

NURS 4506-110, Community Health Nursing

Fall 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Dates: August 28, 2013- December 15, 2023

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

AND a 45-hour service-learning practicum requirement with a community partner near you.

To complete the practicum component, you must complete a minimum **45-hours** with 24-hours in person activities at your community site. Students are responsible for scheduling and informing faculty of those meetings. You will need to go to a community site in person to successfully complete the requirements of the course.

Mandatory MS Teams web meetings are held throughout the semester per the course schedule. Optional MS Teams web meetings are offered throughout the semester based upon student request.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dawn Riess, PhD, RN
Office: Heritage Hall 302B
Phone: 254-519-5718
MS Teams: Text via TEAMS chat, email, call, or face time
Email: dawnriess@tamuct.edu

Office Hours:

Office Hours: Monday 0800-1600 home office, Tuesday-Thursday @TAMUCT, 0700-1530. 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

Emails to dawnriess@tamuct.edu email are checked daily. Messages within Canvas Inbox are checked Monday through Friday during business hours. Students may expect a response within 24 to 48 hours. It is expected that all Canvas message communication from faculty receive a response within 48 hours.

The Canvas announcements page is used to send information that pertains to all students. It is strongly suggested that you adjust your Canvas settings to receive announcements in your email account or check announcements frequently.

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: In this course students are introduced to community-based nursing practice and the role of various systems available in individuals, families, and high-risk groups. Issues of health promotion, interprofessional education and teamwork, primary disease prevention and management of chronic health problems in community settings will be explored. The focus is on the use of research findings to assess community settings, assessment of the environment of care, and on the needs of vulnerable populations in community settings. 5 semester credit hours

NOTE: This course is designated as a TAMUCT Service-Learning course. This course provides experiences in which students learn to relate theory to practice by participating in an organized service activity that meets identified community needs and then by reflecting upon the service activity in such ways as to meet instructional objectives, departmental objectives and course student learning outcomes as students gain a broader appreciation for the discipline and an enhanced sense of civic responsibility.

Course Objectives:

Course objectives align with the TAMUCT Student Learning Outcomes, the *Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of College of Nursing, 2021), and the Texas Board of Nursing Differentiated Essential Competencies

1. Analyze the impact of social, cultural, economic, and political factors on the health of aggregates and groups.
2. Synthesize nursing knowledge and skills to serve as health care advocate in monitoring and promoting quality and access for populations and communities.
3. Apply current nursing knowledge to evidence-based nursing practice interventions in the community setting.
4. Apply information technology to support improved patient care and delivery for populations.
5. Synthesize nursing, social and public health science concepts to provide culturally-tailored interventions appropriate to identified populations.
6. Utilize appropriate communication and collaboration with members of the interdisciplinary health care team to promote and maintain optimal health status of populations and communities.
7. Synthesize comprehensive assessment data to identify problems, formulate goals/outcomes and develop plans of care for populations and communities using information from evidence-based practice
8. Apply epidemiological principles, concepts of public/community health, and knowledge of the community health nursing role in the care of groups, including high-risk populations.
9. Compare and contrast the health promotion needs of selected groups within the context of community.
10. Demonstrate responsibility and accountability for quality nursing care provided to populations and communities.
11. Apply the nursing process to the care of individuals, families, and groups in the community to promote health

and wellness

12. Synthesize nursing, social and public health science concepts to provide culturally-tailored interventions appropriate to identified populations.

Program Student Learning Outcomes:

1. Integrate knowledge and skills in the provision of patient-centered care from liberal education base.
2. Integrate the necessary knowledge and skills in leadership, quality improvement and patient safety necessary to provide high quality health care.
3. Integrate best practices in scholarship for translating evidence into practice
4. Evaluate the use of nursing informatics from multiple perspectives within nursing practice.
5. Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
6. Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes
7. Utilize models and theories of clinical prevention and population health to perform nursing actions which optimize health of a target population
8. Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
9. Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

Service Learning Student Outcomes:

1. **Diversity of communities and cultures:** Reflect on how own attitudes and beliefs are different from those of other cultures and communities. Exhibit curiosity about what can be learned from diversity of communities and cultures.
2. **Analysis of knowledge:** Connect and extend knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
3. **Civic contexts/structures:** Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.
4. **Civic action and reflection:** Demonstrate independent experience and show initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

Professional Standards and Guidelines:

The curriculum is guided by: American Association of Colleges of Nursing, (2021). [The Essentials: Core Competencies for Professional Education](https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf). Washington, DC. [https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf]

1. Domain I- Knowledge for Nursing Practice.
2. Domain II- Person-Centered Care
3. Domain VII- Systems-Based Practice
4. Domain IV-Scholarship for Nursing Practice
5. Domain VIII-Information and Healthcare Technologies
6. Domain V-Quality and Safety
7. Domain VI-Interprofessional Partnerships
8. Domain III- Population Health

9. Domain X-Personal, Professional, and Leadership Development

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
- Patient Safety Advocate
- Member of the Health Care Team

Required Reading and Textbook:

Lippincott CoursePoint for Rector & Stanley (2022): Community and Public Health Nursing

See the CANVAS course for specific book information

****NOTE: ISBN: 9781975178253**

Purchase of the CoursePoint content includes the electronic textbook. Do not purchase a hard copy of the Rector textbook.

