

NURS 3317-110 Pathophysiology for the Registered Nurse

Fall 2023

Texas A&M University-Central Texas

COARSE DATES

January 17, 2023-May 12, 2023

Mode of Instruction and Course Access:

This is a 100% online course and uses the A&M-Central Texas [Canvas Learning Management System](https://tamuct.instructure.com) [https://tamuct.instructure.com].

Instructor and Contact Information:

Dr. Dawn Riess, Ph.D., RN, Assistant Professor of Nursing

Office: Heritage Hall, Office: 302B

Phone: 254-519-5718

TEAMS: Text via TEAMS chat

Email: dawnriess@tamuct.edu

Office Hours:

Office Hours are: Tuesday-Thursday, 0730-1500. Drop-in is welcome.

Additional hours are available by appointment, in-person or virtual. Virtual office hours will be available via TEAMS. I am available for virtual office hours Monday-Friday and by appointment on weekends. I know you work different shifts, so I can accommodate your needs.

Student-Instructor Interaction:

Student faculty communication by e-mails will be answered within 24 hours during the workweek and within 48 hours on weekends. Please contact me again if you have not heard from me in this period. You may also call or text via TEAMS at any time.

My goal is to provide student feedback on papers and case studies within one week from the assignment due date. Please contact me if you have not heard from me within this timeframe.

Office hours are held at the university and available by face-to-face visits, phone consultation, or synchronous online meetings. Feel free to schedule a meeting as needed outside of the regularly scheduled office hours. You may also send text messages using the TEAMS app.

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](http://www.safezoneapp.com) 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:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[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

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and Description:

The focus of this course is to understand the pathophysiological basis for disease processes in adults and children. Central concepts will address symptoms, treatment, and prognosis. The major direction of this course will be on clinical application of findings that underlie pathogenesis and provide a basis for evidence-based practice. The course is specifically designed to meet the needs of nursing students.

Prerequisites/Co-requisites:

NURS 3300

Nursing Program Student Learning Outcomes:

Pathophysiology for the RN addresses the following Nursing Program Student Learning Outcomes:

- Integrate knowledge and skills in the provision of patient-centered care from liberal education base. Domain 1: Knowledge for Nursing Practice.
- Integrate best practices in scholarship for translating evidence into practice. Domain IV: Scholarship for Nursing Practice.
- Utilize models and theories of clinical prevention and population health to perform nursing actions which optimize health of a target population. Domain III: Population Health.

Professional Standards and Guidelines:

The curriculum is guided by: American Association of Colleges of Nursing, (2021). [The Essentials: Core Competencies for Professional Education](#). Washington, DC.

[<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>]

- Essential 1.1: Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.
- Essential 1.2: Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
- Essential 2.2: Communicate effectively with individuals.
- Essential 2.3: Integrate assessment skills in practice.
- Essential 2.4: Diagnose actual or potential health problems and needs.
- Essential 2.5: Develop a plan of care.
- Essential 2.8: Promote self-care management.
- Essential 3.1h: Describe general principles and practices for the clinical management of populations across the age continuum.
- Essential 4.2c: Use best evidence in practice.

The curriculum is also guided by: The Texas Board of Nursing, (2021). [Differentiated Essential Competencies of Graduates of Texas Nursing Programs](#).

[https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf]

- Member of the Profession
- Provider of Patient-Centered Care

Revised 8.23.23

- Patient Safety Advocate
- Member of the Health Care Team

Required Reading and Textbook:

Norris, T. L. (2019). *Porth's pathophysiology: Concepts of altered health states* (10th ed.). Wolters Kluwer. ISBN: 978-1-4963-7755-5

COURSE REQUIREMENTS

Course Requirements:

For each of the five modules you will complete a module quiz, a case study and a reflection paper. Your total grade is based on 100 points.

- Each quiz is worth 10 points for a total of 50 points. Quiz questions are based on the objectives that are listed with each specific module.
- Each case study is worth 9 points for a total of 45 points. Each case study is based on the course learning outcomes.
- Each reflection paper is worth 1 point for a total of 5 points. The reflection papers are used to assess application of course content and to provide feedback on areas of the course that you find confusing or difficult.

