

EDUC 5385-120 TEACHING INTERNSHIP II

Fall 2018

Texas A&M University - Central Texas

PROFESSOR CONTACT INFORMATION

Professor: Dr. Amber Lynn Diaz

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Office Hours: Monday - Friday (3:00 p.m. – 5:00 p.m.) or by appointment.

Mode of Instruction and Course Access:

This course is an internship course involving some face-to-face instruction. However, the majority of your learning will take place during your yearlong internship. This utilizes TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>]. It is highly recommended that you check your Canvas daily to ensure you do not miss any requirements or announcements. It is your responsibility to stay up with the requirements of the course.

Student-Professor Interaction:

As this course is critical in the growth and development of you as a teacher, your Field Supervisor and I am readily available to you. You can reach me at any time during my office hours, by email, or by phone. If you would like to request a conference, please email me and I will get back to you with available times. Additionally, please do not email me through Canvas. If I am unavailable and you need to speak with someone about your placement or in an emergency, please call (254) 519-8737.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:

A supervised field-based experience in classroom teaching. Interns must demonstrate proficiency in applying effective teaching practices and classroom management strategies in a school classroom. Prerequisite: admission to a teacher certification program at TAMUCT; satisfactory performance in the professional development courses preceding the internship.

Course Objective:

The student will demonstrate effective practices in a field-based setting and reflect on his/her role as a professional educator as he/she moves forward on the continuum from pre-service to in-service educator.

Required Reading and Textbooks:

No required textbook (Course assigned reading will be provided)

Teacher candidates will collect evidence throughout this course to demonstrate 'mastery' of the standards that will be organized and stored in the Internship in Teaching Notebook. The Internship in Teaching Notebook must be kept in your classroom at all times.

Teacher candidates will participate in an Internship in Teaching Orientation to outline the practicum experience and expectations. Additionally, you teacher candidates will receive a copy of the Handbook for Teacher Certification that outlines policies and procedures.

Student Learning Outcomes:

1. The teacher intern demonstrates knowledge of the state accountability system in selecting content for lesson plans.
2. The teacher intern designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
3. The teacher intern promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
4. The teacher intern utilizes technology ethically and legally.
5. The teacher intern recognizes the value of reflective practice to facilitate growth as a professional educator.

The State of Texas has developed the following standards for all Texas Teachers: Teacher Standards, Professional Roles & Responsibilities Standards, and Technology Standards. These standards were utilized to define what the teacher will know or be able to do upon successful completion of this course. The student learning outcomes are categorized into four domains: Domain 1 Planning, Domain 2 Instruction, Domain 3 Learning Environment, and Domain 4 Professional Practices & Responsibilities.

Domain 1 Planning.

Dimension 1.1 Standards & Alignment. The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Dimension 1.2 Data & Assessment. The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

Dimension 1.3 Knowledge of Students. Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

Dimension 1.4 Activities. The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Domain 2 Instruction.

Dimension 2.1 Achieving Expectations. The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Dimension 2.2 Content Knowledge & Expertise. The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Dimension 2.3 Communication. The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Dimension 2.4 Differentiation. The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Dimension 2.5 Monitor & Adjust. The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Domain 3 Learning Environment.

Dimension 3.1 Classroom Environment, Routines, & Procedures. The teacher organizes a safe, accessible and efficient classroom.

Dimension 3.2 Managing Student Behavior. The teacher establishes, communicates and maintains clear expectations for student behavior.

Dimension 3.3 Classroom Culture. The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Domain 4 Professional Practices & Responsibilities.

Dimension 4.1 Professional Demeanor & Ethics. The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Dimension 4.2 Goal Setting. The teacher reflects on his/her practice.

Dimension 4.3 Professional Development. The teacher enhances the professional community.

Dimension 4.4 School Community Involvement. The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

COMPETENCY STANDARDS

Texas Teacher Standards:

Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3: Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4: Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5: Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6: Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Texas Pedagogy and Professional Responsibilities Standards:

Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.

Standard 2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard 4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Texas Technology Application Standards:

Standard 1. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard 2. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard 3. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard 4. All teachers communicate information in different formats and for diverse audiences.

Standard 5. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Standard 6. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard 7. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

InTASC Core Teaching Standards:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ISTE Standards:

Standard 1: Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard 2: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Standard 3: Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

Standard 4: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Standard 5: Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Standard 6: Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Standard 7: Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

COURSE REQUIREMENTS

Grading Criteria Due Dates:

| Assignment | Points |
|---|--------|
| Contact Information & Verification Form | 10 |
| Weekly Schedule | 10 |
| Responsibility Agreement | 10 |
| First Weeks of School Paper | 50 |
| Classroom Management Plan | 50 |
| Weekly Reflections - 13 (5 points x 13 submissions) | 65 |
| Lesson Plans 1 - 4 (25 points x 4 submissions) | 100 |
| Observations of Mentor September | 15 |
| Observations of Mentor October | 15 |
| Observations of Mentor November | 15 |
| Observation of Another Teacher Fall | 20 |
| Professional Opportunities Form | 20 |
| Fall Action Plan | 50 |
| School District Professional Development Log | 30 |
| T-TESS Evaluation Goal Setting | 20 |
| T-TESS Evaluation Walkthroughs Log/T-TESS Evaluation (If Applicable) | 20 |
| T-TESS Growth Plan (If Applicable) May result in an unsatisfactory grade and require repeating the course. | N/A |

Important Note: All assignments must be completed by the required due date to receive full credit. The course outline and calendar list all assignment and assessment requirements with due dates. Changes of those dates are at the discretion of the professor. Late assignments will not be accepted. Failure to submit documentation on time in this course will result in failure of this class.