Recommended Learning Materials

Reading materials posted to Canvas course site

American Psychological Association (2020). *Publication manual of the American*

Psychological Association (7th ed.). Washington D.C.: Author. ISBN: 9781433832161

The American Psychological Association (APA) MS website may also be helpful as you write your papers. All submitted assignments will be evaluated for correct APA style and Turnitin accuracy as assigned.

See link: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

COURSE REQUIREMENTS

See the course schedule for due dates on all assignments

Required Synchronous meetings

MS Teams beginning of course session (completion grade). Choose a date/time to attend an online synchronous learning session. Perform the required system check to log onto MS Teams to meet with other students and faculty to review course syllabus and requirements.

Grading Criteria Rubric—See Canvas for detail of each category and individual assignments.

Service-Learning Practicum	40%
Course Discussions Boards & Video Cases	30%
CoursePoint Interactive Modules Pre and Post Quiz Averages	30%
Service-Learning Project Time Log	Complete/Incomplete

*(You must complete 45-hours of Service-Learning hours with 24 of those hours in face-to-face contact at your community site. If you do not complete this requirement, you will not pass the course)

Total 100%

GRADING SCALE:
A = 90-100
B = 80- 89
C = 70-79
D = 60-69
F = 59 and below

*Note, grade of 70 or higher required to pass all nursing courses.

You must submit your completed Service-Learning Project field work log of hours to receive your final grade.

Please see the Service-Learning Project section of this syllabus for an explanation of this log. The log is located in the rubric section of this syllabus.

Due dates and times:

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 if approved by faculty. After three days, a grade of 0 will be entered into the gradebook for that assignment. This includes all quizzes, discussion boards, project components 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.

Posting of Grades:

All student grades will be posted on the Canvas Grade book. Students should monitor their grading status often and report to the instructor any discrepancies. Quiz and exam grades taken through Canvas are posted upon successful submission. Faculty graded assignments and discussion posts will usually be posted within 7 days after the due date and time.

Grading Policies

The Operation of the Online Course and Being an Online Student

Online learning requires students to be very self-disciplined. For this course, Monday will be considered the first class day.

Initial discussion board postings are due on Thursday at 11:59pm of the appropriate week with responses due by the following Sunday at 11:59pm. All other assignments such as quizzes and written work will be due as posted in Canvas.

Ten percent deduction will be taken off for each day for late submissions and will not be accepted after three days.

Statement on Late Assignments

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 (72 hours), 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.

Since this is a five semester credit hour course, expect to spend at least five hours a week on your computer and reading. Study time and time for assignment completion will be in addition to that time. The course should be accessed on Canvas at least 3-4 times a week.

Quizzes for this course are used as “learnings” more than testing knowledge. You will have a limited amount of time to complete, with three attempts. So, plan ahead, complete the readings first, and set aside time to complete the quiz.

Be sure to submit assignments, discussions, or any other types of assignments in the correct place within Canvas or in the Lippincott eCourse materials as directed.

