



MASTER SYLLABUS

PSYC 2314

Lifespan Growth and Development Psychology

Faculty Information

Name: Professor

Office Hours	
Campus Office Hours:	Varies
Online Office Hours:	(as needed please email)

Preferred Method of Communication:

Email is best! My email is set up to both my personal cell phones as well as my laptop! Please allow me 24 hours to respond to your email. If you do not hear from me in 24 hours

Expectations for Engagement for Instructor:

As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will provide my contact information at the beginning of the syllabus; respond to all messages within 24 hours if received Monday through Thursday, and within 48 hours if received Friday through Sunday; and, notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of during the time I am unavailable.

As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

Provide clear information about grading policies and assignment requirements in the course syllabus, and communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

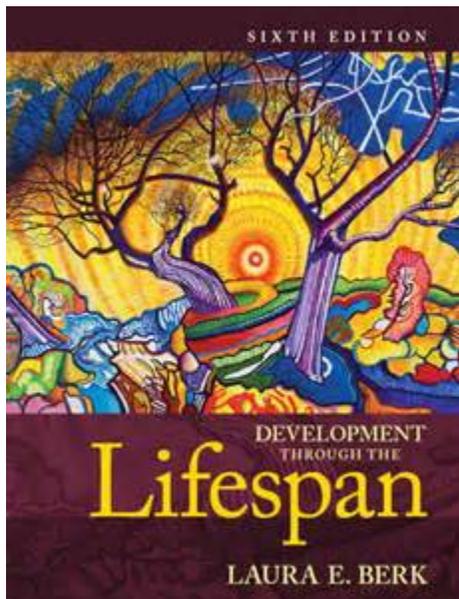
As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

post grades for discussion postings within one week of the discussion thread closing.

provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Textbook(s): Textbook Information and Websites

Textbook(s):



ISBN-13: 978-0205958696

ISBN-10: 0205958699

Berk, L. (2014). Development through the Lifespan. Pearson

* Please note no ecards or access codes are required for this course

Hardware:

I do have links for videos on some areas of content. I will also post TECHSMITH videos of myself explaining topics as we get going (as I know somethings can get confusing). Please make sure you have working speakers for these videos!

Information about the Course

Course Description

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Course Prerequisites:

None

Course Topics:

PART I. THEORY AND RESEARCH IN HUMAN DEVELOPMENT

Chapter 1: History, Theory, and Research Strategies

- A Scientific, Applied, and Interdisciplinary Field
- Basic Issues
- The Lifespan Perspective: A Balanced Point of View
- Scientific Beginnings
- Mid-Twentieth-Century Theories
- Recent Theoretical Perspectives
- Comparing and Evaluating Theories
- Studying Development
- Ethics in Lifespan Research

PART II. FOUNDATIONS OF DEVELOPMENT

Chapter 2: Genetic and Environmental Foundations

- Genetic Foundations
- Reproductive Choices
- Environmental Contexts for Development
- Understanding the Relationship Between Heredity and Environment

Chapter 3: Prenatal Development, Birth, and the Newborn Baby

- Prenatal Development
- Prenatal Environmental Influences
- Childbirth
- Approaches to Childbirth
- Medical Interventions
- Preterm and Low-Birth-Weight Infants
- Birth Complications, Parenting, and Resilience
- The Newborn Baby's Capacities
- Adjusting to the New Family Unit

PART III. INFANCY AND TODDLERHOOD: THE FIRST TWO YEARS

Chapter 4: Physical Development in Infancy and Toddlerhood

- Body Growth
- Brain Development
- Influences on Early Physical Growth
- Learning Capacities
- Motor Development
- Perceptual Development

Chapter 5: Cognitive Development in Infancy and Toddlerhood

- Piaget's Cognitive-Developmental Theory
- Information Processing
- The Social Context of Early Cognitive Development
- Individual Differences in Early Mental Development
- Language Development