Grading Scale:

| Letter Grade | Points | Description |
|--------------|-------------|--|
| A | (450 – 500) | exceptional demonstration and deep coherent understanding |
| B | (449 – 400) | proficient understanding |
| C | (399 – 350) | acceptable understanding in most areas |
| D | (349 – 300) | developing understanding with some critical deficiencies |
| F | (299 – 0) | unsatisfactory understanding with significant deficiencies |

Posting of Grades:

Final grades will be posted to Canvas by December 18, 2018.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar:

| Date | Time | Location | Assignment/Assessment |
|---|-------------------|------------------|---|
| Week August 6 - 10 | Campus Hours | Campus | Teacher In-Service: Intern Profile Pre-Internship Checklist/Beginning of School Year Checklist |
| Week August 13-17 | Campus Hours | Campus | Teacher In-Service/Start of School Year |
| Thursday August 16 | 12:00 – 4:00 | Warrior Hall 417 | Field Supervisor Meet & Greet / Mentor Orientation |
| Week August 20-24 | Campus Hours | Campus | Teacher In-Service/Start of School Year |
| Saturday August 25 | 10:00 – 5:00 | Warrior Hall 304 | Internship Orientation |
| Week August 27-31 | Campus Hours | Campus | Start of School Year |
| Monday August 27 | 5:00 p.m. | EPSD Office | Mentor W-9 Due |
| Monday September 3 | 5:00 p.m. | Canvas | Weekly Schedule / Weekly Reflection 1 Classroom Management Plan |
| Monday September 10 | 5:00 p.m. | Canvas | Weekly Reflection 2 First Weeks of School Paper |
| Monday September 17 | 5:00 p.m. | Canvas | Weekly Reflection 3 |
| Mentor Professional Practices & Responsibilities / First Observation Complete | | | |
| Monday September 24 | 5:00 p.m. | Canvas | Weekly Reflection 4 |
| Saturday September 29 | 9:30 – 5:00 p.m. | TAMUCT TBD | Seminar |
| September Observation of Intern by Mentor / September Observation of Mentor by Intern | | | |
| Monday October 1 | 5:00 p.m. | Canvas | Weekly Reflection 5 |
| Monday October 8 | 5:00 p.m. | Canvas | Weekly Reflection 6 |
| Mentor Professional Practices & Responsibilities / Second Observation Complete | | | |
| Saturday October 13 | 8:00 a.m. | Warrior Hall | PPR Representative (If Applicable) |
| Monday October 15 | 5:00 p.m. | Canvas | Weekly Reflection 7 |
| Monday October 22 | 5:00 p.m. | Canvas | Weekly Reflection 8 |
| Monday October 29 | 5:00 p.m. | Canvas | Weekly Reflection 9 |
| October Observation of Intern by Mentor / October Observation of Mentor by Intern | | | |
| Saturday November 3 | 9:30. – 5:00 p.m. | TAMUCT TBD | Seminar |
| Monday November 5 | 5:00 p.m. | Canvas | Weekly Reflection 10 |
| Mentor Professional Practices & Responsibilities / Third Observation Complete | | | |
| Monday November 12 | 5:00 p.m. | Canvas | Weekly Reflection 11 |
| Monday November 19 | 5:00 p.m. | Canvas | Weekly Reflection 12 |
| Monday November 26 | 5:00 p.m. | Canvas | Fall Reflection PowerPoint Slide |
| November Observation of Intern by Mentor / November Observation of Mentor by Intern | | | |
| Monday December 3 | 5:00 p.m. | Canvas | Weekly Reflection 13 Observation of Another Teacher / Fall Action Plan |
| Mentor Professional Practices & Responsibilities / Intern Evaluation / Fourth Observation Complete | | | |
| Saturday December 1 | 8:30 – 5:00 | TAMUCT | Texas Association of Future Educators Regional Competition |
| Saturday December 8 | 9:30 – 5:00 p.m. | TAMUCT TBD | Candidate Record Submission Evaluation Due from Mentor |

PROFESSOR POLICIES

The Intern follows the same regulations regarding attendance policies outlined in your contract. Regular attendance is required of all hired Interns. If you must be absent, you are required to notify the following: (1) your School; (2) your Mentor (3) your Field Supervisor, and (4) the Director of Educator Preparation Services by email: educatorprep@tamuct.edu.

Holidays/Staff Development.

Interns will observe the holidays scheduled by the School District to which they are employed regardless of the holidays observed by Texas A&M University-Central Texas.

Bad Weather Days.

Interns will observe bad weather delays or cancelations of the school in which they are employed, regardless of Texas A&M University-Central Texas weather delays or cancellations. If you are unable to attend due to weather in your area, you must notify the following: (1) your School; (2) your Mentor (3) your Field Supervisor, and (4) the Director of Educator Preparation Services by email: educatorprep@tamuct.edu.

Seminars.

Interns are required to attend ALL Internship in Teaching Seminars. Failure to attend may result in an unsatisfactory grade in this course. All absences must be approved by your professor. Additional coursework may be required for missed seminars.

Cell Phones.

Cell phones must be silenced during class. The use of cell phones, smart phones, or other mobile communication devices is disruptive and is therefore prohibited during class. Except in:

1. emergency situations - please make prior arrangements with the professor
2. acceptable use - the professor will direct you to utilize your cell phone, smart phone, or other mobile device for educational purposes

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located 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 professor.

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>.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's 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 Registrar's 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.

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. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your professor before taking a course of action.

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 at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

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 the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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 on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation 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 A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@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 FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. 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 (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

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!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

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 250,000 eBooks and 82,000 journals, in addition to the 85,000 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 on Skype 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) [<http://tamuct.libguides.com/index>].

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