Texas A&M University-Central Texas
Psychology of Learning
PSYC 3301-115, Summer 1ˢᵗ 8 Weeks
Online, Asynchronous

Instructor: Sandra Blackwell. M.Ed, ACUE, RBT
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Email: s.blackwell@tamuct.edu **Do not send emails** to s.blackwell@my.tamuct.edu **I will not get them.**
Office Hours: By appointment

Mode of instruction and course access:
This course is 100% online and uses the TAMUCT Canvas system (https://tamuct.instructure.com). You will use your MyCT username and password to log on to and utilize this system.

What to Expect from This Course:
This course is an eight-week-long online course. There are a lot of misconceptions and false expectations surrounding this type of class format. Students are often under the misconception that compared to face-to-face courses, online courses are "easier." In some ways, this is true: you don't need to leave your house to go to class, and you can attend class when it works best with your individual schedule. In other ways, an online class can be more difficult. It often requires different learning strategies, more reading and writing than verbal discussion, and managing time efficiently. A quality online course should also cover the same content as a face-to-face course; the same goes for an eight-week course compared to a full semester course. This ensures that all students in the same degree program do the same amount of work and cover the same content for the same number of credits. **If you do not have time to take a face-to-face course right now, you probably do not have enough time to devote to this class**.

This course will be fast-paced and will cover a lot of content, so it is imperative that you remain vigilant about deadlines and work ahead when possible. Please carefully and realistically evaluate your own skills, learning strategies, motivation, and personal circumstances when deciding whether to pursue this course format. Everyone learns differently, and online courses are not for everyone. It is better to drop the course than find yourself in over your head.

What I Expect from the Student:
I expect all students to keep up with the course materials and be prepared to discuss them in the discussion board posts. If unable to keep up with the course material, please reach out before too far behind. I expect students to treat the professor and each other respectfully and help each other out when another student poses a question. Online classes are much more student-directed than traditional classes. Therefore, I expect students to lead the discussion boards and ask provoking questions that will engage other students in participating. If everyone is actively engaged in a discussion of course materials, everyone benefits and gains a better understanding and different perspectives on each individual topic.

I expect students to ask questions; I do not know if the material is unclear if no one asks any questions. I want to allow everyone to see the questions posed by other students, and for students to help each other find the answers. This enhances the learning process and prevents me from answering the same question several times. The exception to this rule is if a student has a personal question or concern; in these instances, please email me through Canvas inbox.

Finally, and most importantly, I expect each student to put forth their best effort. The cost of a college education is expensive, and your time and money are valuable. You cannot get the most out of this course unless you fully participate. I encourage students to explore new ideas, challenge old ones, and dig below the surface. This is your education, make the most of it! Finally, the use of AI is not accepted at all do not use it to help generate papers, DB posts, or any assignment for that matter, including PowerPoint presentations. ***The use of AI technology is an automatic suspension from class***, please do not be tempted to use it. AI is the same as cheating because artificial intelligence is writing your work.

Warrior Shield:
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that allows Texas A&M University-Central Texas to quickly communicate health and safety emergency information via email, text, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://www.tamuct.edu/police/911cellular.html] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Information

Course Overview and Description:
Psychology of Learning. (3-0). An investigation into the major theoretical approaches, concepts and principles, and experimental methods of learning. Prerequisites: PSY 1101 or approval of the School Director.

Course Objective:
Student Learning Outcomes
1. *Demonstrate factual knowledge of the major principles and theories of learning.* Students will read about, interpret, research, and discuss the concepts and implications of learning for each major school of thought. Students will demonstrate this knowledge by recalling and defining key terms and concepts on the chapter quizzes.

2. *Apply factual knowledge and critically analyze major principles and theories of learning.* Students will demonstrate mastery of key terms and concepts by critiquing peer-reviewed journal articles and engaging in Online Psych Lab experiments and related lab reports.

3. *Exhibit the ability to articulate oneself clearly in writing.* Students will learn to express themselves effectively in writing and demonstrate competence in the APA style. Students will apply these skills on discussion board posts, lab reports, and short answer and essay questions on exams.

4. *Apply course material to develop and enhance critical thinking and problem-solving skills.* Students will connect concepts read about in the text and lecture videos to problems that may be encountered in the field of psychology and in their own everyday lives. This will be achieved through writing assignments, including article critiques and Online Psych Lab write-ups, and asking and answering questions and comments posed by their peers on the discussion board.