Chapter 6: Emotional and Social Development in Infancy and Toddlerhood

- Erikson's Theory of Infant and Toddler Personality
- Emotional Development
- Temperament and Development
- Development of Attachment
- Self-Development During the First Two Years

PART IV. EARLY CHILDHOOD: TWO TO SIX YEARS

Chapter 7: Physical and Cognitive Development in Early Childhood

- Physical Development
- A Changing Body and Brain
- Influences on Physical Growth and Health
- Motor Development
- Cognitive Development
- Piaget's Theory: The Preoperational Stage
- Vygotsky's Sociocultural Theory

- Information Processing
- Individual Differences in Mental Development
- Language Development

Chapter 8: Emotional and Social Development in Early Childhood

- Erikson's Theory: Initiative versus Guilt
- Self-Understanding
- Emotional Development
- Peer Relations
- Foundations of Morality
- Gender Typing
- Child Rearing and Emotional and Social Development

PART V. MIDDLE CHILDHOOD: SIX TO ELEVEN YEARS

Chapter 9: Physical and Cognitive Development in Middle Childhood

- Physical Development
- Body Growth
- Common Health Problems
- Motor Development and Play
- Cognitive Development
- Piaget's Theory: The Concrete Operational Stage
- Information Processing
- Individual Differences in Mental Development
- Language Development
- Learning in School

Chapter 10: Emotional and Social Development in Middle Childhood

- Erikson's Theory: Industry versus Inferiority
- Self-Understanding
- Understanding Others: Perspective Taking
- Moral Development
- Peer Relations
- Gender Typing
- Family Influences
- Some Common Problems of Development

PART VI. ADOLESCENCE: THE TRANSITION TO ADULTHOOD

Chapter 11: Physical and Cognitive Development in Adolescence

- Physical Development
- Conceptions of Adolescence
- Puberty: The Physical Transition to Adulthood

- The Psychological Impact of Pubertal Events
- Health Issues
- Cognitive Development
- Piaget's Theory: The Formal Operational Stage
- An Information-Processing View of Adolescent Cognitive Development
- Consequences of Adolescent Cognitive Changes
- Sex Differences in Mental Abilities
- Learning in School

Chapter 12: Emotional and Social Development in Adolescence

- Erikson's Theory: Identity versus Role Confusion
- Self-Understanding
- Moral Development
- Gender Typing
- The Family
- Peer Relations
- Problems of Development

PART VII. EARLY ADULTHOOD

Chapter 13: Physical and Cognitive Development in Early Adulthood

- Physical Development
- Biological Aging Is Under Way in Early Adulthood
- Physical Changes
- Health and Fitness
- Cognitive Development
- Changes in the Structure of Thought
- Expertise and Creativity
- The College Experience
- Vocational Choice

Chapter 14: Emotional and Social Development in Early Adulthood

- A Gradual Transition: Emerging Adulthood
- Erikson's Theory: Intimacy versus Isolation
- Other Theories of Adult Psychosocial Development
- Close Relationships
- The Family Life Cycle
- The Diversity of Adult Lifestyles
- Career Development

PART VIII. MIDDLE ADULTHOOD

Chapter 15: Physical and Cognitive Development in Middle Adulthood

- Physical Development

- Physical Changes
- Health and Fitness
- Adapting the Physical Challenges of Midlife
- Cognitive Development
- Changes in Mental Abilities
- Information Processing
- Vocational Life and Cognitive Development
- Adult Learners: Becoming a College Student in Midlife

Chapter 16: Emotional and Social Development in Middle Adulthood

- Erikson's Theory of Psychosocial Development in Midlife
- Stability and Change in Self-Concept and Personality
- Relationships at Midlife
- Vocational Life

PART IX. LATE ADULTHOOD

Chapter 17: Physical and Cognitive Development in Late Adulthood

Physical Development

- Life Expectancy
- Physical Changes
- Health, Fitness, and Disability

Cognitive Development

- Memory
- Language Processing
- Problem Solving
- Wisdom
- Factors Related to Cognitive Change
- Cognitive Interventions
- Lifelong Learning