COURSE OUTLINE AND CALENDAR

Texas A&M University -Central Texas		NURS 4506: Community Nursing	Fall 2023
Week	Reading Chapter/Topics	CoursePoint Activities	Service-Learning & ASSIGNMENTS
Module 1 8/28/23- 9/17/23	Nursing in the Community <ul style="list-style-type: none"> Chapter 1—The Journey Begins: Introduction to Community Health Nursing Chapter 3--History and Evolution of Community Health Nursing Chapter 5—Transcultural Nursing Chapter 15—Community as Client 	READ and Complete Pre and Post Module Quizzes for each in Lippincott CoursePoint <ul style="list-style-type: none"> Module 1.1: The Role of Public Health Nursing Module 1.2: History of Public Health Nursing Module 1.8: Three Levels of Prevention Module 3.2: Assessing Communities Module 3.3: Using Screening for Community Assessment Module 3.5: Cultural Awareness and Assessment Module 5.1: Developing a Community Diagnosis Module 5.5: Public Health Intervention Wheel and the Levels of Prevention Module 6.4: Evidence-Based Practices in the Community Setting Module 6.6: Forming a Clinical Question Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, due 9/17/23 @11:30pm	<ol style="list-style-type: none"> Purchase and Review Rector & Stanley (2022) Community Public Health in Lippincott CoursePoint Read and acknowledge syllabus, due 9/3/23 Introduce yourself and reply to all peers Original post due: 8/31/23 at 11:59pm TWO peer responses due 9/3/23 Respond in the assignment for choice of date to attend a MANDATORY MS Teams meeting by 9/3/23 at 11:59pm **I will schedule an individual appt. with each of you** Discussion Board 1: Transcultural Nursing in the Community. DB #1 Due: Original post: 9/7/23 at 11:59PM TWO peer Responses: 9/10/23 at 11:59 PM You should have a community-site mentor by the end of this module.
Module 2 9/18/23- 10/8/23	<ul style="list-style-type: none"> Chapter 2—Public Health Chapter 4—Evidence-Based Practice and Ethics Chapter 7— Epidemiology in the Community Chapter 8— Communicable Disease Chapter 9— Environmental Health and Safety 	READ and Complete Pre and Post Module Quizzes for each in CoursePoint <ul style="list-style-type: none"> Module 1.9: Ethical Principles of Social Justice Module 6.1: Evidence-Based Resources for Public Health Nursing Module 6.2: Searching Best Practice Evidence Module 6.3: Critical Appraisal and Evaluation Module 2.1: Environmental Health and Risks Module 2.2: Home, Work, and Community Hazards Module 2.3: Environmental Influences on Genetics Module 2.4: Using the Nursing Process to Promote Environmental Health Module 3.7: Exploring Causal Relationships in Epidemiology Module 3.9: Communicable Diseases in the Community Module 5.7: Environmental Interventions Module 6.5: Biostatistics as a Community Health Tool Only Quiz results with a date/time stamp as shown	<ol style="list-style-type: none"> Critique of Health Education Media, due 10/1/23 by 11:59pm HIPPA Training for TAMUCT students, due 10/1/23 @ 1159. DB regarding your community needs and information. DB #2 Due: Original post: 10/5/23 at 11:59PM TWO peer Responses: 10/8/23 at 11:59 PM <p>*You should have established your community site and start your face-to-face interactions* HIPPA must be completed before interacting with any clients.</p> <p>*You MUST wear a name tag to your community site.</p>

		in CoursePoint are credited and Complete, due 9/24/23 by 11:30pm	
Module 3 10/9/23- 10/29/23	<ul style="list-style-type: none"> • <i>Chapter 11</i>—Health Promotion Through Education • <i>Chapter 12</i>—Planning, Implementing, and Evaluating Community/Public Health Programs • <i>Chapter 13</i>—Policy Making and Advocacy • <i>Chapter 15</i>- Community as Client (Windshield Survey) 	<p>READ and Complete Pre and Post Module Quizzes for each in CoursePoint</p> <ul style="list-style-type: none"> • Module 1.7: Nurses as Advocates: Current Laws Guiding Public Health Nursing Practice • Module 4.1: Types of Health Education • Module 4.2: Low Health Literacy and Its Impact • Module 4.3: Tools for Addressing Low Health Literacy • Module 4.4: Needs Assessment for Community Health Education • Module 4.5: Learning Domains and Teaching Strategies • Module 4.7: Group Health Education • Module 4.8: Evaluating Community-Based Health Education • Module 5.2: Public Health Intervention Wheel • Module 5.3: Behavioral Change for Health Promotion • Module 5.8: Using Health Policy for Health Promotion <p>Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, due 10/15/23 by 11:30pm</p>	<p>1. Discussion Board-Video Cases Health Literacy AND Health Inequality, Due Original post: 10/19/23 at 11:59PM TWO peer Responses: 10/22/23 at 11:59 PM</p> <p>2. Windshield Survey and Key Informant interviews. Due Original post: at 10/26/23 at 11:59PM TWO peer Responses: 10/29/23 at 11:59 PM</p> <p>3. You should be continuing to work on your service-learning community site. You MUST have 24-hours of face-to-face (F2F) time with clients, total 45-hours. Update your practicum log and have the site mentor sign when F2F.</p>
Module 4 10/30/23- 11/12/23	<ul style="list-style-type: none"> • <i>Chapter 6</i>—Structure and Economics of Community/ Public Health Services • <i>Chapter 28</i>—Public Settings • <i>Chapter 29</i>—Private Settings • <i>Chapter 16</i>—Global Health Nursing • <i>Chapter 25</i>—Behavioral Health in the Community (V) • <i>Chapter 26</i>—Working With the Homeless • <i>Chapter 27</i>—Rural, Migrant, and Urban Health Care 	<p>READ and Complete Pre and Post Module Quizzes for each in CoursePoint</p> <ul style="list-style-type: none"> • Module 1.3: The Role of Government in the Health of Its Citizens • Module 1.5: Understanding Health Care Financing • Module 1.6: Publicly Funded Health Care Programs • Module 1.10: Interrelationships of Systems • Module 3.8: Data Sources and Methods in Epidemiologic Investigative Process <p>Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, due 11/5/23 by 11:30pm</p>	<p>1. DB 4: Public versus Private Health Care Agencies: Due Original post: at 11/2/23 at 11:59PM TWO peer Responses: 11/5/23 at 11:59 PM</p> <p>2. DB 5: Global Health Due Original post: at 11/9/23 at 11:59PM TWO peer Responses: 11/12/23 at 11:59 PM</p> <p>3. You should be continuing to work on your service-learning community site. You MUST have 24-hours of face-to-face (F2F) time with clients, total 45-hours. Update your practicum log and have the site mentor sign when F2F.</p>
Module 5 11/13/23- 11/26/23	<p>Promoting and Protecting the Health of Populations (Includes Developmental [D] and Vulnerable Populations [V]) AND Disasters</p> <ul style="list-style-type: none"> • <i>Chapter 19</i>—Maternal-Child Health (D) • <i>Chapter 20</i>—School-Age Children and Adolescents (D) • <i>Chapter 21</i>—Adult Health (D) 	<p>Video Cases in CoursePoint for Assignments</p> <p>1. Submit word document for two of the Video Cases, due 11/26/23 by 11:30 PM</p> <p>CoursePoint Video Cases – Choose 2 to Complete</p> <ul style="list-style-type: none"> • Teen Maternal-Child Health • Behavioral Health and Substance Use • Client With Disability • Health Promotion: Childhood Obesity • Health Promotion: Workplace Wellness • Mental Health <p>2. READ and Complete Pre and Post Module</p>	<p>1. DB: Engaging in Healthy People 2030 Preparedness. Original post due 11/16/23 by 11:59pm. Two peer replies due 11/19/23 by 11:59pm</p> <p>2. You should be continuing to work on your service-learning community site. You MUST have 24-hours of face-to-face (F2F) time with clients. Update</p>