Required Reading – Textbooks:
Ormrod, J. E. (2020). Human Learning (8th ed.). Hoboken, NJ: Pearson. ISBN: 9780134893662

A student of this institution is not obligated to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Requirements

Syllabus Orientation Quiz: (30 total points)
The syllabus is a student's guide to the course and outlines all expectations, deadlines, and procedures students need to navigate through to succeed in the course. Yet, many students only glance over deadlines or don't read them. This quiz is a syllabus/course expectation that familiarizes students with the expectations of the course and answers many common questions students may have throughout the semester.

Chapter Quizzes: (110 total points)
A quiz will be at the end of each chapter, which will be due at the end of each week (**Sunday at 11:59 pm**). These quizzes are designed to test basic comprehension of chapter material. Each quiz will be worth ten points and will be an open book and open notes. The format will consist of multiple-choice questions. Once you begin the quizzes, you must finish them in the same session. You **MAY NOT** seek the help of other students or AI on these quizzes. Students are on the honor system for these exams. Any violation will result in the student receiving a zero (0) for the quiz and possibly further sanctions according to university policy (see Academic Honesty & Integrity below). Your lowest chapter quiz will be dropped from the final grade calculation.
Learning Outcomes Targeted: #1

Article Summary Board Participation (175 total points) *Similar to a Discussion Board*
Students will engage in weekly article discussion article summaries. The articles are designed to align with the chapters for the weekly modules. Students are to pick one of the articles that relate to the chapter or chapters assigned for that week. The chapters are not in chronological order, so please be mindful of the pagination of the chapters. They are in order of content in the modules. Normally in a face-to-face setting, there is a lot of lively discussion surrounding the topics explored in this course. Since the class is remote, these discussions will occur via chapter discussion boards I have coined Article Summary Boards. Students will select an article from a provided list, summarize it, relate it to the weekly reading, and then pose a thoughtful question or comment for other students to comment on. More than one student may cover a particular article. The grading rubric will be posted for students to view on Canvas. After reviewing the article write a 3-5 paragraph review of the article, including how it aligns with the topic from the book, and add a question for students to reply to. The **Article Summary Discussion is Due on Wednesday at 11:59 pm. Discussion replies are Due on Sundays at 11:59 pm.** Comments should be respectful and thoughtful and continue to move the discussion forward (in other words, "I don't understand," "I agree," and "Good point!" do NOT count). Please be mindful of online etiquette- be respectful of classmates' thoughts and opinions and be thoughtful of how others may interpret your own words without typical social cues gleaned from a face-to-face classroom environment.
Your lowest chapter participation score will be dropped from the final grade calculation.
Learning Outcomes Targeted: #2, #3, #4

Discussion Board Live Meetings *(not mandatory)* Check the course calendar for the scheduled days of the month that the meetings are planned (Wed evening at 7 pm) but may not be scheduled every week. The student that choices to attend can present their article instead of posting it in the Article Summary Discussion Board to earn full credit (worth 25 points) the student must engage the other students with a question and respond to another student's article summary to earn all the points that would have been earned for a traditional discussion board.
Learning Outcomes Targeted: #2, #3, #4

Online Psych Lab Participation (30 total points)
Students will participate in three Online Psych Labs throughout the course of the semester. Each lab will provide students with hands-on experience with a concept directly related to the material discussed in that week's text. Labs can be accessed at Online Psychology Laboratory: http://opl.apa.org/. The class ID

==needed to access the material is: 459132.== Student participation for the week's experiment is **due on Friday at 11:59 pm**, unless otherwise posted in the course calendar and canvas.
Learning Outcomes Targeted: #2, #4

Online Psych Lab Results Report (225 total points)
I will post the class results of each experiment on Canvas for students to examine. Students will write a 1-2 page (single-spaced, exclusive of any figures you choose to include and your references page) lab report for the experiment's results. **You do not need to be an expert in research methods or statistical analyses!** The important part of these assignments is that you are exposed to how these concepts are applied in psychological research. You can interpret and critically evaluate basic applied research findings. **Due on Sundays at 11:59 pm, unless otherwise posted in the course calendar and canvas.**

Your results write-ups should include the following: Please include the subheadings in your paper I. Chapter Summary, II. Methods, III Results, and III Conclusion sections. Please refer to the example in Canvas Files or in the module labeled Psy 3301 Lab Report Template.