Grading:

Final Course Grades are Based on the Following Scale:

A=90.0-100 points

B=80.0-89.9 points

C=70.0-79.9 points (note: a final grade of "C" or higher is required to pass the course)

D=60.0-69.9 points

F=0-59.9 points

Late Submission of Assignments:

On occasion, you may find that you need a time extension for one of your reflection papers or case study assignments. Please note that an extension will only be given if requested prior to the assignment deadline. If you need an extension, please send me an email with the following information: 1) Name of assignment; 2) Length of the extension that you are requesting (for example, one day, one week); and 3) The reason you are requesting an extension. If a requested extension is not granted, then the ***Department of Nursing Late Assignment Policy*** is followed.

Revised 8.23.23

Department of Nursing Late Assignment Policy

Assignments are due on the date and time outlined in the course schedule and syllabus. A 10% deduction will be taken for each day an assignment is past the due date. After three days, a grade of 0 will be entered into the gradebook for that assignment. This includes all quizzes, discussion boards, and any other written work in the course. Exceptions will be granted at faculty discretion and only if arrangements were made prior to the due date.

GRADING CRITERIA RUBRICS

Case Study Assignment Rubric:

Case studies are about real-life situations. A case study typically involves a story about a client and their health care situation. This assignment is designed to give you the opportunity to synthesize and apply concepts learned in this and in previous coursework to analyze a real-world scenario.

After the case study story is presented, you will have a series of questions to answer that directly link course concepts to the client's situation. Each case study is worth 9 points (9% of your grade). The grading rubric is provided below:

Knowledge Application- Application of pathophysiological concepts to the case study.

6 Points—Each answer is comprehensive and accurately explains the concepts of pathophysiology at the molecular, cellular and organ level. Each answer clearly demonstrates a depth of subject knowledge in pathophysiology.

4 Points—Each answer is complete and explains the pathophysiology at a sufficient level. Some, but not all the answers demonstrate a depth of subject knowledge in pathophysiology.

2 Points--Insufficient, incomplete, or inaccurate explanation of concepts of pathophysiology to the case study.

Information Literacy- Referencing style conforms to APA format and references are reputable academic sources.

3 Points--An extensive range of recent, applicable scholarly reference material is cited. APA format is exemplary. All sources are accurately documented. Each answer includes a minimum of one citation. A full reference for each citation is listed at the end of the case study.

2 Points--A range of recent applicable scholarly reference material is cited. APA format is accurate with minimal mistakes. Most answers include citations and a complete reference for each citation is listed at the end of the case study.

1 Point--Insufficient citation of recent, applicable and scholarly reference materials. Some sources are not accurately documented. Reference list is incomplete or missing. Multiple APA errors noted throughout the case study.

Module Reflection Paper Assignment Rubric:

Reflective writing is different from most other forms of academic writing because it does not require that you cite sources. Instead, it calls on you to express your own views on an experience, even though you may have "experienced" it only in print or on the screen. Reflective writing is designed to help you learn. The process of writing forces your brain to take action on the information, consolidating it and fixing it in long term memory. It also provides an opportunity to express what you think and how and why you think that way.

Prior to the end of every module, a Module Reflection Paper must be completed and submitted in CANVAS.

Each Module Reflection must include your name and the date and address the following areas:

1. What is the most important/valuable thing you have learned in this module, **and** discuss why it is important or valuable to your clinical practice? **Note—Your answer to this question also needs to be posted on the discussion board to be shared with the rest of the class.**
2. Select one disease process or concept that was covered in this module and identify an evidence-based intervention that you would incorporate into your clinical practice.
3. Is there an area in the module that you are confused about or would like more clarification on?

Posting of Grades

- Grades are posted in the Canvas grade book where you can monitor your status in the

class.

- My goal is to provide student feedback on papers and case studies within one week from the assignment due date. Please contact me if you have not heard from me in this period of time.
- IMPORTANT: In addition to general comments and calculation of your assignment grade, I will also provide detailed feedback directly in the body of your paper. Detailed comments on your assignments can be accessed by clicking on the “View Feedback” button. Here is a link to a [quick Canvas Guide](https://community.canvaslms.com/docs/DOC-10542-4212352349) that will show you how to see the detailed comments and annotated feedback. The URL is: [\[https://community.canvaslms.com/docs/DOC-10542-4212352349\]](https://community.canvaslms.com/docs/DOC-10542-4212352349)
- Quiz grades are posted immediately after completion of the quiz. You will be able to see your quiz grade and what you answered correctly immediately after you complete the quiz. You will be able to view full details of what questions you missed and the correct answers after the last date of the quiz.

