

PSYC 3307-110 Human Lifespan
Fall 2023
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 28 – December 15, 2023

This course is an online 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 318H

Email: mshell@tamuct.edu

Phone: 254-501-5879

Office Hours: I am generally available for student meetings Monday through Friday 9-3. Meetings will be held online via Microsoft Teams, unless arranged otherwise. You can sign up for a time that works for you [via bookings](#) or by following the QR code. Once you sign up, you will be emailed a link to the meeting. Please feel free to contact me via email if we need to arrange an alternate form of communication.



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 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. There is also a Study Hall discussion board 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.

Participation and Attendance

You have the flexibility as to when you choose to login to Canvas to complete classwork 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.

How to succeed in this class

Remember that in three credit a face to face class, you'd spend approximately 3 hours per week in class, plus at least two hours out of class for each hour in class on reading, assignments, or prep work. The same is expected in an online course, which means that you should plan to spend at least 9 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 review the material 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 or tests, please take the initiative to talk to me about how to make things better. Do not be embarrassed – I am here to help you.

Technology Notes

Integrating technology into academic training is important to help prepare you for the increasing demands in the educated workforce for individuals with technological proficiency. Because this is an online course, you will need to ensure you have access to the apps and programs listed below.

1. **CANVAS:** This course is conducted through the College's Learning Management System (LMS), called Canvas. To access the site, go to <https://tamuct.instructure.com/>.
2. **EMAIL:** You are *always* encouraged to contact me via e-mail with any questions or concerns that you may have. In order to help me respond effectively and efficiently to your emails, I ask that you follow a few guidelines: (1) Please send email and reply to my e-mails from your TAMUCT account. Email from other accounts often go to my junk folder. (2) Check the syllabus and Canvas first to see if your question can be answered by resources already provided. (3) Please use appropriate etiquette when you email and I will do the same in return: (a) begin with a greeting; (b) state who you are and which class/section you are in; (c) end with an appropriate signature.
<https://tamuct.onecampus.com/task/all/student-email>
3. **MICROSOFT TEAMS:** We will use Teams for any meetings. I recommend that you download the program or app and ensure it is working on your device before classes start.
<https://tamuct.onecampus.com/task/all/teams-microsoft>.
4. **MICROSOFT OFFICE 365:** We will be doing a lot of writing in this class, and you may need to submit papers in .doc or .docx formats to ensure that your formatting is correct and you are able to receive feedback. TAMUCT provides students with free access to Microsoft Office 365 here: <https://tamuct.onecampus.com/task/all/office365-software>

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. Read, interpret, and discuss major concepts, historical trends, theoretical perspectives, and empirical findings in human development.
2. Apply information literacy skills and scientific reasoning to topics and issues related to human development.
3. Demonstrate competence in discussing and writing about topics in human development.
4. Apply concepts related to human development to everyday situations, across individuals and contexts.

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 30599**. 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 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 seven 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 MVC website. These questions are designed to prompt reflection and encourage you to relate 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. 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):** Throughout the semester 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. Most forum posts are written posts and should be at least 6-8 sentences. However, a few forums (labeled VIDEO) will require that you record and post a video response instead. Video forum responses should be approximately 3-5 minutes. They MUST have a recorded audio response to the questions listed and some kind of visual component. You may use one of three formats: (1) your audio and video with no extra graphics, (2) your audio and video along with graphics/slides/animations, or (3) your audio and graphics/slides/animations (no video of your face). This must be something that YOU create for this assignment (it cannot be a video from Youtube, TikTok, or other sources made by someone else). It doesn’t need to be over-rehearsed or well-produced, but I will be looking for genuine and thorough responses to the question. You will receive a 30% deduction on any forum if your initial response is not the correct format.

Many of the prompts will have multiple questions to include in your responses. 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. For video forums, replies to peers can via video or typed post. You can earn up to 10 points for each initial post, and another 2 points for responses. 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

Initial posts and replies are due by Sunday at 11:59. However, you are *strongly encouraged to post initial discussion forum responses by Friday night.* This ensures that others will have time to read and respond to your posts.

(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 developmental 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) and be sure to use their university email when signing up. Students should enter the first part of their university email for their User ID (I.e., the initials and numerals before @my.tamuct.edu). 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 (October 22, 2023). 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 (December 15, 2023).

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. **This policy may be waived with my permission if you have a personal emergency and contact me within 24 hours of the due date.** In order to request an extension, please email me at mshell@tamuct.edu with the following information: 1. Course name and number, 2. Assignment name and due date, 3. What prevented you from completing the assignment on time, 4. When the assignment will be completed (date and time), and 5. How you will avoid the problem in the future.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, and writing assignments are designed help you learn the material, all writing assignments should be prepared by you. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, **AI-generated submissions are not permitted and will be treated as plagiarism.** Likewise, 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>August 28 – September 3</i> The Science of Human Development	<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 	<ul style="list-style-type: none"> -Syllabus Quiz -VIDEO Discussion Forum: Introduce Yourself
Week 2 <i>September 4 – September 10</i> The Beginnings	<ul style="list-style-type: none"> -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"> -Assignment 1: Introduce Your Virtual Child -Extra Credit: Q&A Discussion Forum 1
Week 3 <i>September 11 – September 17</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 -Watch Family Guy Object Permanence 	<ul style="list-style-type: none"> -VIDEO Discussion Forum: Advice for New Parents