1. A **brief summary** of **the textbook chapter as it relates to the experiment** (paragraph in length)
2. How the experiment works (i.e., what were you asked to do? What was being tested? What were your independent/dependent variables?)
3. A summary of the results
   a. Describe your individual results
   b. Describe several class-level results
   c. Compare your individual results to the class results
4. Were each of these results what you expected? Why or why not?
   a. If they were not what you expected, what could explain why these results differed from your expectations?
      i. This reasoning should be grounded in psychological theory and supported. Saying that the results were expected or not is not sufficient. Use knowledge from the chapters discussed to support your claims. You may also use previous knowledge from a statistics or research methods class to support your arguments. Still, previous coursework in these areas is not required to complete the assignment successfully.

==This paper should be written in APA format and submitted via Canvas's TurnItIn tool. Students are not allowed to quote or use close paraphrases for any writing assignment in this course.== Lab reports that have been plagiarized in part or its entirety will result in the student receiving a zero (0) for the assignment and possibly further sanctions according to university policy if AI technology is used (see Academic Honesty & Integrity, below). The grading rubric will be posted for students to view on Canvas. **Lab reports will be due Friday by 11:59 pm.**
Learning Outcomes Targeted: #2, #3, #4

Avoiding Plagiarism Module: (30 total points)
Plagiarism is an academic "crime" which comes with serious consequences. Unfortunately, most cases of plagiarism are unintentional. To ensure that students do not make this mistake, students will complete the "Avoiding Plagiarism Module." Students will view a presentation about what constitutes plagiarism, and how to avoid committing plagiarism, and will then complete the quiz to check their understanding of these important concepts.
Learning Outcomes Targeted: #3

Exams: (150 total points)
There will be two exams- a mid-term and a final exam. These comprehensive exams will cover all material up to the exam dates. These exams are worth 75 points each and may consist of multiple choice, fill-in-the-blank, matching, short answer, and or essay-style questions.

All exams are open book open notes but must be completed independently. Once you begin an exam, you must finish it in the same session. You **MAY NOT** seek the help of other students or use AI on these quizzes and must use your **OWN WORDS** when completing short answers and essay questions. **Quoting or using wording or sentence structure markedly like the original source will result in a zero (0) for the exam**. Exams are not timed, so there is no excuse for plagiarism. Students are on the honor system; any violation will result in the student receiving a zero (0) for the exam and possibly further sanctions according to university policy (see Academic Honesty & Integrity below).
Learning Outcomes Targeted: #1, #2, #3

Extra Credit Assignments (20 total points)
Students have the opportunity to participate in three extra credit assignments. The points will be distributed where needed. Extra credit points can help those that need that extra nudge to get them to increase a letter grade from a B to A
➤ **Introductions** tell the class something interesting about yourself or something fun you have planned for this summer. Worth 5 points
➤ **Start of the Semester Quiz** to help the professor learn about your learning style and obstacles that may affect your course outcome, etc. The quiz has 11 questions and is worth up to 10 points.
➤ **End of the Course Evaluation** fill out the course survey through a link provided by the university send a screenshot of the last page and post it in the tab assigned to the extra credit points. Worth 5 points.

Grading Criteria Rubric and Conversion:

Graded Assignments	Number Due	Points Per Assignment	Total Points	Percent of Grade
Syllabus Quiz	1	30	30	5%
Avoiding Plagiarism Module	1	30	30	5%
Chapter Quizzes	11	10	110	18%
Article Summary Discussion Posts	7	25	175	29%
Psych Lab Participation	3	10	30	4%
Psych Lab Reports	3	25	75	13%
Mid-Term Exam	1	75	75	13%
Final Exam	1	75	75	13%
Total			**600**	**100%**

Posting of Grades:
Students should monitor the status of their grades through Canvas Gradebook; all grades for this course will be posted there. All work must be submitted through Canvas unless arranged with me ahead of time. Any work not submitted through Canvas will not be counted for a grade, regardless of the quality of the work. Once an assignment has been submitted through Canvas, that assignment will be considered completed. Please be mindful of time when submitting assignments through Canvas- the ability to submit an assignment is disabled immediately after the deadline has passed. All deadlines are in U.S. Central Time. If you are not in U.S. Central Time zone, please plan accordingly and calculate the time assignments are due in your area. Please ensure your computer and documents are virus-free before submitting them.