Chapter 18: Emotional and Social Development in Late Adulthood

- Erikson's Theory: Ego Integrity versus Despair
- Other Theories of Psychosocial Development in Late Adulthood
- Stability and Change in Self-Concept and Personality
- Contextual Influences on Psychological Well-Being
- A Changing Social World

PART X. THE END OF LIFE

Chapter 19: Death, Dying, and Bereavement

- How We Die
- Understanding of and Attitudes Toward Death
- Thinking and Emotions of Dying People
- A Place to Die

- The Right to Die
- Bereavement: Coping with the Death of a Loved One
- Death Education

Assessment

Assessment of learning and comprehension in this course will be measured in several ways, according to the criteria below, with special reference to be made to analysis and judgment, evaluation, use of primary and secondary sources, application, and communication. Each grade area is weighed appropriately.

Grading

Type of Assignment	Percentage/Points	
Assignment	10%/100 pts	1,2,6
Assignment	10% / 100 points	1,2,6
Blog posting and responses	20% / 200 pts/ 25pts each blog	1,3,7
Module Quizzes	20 %/ 200 points / 30 points each quiz	1,2,4,7
Case Study Final Project	20%/200pts	1,2,6
Final Examination	20%/200pts	1,2,4,7
100%/ 1,000 pts		TOTAL

Grading

Grading Scale:

"A" = 90-100/ 900-1000pts

"B" = 80-89/ 800-899 pts

"C" = 70-79/ 700-799 pts

"D" = 60-69/ 600-699 pts

"F" = 0-59/ 0-599 pts

Grading Policy:

Please understand that this is a required course for the program in order to prepare you scholarly. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time from due date.

Student Course Responsibilities

Student Course Participation

Blogs are required in the online format to show participation in my course. Your response to my blog question should be a MINIMUM of 400 words. **Please note that each blog is weighted 50% on your responses to at LEAST 2 other learners in the course. This means you will have to comment on at LEAST 2 other blog entries for that module with a substantial comment of at least 250-300 words EACH. Your response should incorporate what you have learned, found interesting and scholarly about that learner's post. Blogs that are commented on with "good job" "nice work" will receive a grade of zero for that response.

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will identify alternative computer and internet access in case my primary computer crashes or my internet service is unavailable; recognize that the college provides free Wi-Fi and computer labs during regular campus hours to help me with accessing my course; and, understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to

1. Getting “kicked off” of the system during tests or quizzes;
2. Having trouble submitting assignments; and
3. Dealing with a traumatic personal event.

As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

1. Seek out help from my instructor and/or from tutors;
2. Ask questions if I don’t understand; and
3. Access my course several times during the week to keep up with assignments and announcements.

Course Policies

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

**All work in any of my courses assumes that you are the original creator of the work turned in. If I find a person to be plagiarizing (* this includes citing materials you use in papers, use APA format) or cheating on any homework, quiz, test, project or any other document a warning will be given a ZERO on that document will be recorded. If the same person is found to be plagiarizing and or cheating a second time the student will receive an F in the course and will be asked to see the department head/ Dean . The final exam is exempt from this rule. If a student is found cheating on the final exam an F will be given to that student for the course. Do your own work and this should not be an issue.

Digital Protocol

Cell phones must be placed on either vibrate or silent mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take

necessary steps to ensure that your assignments are submitted on "Blackboard" time. Back-up and/or additional copies of all assignments submitted is encouraged. Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments. If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be WORD document (doc or docx).

Attendance Policy

Students are expected to sign in regularly to their online course. Excessive absences will be grounds for disciplinary action, and will be determined on a case-by-case basis. You are expected to sign in 4 times per week for at least 45 minutes to 1 hour each log in. (THIS IS TRACKED ONLINE VIA BLACKBOARD BY MYSELF)

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

General Course Requirements:

1. Attend class and participate in blogs.
2. Contribute and cooperate with civility.
3. Submit assignments on time.
4. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work

2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.
3. the instructor and the student.

