete at least 1 credit of Research Experience Requirement
<p>Week 5 <i>July 4 - July 10</i> Adolescence</p>	<ul style="list-style-type: none"> -Watch Final Project Assignment Review -Read Chapter 9: Body and Mind - Chapter 9 Powerpoint - Explore Inside the Teenage Brain - Optional Watch The Body Story Teen Dreams - Watch Weight Bias at Home and School - Watch The Mysterious Workings of the Adolescent Brain -Read Chapter 10: The Social World - Chapter 10 Powerpoint - Watch Teen Wolves Identity Crisis - Watch Does our High School Popularity Affect Us Today -Watch The Truth about Teen Depression - Watch Why Teens Confess to Crimes They Didn't Commit -Watch Teenage Brain is Primed for Addiction -What Were You Thinking Podcast (select ONE episode) 	<ul style="list-style-type: none"> -Discussion Forum: What Were You Thinking - Assignment 5: MVC Graduation Announcement -Final Project Part 1: Topic Proposal -Extra Credit Q&A Discussion Forum 3

<p>Week 6 <i>July 11 - July 17</i> Adulthood</p>	<ul style="list-style-type: none"> -Watch Finding Research Articles at TAMUCT -Watch APA Style Basics -Read Chapter 11: Emerging Adulthood - Chapter 11 Powerpoint -Watch Why 30 is not the new 20 -Who Americans are Living With -Read Chapter 12: Body and Mind - Chapter 12 Powerpoint -Read Chapter 13: The Social World - Chapter 13 Powerpoint - Watch Maslow's Hierarchy of Needs -Watch Big Five Personality Traits 	<ul style="list-style-type: none"> -Discussion Forum: The Work of Adulthood -Assignment 6: Interview an Emerging Adult -Exam 3 -Final Project Part 2: Sources
<p>Week 7 <i>July 18 - July 24</i> Late Adulthood</p>	<ul style="list-style-type: none"> -Read Chapter 14: Body and Mind - Chapter 14 Powerpoint - Watch Let's End Ageism -Watch Why Bodybuilding at 93 is a Great Idea -Watch What is Alzheimer's Disease -Watch Experience Alzheimer's Dementia -Read Chapter 15: The Social World - Chapter 15 Powerpoint -Watch Late Life Depression - Watch Ellen Langer "Counterclockwise" -Explore Retirement Calculator - Read Lawmaker Acquitted of Sexually Abusing Wife who had Dementia 	<ul style="list-style-type: none"> -Discussion Forum: Ethics of Sex in Late Adulthood -Assignment 7: Interview an Older Adult -Final Project Part 3: Preliminary Fact Sheet and References List -Extra Credit Q&A Discussion Forum 4
<p>Week 8 <i>July 25 - July 29</i> Course Wrap-up, Death and Dying</p>	<ul style="list-style-type: none"> -Watch Using Canva and Flipgrid -Read Epilogue: Death and Dying - Epilogue Powerpoint -Watch Giraffe Demonstrates Five Stages of Grief -Watch Death with Dignity -Watch Am I Dying? - Optional Watch How to Die in Oregon (Physician Assisted Suicide) 	<ul style="list-style-type: none"> -Discussion Forum: Reflecting on the Experience of Death -Exam 4 -Final Project Part 4a. Infographic -Final Project Part 4b. TikTok Thesis Video Presentation -Complete Research Experience Requirement

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

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 the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Warrior Center for Student Success, Equity 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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

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 [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, 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 virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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].

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 Wellness and 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.