Students will be provided with grading rubrics which will be used to determine grades on each assignment. <mark>Students should utilize these rubrics to ensure</mark> they meet all graded criteria for each assignment and <mark>seek clarification to any questions in advance</mark>. Grades will not be posted on Canvas until after the deadline, even if you submit the assignment early. Grades for non-writing assignments will be posted on Canvas no later than 3 business days after the deadline. Grading for writing assignments will begin as soon as the assignments are turned in. Grades for these assignments typically will be posted within 7-10 business days.

Please note that grades for this class are not 'given'; they are earned. Students earn points by actively engaging with course content and demonstrating their grasp of subject matter on quizzes, exams, and 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. (To calculate your overall grade to date, multiply the percentage of points earned for each assignment by the 'Percentage of Overall Grade for Each Assignment' above, then sum all points earned.)

Grade	University Definition	Course Definition	Points	Percentage
A	Excellent	Exceptional	600-550	90-100%
B	Good	Above Average	549-400	80-89%
C	Fair	Average	399-350	70-79%
D	Passing	Unsatisfactory	349 - 200	60-69%
F	Failing	Failing	199-0	59% and Below

If there are any questions or concerns about your grade, please do not hesitate to contact me!

Late Work Policy:
 As this is an online course, I will post most of the assignments, so you may work ahead if you choose. It is the responsibility of the student to be aware of deadlines and not procrastinate. Budget your time appropriately so you don't put yourself in a situation where you panic at the last minute.

However, sometimes the unforeseeable occurs. Students may request make-up or extension consideration for valid and verifiable reasons such as illness, death in the immediate family, legal proceedings, military obligations, and participation in sponsored university activities. The student is responsible for contacting the instructor immediately to arrange for make-up work. The student is also responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence (e.g., TAMUCT Explanatory Statement for Absence from Class, a note from the student's Academic Dean). Make-up assignments may differ in format from the one given at the scheduled time. The professor reserves the right to determine if circumstances merit an extension or a make-up assignment. <mark>In order to be fair to all students, there are no exceptions to these policies!</mark>

Technology Requirements and Support

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

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

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

Canvas Support

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

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

Online Proctored Testing

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

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

Course Outline and Calendar
Please note that all times are U.S. Central Time!

Day	Date	Topic	Readings	Assignments Due
Sun	06/04	Pre-course preparation		Establish library access from home. Create a quiet study environment. Resolve all computer difficulties. Find 2 'backup' computers w/internet
Week 1: Foundations of Learning				
M	06/05	Welcome; Course Overview; Course Navigation	Course Syllabus	*Course Orientation meeting* *Webex 7 pm Central time* Acquire course materials. Start of semester survey (optional extra credit) **Due 6/11**
T	06/06	Perspectives on Learning	Ch. 1 (pp. 1-12)	**Syllabus quiz Due by Sun 06/11**
W	06/07	*Deadline for add/drop/late registration.*		Ch. 1 & 2 Article Summary Discussion Post-Due Since the first week get in by Sunday 11th

				Pick one of the chapters to relate to the article that is reviewed in the Discussion Post
TH	06/08	Learning and the Brain	Ch. 2 (pp. 15-39)	
Sun	06/11	Week 1 Wrap-Up		Discussion replies for Ch 1 and 2 no later than 6/12 for the first week of class.
		**Week 2:Metacognition, Problem-Solving, and Critical Thinking**		
M	06/12	*Last day to drop an 8-week course with no record*		Quiz over Ch. 1 & 2 Due *Discussion Board Live meeting via Webex 7 pm Central time*
T	06/13	*Deadline for Scholarship Applications for the Fall Semester*		
W	06/14	Metacognition and Study Strategies Problem-Solving and Critical Thinking	Ch. 12 (pp. 377-406) Ch. 13 (pp. 417-445; 452-455)	Ch. 12& 13 Article Summary Discussion post-Due
Th	06/15			
F	06/16			
S	06/18	Week 2 Wrap-Up		Replies due for Ch 12 & 13 Discussion Due
		**Week 3: The Behaviorist Movement**		
M	06/19			Quiz over Ch. 12 & 13 Due **No discussion Board Live this week**
T	06/20	Behaviorist Principles and Theories	Skim thru Ch. 3 (pp. 40 – 81)	
W	06/21	Applications of Behaviorist Principles	Skim thru Ch. 4 (pp. 83-98; 119 – 121)	Ch. 3 & 4 Article Summary Discussion post
TR	06/22			
Fri	06/23			Avoiding Plagiarism Quiz Due
Sun	06/25	Week 3 Wrap-Up		Replies for Discussion Due Ch 3 & 4