Course Schedule

Institutional Core Objectives (ICOs)

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: Odessa College Catalog of Courses 2012-2013, page 73)

Odessa College's Institutional Core Objectives (ICOs):

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

- Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities consequences to ethical decision-making

Discipline Core Statement

PSYC 2314 meets the Social and Behavioral Science component area because they utilize the scientific method to study and explain human behavior. All courses include instruction of the scientific method, empirical data analyses and relevant theoretical and conceptual application. All courses require students to critically analyze the impact of society and culture on many aspects of human behavior, and require students to illustrate their understanding of course content using written and/or verbal communication skills. Students also explore social issues, their consequences for society and the world, and their own values, actions and responsibilities surrounding these issues.

Required Core Objectives

Foundational Component Area	SCH	CT	COM	EQS	TW	SR	PR
Social and Behavioral Sciences	#3	●	●	●		●	

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

Course Objectives

Upon successful completion of this course, students will:

- Describe the stages of the developing person at different periods of the life span from birth to death.
- Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
- Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
- Explain the biosocial, cognitive and psychological influences throughout the lifespan as an

ongoing set of processes, involving both continuity and change.

5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).

6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.

7. Discuss the various causes or reasons for disturbances in the developmental process.

Student Learning Outcomes (SLOs)

The following table details how this course's STUDENT LEARNING OUTCOMES (SLOs) align with COs.

Learning Outcomes

Outcome	CO
1,2,3,4,5,6,7	Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
1,4,5	Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
1,4,5	Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

2,3,6,7

Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes

Outcome	ICO
1,2,3,4,5,6	Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
1,3,4	Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
1,3,4	Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
1,3,4	Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Odessa College Policies

Tuition Discounts

The "First Course is Free" discount waives standard tuition and fees for the first 3 credit hours taken at Odessa College. The discount applies to high school graduates taking their first class at Odessa College as well as transfer students taking their first class at Odessa College.

The "Academic Progress Discount" provides a 10% tuition discount upon completion of 30 credit hours until reaching 45 credit hours. It provides a 20% discount upon completion of 45 credit hours until reaching 60 credit hours. Student must maintain a 2.0 GPA to remain eligible for the discount.

Academic Policies

Note that the OC Student Handbook states (page 32) that "[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104)."

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

1. Copying from another student's test paper
2. Using test materials not authorized by the person administering the test.
3. Collaborating with or seeking aid from another student during a test without permission from the test administrator.
4. Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
5. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
6. Substituting for another student, or permitting another student to substitute for one's self, to take a test.
7. Bribing another person to obtain an unadministered test or information about an unadministered test.
8. "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
9. "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: Odessa College Student Handbook 2012-2013, page 29-30)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA), unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: Odessa College Catalog of Courses 2012-2013, page 52)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F." (Source: Odessa College Catalog of Courses 2012-2013, page 36)

Student Support Services and Technical Support

Blackboard Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Learning Resource Center (LRC; Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/ (Source: Odessa College Catalog of Courses 2012-2013, page 54)

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.

Additional Blackboard Help Resources:

Service	Assistance Provided	Available
Blackboard Help for Students	Website with a searchable list of topics on how to navigate and use Blackboard for online courses.	Online Click here.

Blackboard On Demand Learning Center for Students	This website provides an extensive list of short tutorial videos for student activities performed in Blackboard.	Online Click here.
Blackboard Collaborate: First Time Users	If you have never used Blackboard Collaborate before, this website provides a system requirements check, configuration instructions, and training and resources area.	Online Click here.
Blackboard Collaborate: Essentials for Participants	This website provides essential information for Participants of Collaborate sessions. Any Collaborate user, whether first-time or experienced, would benefit from reviewing the information here.	Online Click here.

Student E-mail Support

How do I set up, access, or update my Odessa College Student E-mail account?

Go to this website and follow the directions on the page: <http://www.odessa.edu/gmail/>.

/ can't access my student email! I forgot my password!

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. They can provide you with assistance in accessing your student email (created by OC) and can also assist with resetting your student email password. Make sure to have your student ID number available!