	<ul style="list-style-type: none"> • <i>Chapter 25</i>—Behavioral Health in the Community (V) • <i>Chapter 17</i>—Disasters and their Impact 	<p>Quizzes for each in CoursePoint</p> <ul style="list-style-type: none"> • Community Module 8.1: Types of Disaster • Community Module 8.2: The Disaster Management Cycle • Community Module 8.3: Working Together to Prevent, Prepare, Respond, and Recover • Community Module 8.4: Resources for Vulnerable Populations in a Community • Community Module 8.5: Emergency Preparedness and Response • Community Module 8.6: Allocation of Resources <p>Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, due 11/26/23 by 11:30pm</p>	<p>your practicum log and have the site mentor sign when F2F, total 45-hours.</p> <p>3. *You should have started your PPT presentation for your community-service Practicum*</p>
<p>Module 6</p> <p>11/27/23-12/15/23</p> <p>Last day of the semester is 12/15/23</p>	<ul style="list-style-type: none"> • Chapter 15 – Community as Client. Applying the Nursing Process. Review section on evaluating implemented health improvement plan • <i>Chapter 10</i>-Communication, Collaboration and Technology 	<p>READ and Complete Pre and Post Module Quizzes for each in CoursePoint</p> <ul style="list-style-type: none"> • Module 7.2: Program Evaluation • Module 7.3: Four Program Evaluation Models • Module 7.4: The Steps of an Evaluation Process • Module 7.6: Benefits of Evaluation <p>Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, due 12/3/23 by 11:30pm</p>	<ol style="list-style-type: none"> 1. DB: Community Education Information. Original reply due 11/30/23 peer reply on 12/3/23 by 11:59pm. 2. Community-Service Presentation due 12/10/23 by 11:59pm. 3. Service-Learning practicum hours are due 12/10/23 by 11:59pm 4. Evaluation of Mentor/Point of contact, due 12/10/23 by 11:59pm <p>**You must have the log completed with a minimum of 45 hours to pass the course**</p>

Important University Dates:

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

TECHNOLOGY REQUIREMENTS AND SUPPORT for LIPPINCOTT COURSEPOINT

CoursePoint Student User Guide is provided in the Course. To use Lippincott CoursePoint, students must have access to the internet and an up-to-date browser. See the link https://download.lww.com/thepoint/help/thepoint_systemrequirement.pdf for the current system requirements for the product.

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, Linus, 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.

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

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 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/samlssso&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](https://policies.tamus.edu/08-01-01.pdf), [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 [WOnline](#) [<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.