Week 4: Social Cognitive Theory			
Mon	06/26			*Discussion Board Live meeting via Webex 7 pm Central time* Ch. 3 & 4 quiz Due Mazes Lab Participation Due
Wed	06/28	Social Cognitive Theory	Ch. 5 (pp. 122 – 143; 144 – 150)	Ch. 5 Article Summary Discussion post
Fri	06/30			*Ch. 5 Quiz Due Early since Mid Term on Sunday
Sun	07/2	Week 4 Wrap-up		Discussion Replies Due Ch 5 *Mid-Term Exam Due*

Week 5: Developmental and Cultural Influences on Learning			
M	07/03	Cognitive-Developmental Perspectives Sociocultural Theory	Ch. 9 (pp. 284 – 300; 305 - 311) Ch. 10 (pp. 312-324)	*Discussion Board Live meeting via Webex 7 pm Central time* Mazes lab report Due
Tue	07/04	***Happy 4ᵗʰ of July***		
Wed	07/05			Ch. 9 & 10 Article Summary Discussion post
TH	07/06			
F	07/07	*Deadline for fall graduation application ceremony participation*		
Sun	07/09			Discussion replies due for Ch 9 & 10

Week 6: Cognition and Learning			
M	07/10			*Discussion Board Live meeting via Webex 7 pm Central time* Ch. 9 & 10 quiz Due Numerical Memory Lab Participation Due
W	07/12	Introduction to Cognitive Perspectives and Basic Components of Memory	Ch. 6 (pp. 156 – 190)	Ch. 6 Article Summary Discussion post-Due

Fri	07/14			Numerical Memory Lab Report Due
Sun	07/16			Discussion Ch 6 Replies Due
Week 7: Cognition and the Nature of Knowledge				
Mon	07/17			*Last Discussion Board Live meeting via Webex 7 pm Central time* Ch 6 Quiz Due Facial Recognition lab participation Due
Tue	07/18	Long-Term Memory Storage and Retrieval Processes	Ch. 7 (pp. 196 – 229)	
Wed	07/19	The Nature of Knowledge	Ch. 8 (pp. 241 – 272)	Ch. 7 & 8 Article Summary Discussion Post Due
Fri	07/21			Facial Recognition Lab Report
Sun	07/23	Week 7 Wrap-Up		Ch 7 & 8 Discussion Replies Due
Week 8: Final Wrap-Up				
Mon	07/24			Ch. 7 & 8 quiz Due
Wed	07/26			Course Evaluation (Thanks for taking the Course)
				Final Exam Due
Fri	07/28	**Course Wrap-Up**		Turn in All overdue work! W/Exception of missed Article summary Discussions
Sat	07/29	*Last Chance to Earn Extra Credit for Course Evaluation*		

University Resources, Procedures, and Guidelines

Drop Policy

If you must drop this class, complete the Drop Request Dynamic Form through Warrior Web.

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

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for completing the form. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show up as enrolled, **FOLLOW UP** with the Registrar's Office immediately. You

are to attend class until the procedure is complete to avoid a penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. Texas A&M University-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt about 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].

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

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services, and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

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

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination based on sex and gender–including pregnancy, parenting, and all related conditions. Texas A&M University-Central Texas can provide flexible and individualized reasonable accommodations to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all Texas A&M University-Central Texas students, on a remote, online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects

tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or email studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all 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 WCOnline at https://tamuct.mywconline.com/. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WCOnline at https://tamuct.mywconline.com/. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals,

how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website
[http://tamuct.libguides.com/index].

A Note about Sexual Violence at Texas 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 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].

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/reportingform.php?TAMUCentralTexas&layout_id=2].

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 Texas A&M-Central Texas University Police at 254-501-5800.

Other Policies:
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