Your Blackboard login name is associated with your OC created student email account. All Correspondence for this course will be submitted using your Odessa College student email address.

Support for Students with Disabilities

How do I contact the Office of Special Populations?

Main Number	432-335-6861
Campus Location	SUB 204N in the Student Union Building
Email	Becky Rivera-Weiss - brivera@odessa.edu
Website	To find out more about services provided by the Special Populations office, please visit: http://www.odessa.edu/dept/counseling/disabilities/index.htm

Learning Resources Center (LRC; Library)

How do I contact the Learning Resource Center?

Main Number	432-335-6640
FAQ Service	LibAnswers: http://libanswers.odessa.edu
Contact a Specific OC Librarian	Pat Quintero at 432/335-6350 or pquintero@odessa.edu Donna Clark at 432/335-6645 or dclark@odessa.edu Carolyn Petersen at 432/335-6641 or cpetersen@odessa.edu
LRC Services and Guidelines Website	https://www.odessa.edu/dept/library/services/index.htm

Equipment and Services Provided:

The Murry H. Fly Learning Resources Center (LRC) supports the college's curriculum resulting in a primary emphasis on each student's individual study and research needs. The faculty and staff work with the LRC's Technical Services and Public Services Departments in choosing materials to support all college programs. More than 59,000 books, 50,000 electronic books, 350 current periodicals, 6,700 media holdings, eight newspapers, and 60 databases are available to enhance the educational process.

Equipment/Services Available	Used For	Available
Books, videos, CDs	Research	On Campus and Online
Specialized databases not available online for free	Research	On Campus and Online
Magazines, newspapers, & scholarly journals	Research	On Campus and Online
Computers	Research & word processing	On Campus
Selected textbooks for short-term use	Course work	On Campus
Trained staff	Answer "where do I find?"	On Campus and Online
Tutorials	Tips for research strategies	On Campus and Online
Photocopiers, VHS/DVD players, FAX service	For course work	On Campus
Quiet study areas	For course work	On Campus

Student Success Center (SSC)/AVID Center

How do I contact the Student Success Center?

Appointments are preferred, but walk-ins will be served as soon as possible.

Main Number	432-335-6673
Campus Location	1st floor of the Library

Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/
Live Online Assistance / Chat	<p>Click Here</p> <p>(If no one is currently available, please put your email and question(s) in the appropriate areas of the form and hit 'send.' Your question(s) will be addressed as soon as an SSC staff member becomes available.)</p>

Equipment and Services Provided:

The purpose of the Odessa College Student Success Center is to provide assistance to students in meeting their academic and career goals. The SSC strives to continually provide new and updated resources that will empower all Odessa College students to succeed at OC and beyond.

Equipment/Services Available	Used For	Available
Tutoring by CRLA & Avid trained tutors	Understanding course work and motivation	On Campus and Online Click here for more information.
Student Information Seminars (SIS)	Demo email, Blackboard and SSC resources	On Campus and Online Click here for more information.
Study Skills	Tools needed to succeed	On Campus and Online Click here for more information.
Basic Technology	To navigate classes, email, etc.	On Campus and Online
Plato Web	Practice for TEAS test and basic math, science, etc.	On Campus and Online Click here for more information.
Project T.I.E.	Practice for GED/COMPASS	On Campus and Online Click here for more information.

Student Orientation/Tour	Show individual students where their classes will be. SIS presentation	On Campus
M.O.R.E. Mentoring Program	Networking, tips to navigate college life successfully	On Campus Click here for more information.
Smart thinking	Online tutoring service. Connect with an e-structor and interact with a live tutor.	Online Click here for more information.

Veterans Support

How do I contact the office for Veteran's Outreach?

Main Number	432-335-6833
Campus Location	204M (Help Center) in the Student Union Building
Email	Gloria Rangel - grangel@odessa.edu
Website	To find out more about services provided by the Veteran's Outreach office, please visit: http://www.odessa.edu/dept/counseling/veterans/index.htm