COURSE OUTLINE AND CALENDAR

Course Assignment Due Dates:

Sunday, September 3, 2023—Start Here Orientation Assignments

Sunday, September 10, 2023—Case Study 1

Friday, September 15, 2023—Reflection Paper 1

Sunday, October 1, 2023—Quiz 1

Sunday, October 8, 2023—Case Study 2

Friday, October 13, 2023—Reflection Paper 2

Sunday, October 15, 2023—Quiz 2

Sunday, October 22, 2023—Case Study 3

Friday, October 27, 2023—Reflection Paper 3

Sunday, November 5, 2023—Quiz 3

Sunday, November 12, 2023—Case Study 4

Friday, November 17, 2023—Reflection Paper 4

Sunday, November 19, 2023—Quiz 4

Sunday, December 3, 2023—Case Study 5

Friday, December 8, 2023—Reflection Paper 5

Sunday, December 10, 2023—Quiz 5

Friday, December 15, 2023—Complete “Blue” End-of-Course Survey

Course Outline

Module 1: Cellular Pathophysiology

Module 1 Topics:

- Cellular Adaption, Injury, and Death
- Genetic and Congenital Disorders
- Neoplasia

Revised 8.23.23

- Disorders of Red Blood Cells
- Disorders of White Blood Cells and Lymphoid Tissues

Module 1 Objectives:

1. Describe cell changes that occur with atrophy, hypertrophy, hyperplasia, metaplasia and dysplasia.
2. Compare the pathogenesis and effects of dystrophic and metastatic calcifications.
3. Identify the causes and mechanisms of cell injury and death.
4. Describe three types of single-gene disorders and their patterns of inheritance.
5. Contrast disorders due to multifactorial inheritance with those caused by single-gene inheritance.
6. Describe three patterns of chromosomal breakage and rearrangement.
7. Explain how neoplastic growth differs from normal adaptive changes seen in atrophy, hypertrophy, and hyperplasia.
8. Describe the phases of the cell cycle.
9. Differentiate between benign and malignant neoplasms.
10. Describe cancer cell characteristics.
11. Explain the process of carcinogenesis.
12. Identify the host and environmental risk factors associated with cancer.
13. Outline the systemic manifestations of cancer.
14. Describe the TNM Classification System for cancer.
15. Contrast cancer treatment modalities of surgery, radiation, chemotherapy, hormonal therapy, and biotherapy.
16. Describe the manifestations of anemia and their mechanisms.
17. Compare characteristics of the red blood cells in acute blood loss, sickle cell disease, iron deficiency anemia and aplastic anemia.
18. Describe the different types of white blood cells and structures of the lymphoid system.
19. Differentiate between leukopenia, neutropenia, granulocytopenia, and aplastic anemia.
20. Discuss the etiology, pathogenesis, and clinical manifestations of malignant lymphoma, acute and chronic leukemia, and multiple myeloma.

Module 1 Assigned Readings:

- Porth's Pathophysiology - Chapter 3 (entire chapter)
- Porth's Pathophysiology - Chapter 5 (pages 82-97)
- Porth's Pathophysiology - Chapter 6 (entire chapter)
- Porth's Pathophysiology - Chapter 23 (pages 649-658)
- Porth's Pathophysiology - Chapter 24 (entire chapter)

Module 1 Assignments:

- Complete the “Start Here” Orientation Assignments
- Case Study 1
- Reflection Paper 1
- Quiz 1

Module 2: Pathophysiology of Infection, Inflammation and Immunity

Module 2 Topics:

- Mechanisms of Infectious Disease
- Innate and Adaptive Immunity
- Inflammation, Tissue Repair and Wound Healing
- Disorders of the Immune Response

Module 2 Objectives:

1. Define the terms host, infectious disease, colonization, microflora, virulence, pathogen and saprophyte.
2. Differentiate between the agents of infectious disease.
3. Discuss the epidemiology of infectious disease.
4. Describe the states of an infectious disease after the potential pathogen has entered the body.
5. List the systemic manifestations of infectious disease.
6. Define inflammation.
7. Describe the inflammatory process.
8. Differentiate between acute and chronic inflammation.
9. Identify the clinical manifestations of inflammation.
10. Outline the wound healing process through the inflammatory, proliferative, and remodeling phases.
11. Discuss factors that affect wound healing.
12. Compare and contrast the pathology and clinical manifestations of humoral and cellular immunodeficiency.
13. Discuss the possible mechanisms of autoimmune disease.
14. Compare and contrast the manifestations and treatment of two different autoimmune diseases.