	<ul style="list-style-type: none"> -Watch Object Permanence in Babies Funny -Infant Scientific Method -Watch The Linguistic Genius of Babies - Watch Learning Grammatical Rules -Watch Experience-expectant vs. experience-dependent growth 	
<p>Week 4 <i>September 18 – September 24</i> The First Two Years</p>	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Assignment 2: MVC Infancy and Toddlerhood -Test 1 (Ch 1-4)
<p>Week 5 <i>September 25 – October 1</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 -Watch Cognitive Development Demonstration Age 2 vs. 4 	<ul style="list-style-type: none"> -Assignment 3: MVC Through Age Four
<p>Week 6 <i>October 2 – October 8</i> Early Childhood</p>	<ul style="list-style-type: none"> -Read Chapter 6: The Social World -Chapter 6 Powerpoint -Watch The Marshmallow Test -Read Rethinking The Marshmallow Test - The Psychology of Spanking - Watch Gender Differences in Children's Books 	<ul style="list-style-type: none"> - Discussion Forum: Gendered Toys -Extra Credit: Q&A Discussion Forum 2

	<ul style="list-style-type: none"> - Read What do we Teach Boys about Girls - Watch Goldiblox Girls Toys - Watch Class Turned Around Assumptions about Gender 	
<p>Week 7 <i>October 9 – October 15</i> Middle Childhood</p>	<ul style="list-style-type: none"> -Read Chapter 7: Body and Mind -Chapter 7 Powerpoint - Watch Weight Bias at Home and School -Watch Carol Dweck: The Power of Believing You can Improve -Watch Autism Intervention 	<ul style="list-style-type: none"> -Discussion Forum: Kid Visit (10 points, no replies) -Kid Visit Completed Worksheet (2 points)
<p>Week 8 <i>October 16 – October 22</i> Middle Childhood</p>	<ul style="list-style-type: none"> -Read Chapter 8: The Social World -Chapter 8 Powerpoint -Watch Kohlberg's Theory of Moral Development Explained -Watch Criminal Charges for Bullying 	<ul style="list-style-type: none"> -Assignment 4: MVC Through 10 years 11 months -Test 2 (Ch 5-8) -Complete at least 1 credit of Research Experience Requirement
<p>Week 9 <i>October 23 – October 29</i> Adolescence</p>	<ul style="list-style-type: none"> -Read Chapter 9: Body and Mind - Chapter 9 Powerpoint - Explore Inside the Teenage Brain - Optional Watch The Body Story Teen Dreams - Watch The Mysterious Workings of the Adolescent Brain -What Were You Thinking Podcast (select ONE episode) 	<ul style="list-style-type: none"> -Discussion Forum: What Were You Thinking
<p>Week 10 <i>October 30 – November 5</i> Adolescence</p>	<ul style="list-style-type: none"> -Watch Final Project Assignment Details -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 	<ul style="list-style-type: none"> - Assignment 5: MVC Graduation Announcement -Extra Credit Q&A Discussion Forum 3 -Final Project Part 1: Topic Proposal
<p>Week 11 <i>November 6 – November 12</i> Emerging 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 	<ul style="list-style-type: none"> -Assignment 6: Interview an Emerging Adult -Final Project Part 2: Sources

	-Who Americans are Living With	
Week 12 <i>November 13 – November 19</i> Adulthood	- Read Chapter 12: Body and Mind - Chapter 12 Powerpoint - Read Chapter 13: The Social World - Chapter 13 Powerpoint - How We Spend Our Time - Watch Maslow's Hierarchy of Needs -Watch Big Five Personality Trait	-Discussion Forum: The Work of Adulthood -Test 3 (Ch 9-13)
Week 13 <i>November 20 – November 26</i> <i>*Thanksgiving Nov 23-24*</i> Late Adulthood	- 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	-Assignment 7: Interview an Older Adult
Week 14 <i>November 27 – December 3</i> Late Adulthood	- 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	-Discussion Forum: Ethics of Sex in Late Adulthood -Extra Credit Q&A Discussion Forum 4 -Final Project Part 3: Preliminary Fact Sheet and References List
Week 15 <i>December 4 – December 10</i> Death and Dying	- 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)	-Discussion Forum: Reflecting on the Experience of Death -Test 4 (Chapter 14-15, Epilogue)
Week 16 <i>December 11 – December 15</i> Course Wrap-up	-Watch Using Canva to Make Infographics	-Final Project Part 4a. Infographic – DUE WEDNESDAY DEC 13 -Final Project Part 4b. TikTok-style Video Presentation – DUE WEDNESDAY DEC 13 -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, 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.

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?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSso&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>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

[Title IX of the Education Amendments Act of 1972](#) 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>].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<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/) [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