Module 2 Assigned Readings:

- Porth’s Pathophysiology - Chapter 10 (pages 247-263)
- Porth’s Pathophysiology - Chapter 11 (entire chapter)

- Porth's Pathophysiology - Chapter 9 (entire chapter)
- Porth's Pathophysiology - Chapter 12 (pages 303-312; 327-331)

Module 2 Assignments:

- Case Study 2
- Reflection Paper 2
- Quiz 2

Module 3: Pathophysiology of the Cardiovascular and Respiratory Systems

Module 3 Topics:

- Structure and Function of the Cardiovascular System
- Disorders of Blood Flow and Blood Pressure Regulation
- Disorders of Cardiac Function and Heart Failure
- Disorders of Ventilation and Gas Exchange

Module 3 Objectives:

1. Describe the relationships between blood flow, pressure and resistance.
2. Diagram the cardiac cycle and the changes seen in left atrial pressure, left ventricular pressure, aortic pressure, ventricular volume, the ECG, and heart sounds.
3. Explain the effects that venous return, cardiac contractility and heart rate have on cardiac output.
4. Outline how preload, afterload, cardiac contractility and heart rate impact the heart's ability to increase cardiac output.
5. Characterize mechanisms responsible for regulation of blood flow.
6. Explain the etiology and pathogenesis of hyperlipidemia.
7. Compare and contrast the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of atherosclerosis, acute arterial occlusion, atherosclerotic occlusive disease, Burger disease, Raynaud disease, chronic venous insufficiency and venous thrombosis.
8. Describe the mechanisms of blood pressure regulation.
9. Explain how the renin-angiotensin-aldosterone system, vasopressin, and epinephrine/norepinephrine help contribute to blood pressure regulation.
10. Describe the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of hypertension.
11. Interpret coronary circulation and myocardial oxygen supply and demand.
12. Describe the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of hypertension.

13. Describe the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of coronary artery disease.
14. Compare and contrast the etiology, pathogenesis, clinical manifestations, diagnosis and treatment of mitral valve stenosis, mitral valve regurgitation, mitral valve prolapse, aortic valve stenosis, and aortic valve regurgitation.
15. Explain how the Frank-Starling mechanism, sympathetic nervous system, renin-angiotensin-aldosterone mechanism, and myocardial hypertrophy serve as both adaptive and maladaptive mechanisms in heart failure.
16. Outline the etiology, pathogenesis, clinical manifestations, diagnosis and treatment of heart failure.
17. Compare and contrast hypoxemia and hypercapnia.
18. Describe the etiology, pathogenesis, clinical manifestations, diagnosis and treatment of pleural effusion, hemothorax and pneumothorax.
19. Differentiate between obstructive airway disorders and chronic restrictive lung diseases.
20. Describe the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of asthma, chronic obstructive pulmonary disease and idiopathic pulmonary fibrosis.

Module 3 Assigned Readings:

- Porth's Pathophysiology - Chapter 25 (entire chapter)
- Porth's Pathophysiology - Chapter 26 (pages 713-730, 731-734, 737-747)
- Porth's Pathophysiology - Chapter 27 (pages 758-770, 774-776, 785-804)
- Porth's Pathophysiology - Chapter 31 (pages 920-944)

Module 3 Assignments:

- Case Study 3
- Reflection Paper
- Quiz 3

Module 4: Pathophysiology of the Renal, Gastrointestinal, and Hepatobiliary Systems

Module 4 Topics:

- Structure and Function of the Kidney
- Disorders of Renal Function
- Acute Kidney Injury and Chronic Kidney Disease
- Disorders of Gastrointestinal Function
- Disorders of Hepatobiliary and Exocrine Pancreas Function

Module 4 Objectives:

1. Describe the structure and function of the glomerulus and tubular components of the nephron in terms of regulating the composition of the extracellular fluid compartment.
2. Explain how the kidney concentrates urine.
3. Explain the functions of the kidney.
4. Describe the inheritance, pathology, and manifestations of the different types of polycystic kidney disease.
5. Identify the causes of urinary tract obstruction.
6. Describe the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of renal calculi.
7. Describe the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of Acute Kidney Injury.
8. Describe the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of Chronic Kidney Disease.
9. Explain the physiologic mechanisms underlying the common problems associated with Chronic Kidney Disease, including fluid and electrolyte imbalance, and disorders of bones, skin, sexual function, and disorders of the hematologic, cardiac, immune and neurologic system.
10. Relate the pathophysiology of gastroesophageal reflux to measures used in the diagnosis and treatment of the disorder.
11. Describe the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of Peptic Ulcer Disease.
12. Compare and contrast the pathophysiologic processes and manifestations of Crohn disease from Ulcerative Colitis.
13. Relate the mechanism of bile formation and elimination to the development of cholestasis.
14. Identify the functions of the liver and explain the manifestations of altered function of the liver.
15. Compare hepatitis A, B, C, D, and E in terms of source of infection, incubation period, acute disease manifestations and development of chronic disease.
16. Describe the physiologic basis for portal hypertension and relate it to the development of ascites, esophageal varices and splenomegaly.
17. Describe the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of Cirrhosis and liver failure.
18. Describe the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of cholelithiasis and cholecystitis.
19. Describe the etiology, risk factors, pathogenesis, clinical manifestations, diagnosis and treatment of acute and chronic pancreatitis.

Module 4 Assigned Readings:

- Porth's Pathophysiology - Chapter 32 (pages 960-976)
- Porth's Pathophysiology - Chapter 33 (pages 982-992)
- Porth's Pathophysiology - Chapter 34 (entire chapter)
- Porth's Pathophysiology - Chapter 37 (pages 1079-1096)
- Porth's Pathophysiology - Chapter 38 (pages 1117-1141, 1143-1149)

Module 4 Assignments:

- Case Study 4
- Reflection Paper
- Quiz 4

Module 5: Pathophysiology of the Nervous System

Module 5 Topics:

- Disorders of Motor Function
- Disorders of Brain Function
- Disorders of Memory

Module 5 Objectives:

1. Describe the etiology, pathogenesis, clinical manifestations, diagnosis and treatment of muscular dystrophy.
2. Describe the etiology, pathogenesis, clinical manifestations, diagnosis and treatment of myasthenia gravis.
3. Describe the etiology, pathogenesis, clinical manifestations, diagnosis and treatment of Parkinson disease.
4. Describe the etiology, pathogenesis, clinical manifestations, diagnosis and treatment of amyotrophic lateral sclerosis.
5. Describe the etiology, pathogenesis, clinical manifestations, diagnosis and treatment of multiple sclerosis.
6. Describe the autoregulation of cerebral blood flow.
7. Summarize the pathologies of ischemic and hemorrhagic stroke.
8. Differentiate between Alzheimer's disease, vascular dementia, frontotemporal dementia, Creutzfeldt-Jakob disease and Lewy body dementia.
9. Describe the etiology, pathogenesis, clinical manifestations, diagnosis and treatment of Alzheimer's disease.

Module 5 Assigned Readings:

- Porth's Pathophysiology - Chapter 15 (pages 431-447, 449-458)
- Porth's Pathophysiology - Chapter 16 (pages 469-481, 485-494)
- Porth's Pathophysiology - Chapter 18 (pages 524-528, 535-540)

Module 5 Assignments:

- Case Study 5
- Reflection Paper
- Quiz 5
- Complete Blue "End of Course Survey"

Important University Dates

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

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, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linux, iOS, android, or any other device with a modern web browser. **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/>] by clicking on the "TAMUCT Online Canvas" tile. You will then log in through our Microsoft portal.

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

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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

Online Proctored Testing

Texas A&M University-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 requires use of the Chrome web browser with their custom plug in installed.

Other Technology Support

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

Revised 8.23.23

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.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership

Revised 8.23.23

with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

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 Student Conduct Office. 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 referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpld=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students Rights and Accommodations

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the

pregnancy as possible through the [Pregnancy & Parenting webpage](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. 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]. 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](https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under [Title IX, Texas Senate Bill 212](https://policies.tamus.edu/08-01-01.pdf), and [System Regulation 08.01.01](https://policies.tamus.edu/08-01-01.pdf), [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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>]. 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 workspaces, 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/index>]

University Writing Center

Located in Warrior Hall 416 and online, 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. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 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 [WCOonline](#) [<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.

OTHER 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 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](#) online

[<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) 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.

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.

Copyright. 2023 by Dawn Riess, PhD, RN at Texas A&M University-Central Texas, College of Arts and Sciences; 1001 Leadership Place, Killeen, TX 76549; 254-519-5718; dawnriess@tamuct.edu