

**Texas A&M University - Central Texas**  
**COUN 5351 – Career Counseling and Guidance**  
**Spring 2019**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC  
**Class Time:** Online  
**Office:** 318Q  
**Email:** s.airhart-larraga@tamuct.edu  
**Office Hours:** Monday & Tuesday 12:00 to 5:00 p.m

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

**Student-instructor interaction:**

*Instructor will be checking email daily and replying to student emails within 48 hours.*

**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.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [<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:** This course provides an in-depth study of career counseling and guidance services that focuses on occupational, educational, and personal/social issues for general and special populations. An examination of theoretical bases for career counseling and guidance, study of organization and delivery of information through individual and group activities is included. Related ethical concerns are covered.

**STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate an understanding of Career development theories and decision-making models.
2. Students will demonstrate of understanding of career, avocational, educational, occupational, and labor market information resources, and career information systems along with assessments used in career interventions.
3. Students will demonstrate an understanding of career development program planning, organization, implementation, administration, follow-up and evaluation within the counseling profession.
4. Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
5. Students will demonstrate an understanding of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

**In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:**

**(IIF4: Career Development)-** Studies that provide an understanding of career development and related life factors, including all of the following:

CACREP Standard	Activity	SLOs
<b>Common Core for all students:</b>		
a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Career Development & Counseling Theory Video Presentation	SLO3
a. Current labor market information relevant to opportunities for practice within the counseling profession (IIF1h);	Career Technology Resource Evaluation	SLO2
b. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Career Development Program Proposal	SLO4
c. multicultural counseling competencies (IIF2c);	Career Development Program Proposal	SLO4
d. effects of power and privileged for counselors and clients (IIF2e);	Autobiography	SLO5
e. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Career Development Program Proposal	SLO4
f. Career development theories and decision-making models (IIF4a);	Career Development & Counseling Theory Video Presentation	SLO4
f. <u>Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</u> (IIF4b);	Career Development & Counseling Theory Video Presentation	SLO3
g. Career, avocational, educational, occupational, and labor market information resources, and career information systems (IIF4c);	Career Technology Resource Evaluation	SLO2
g. <u>Approaches for assessing the conditions of the work environment on clients' life experiences</u> (IIF4d);	Career Development & Counseling Theory Video Presentation	SLO3
h. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e);	Career Autobiography	SLO4
h. Career development program planning, organization, implementation, administration, and evaluation (IIF4f);	Career Development Program Proposal	SLO4
i. Strategies for facilitating client skills development for career, educational, and life-work planning and management (IIF4h);	Career Development & Counseling Theory Video Presentation	SLO4

k. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (IIF4i); and	Career Development & Counseling Theory Video Presentation	SLO3
l. Ethical and culturally relevant strategies for addressing career development (IIF4j).	Career Development & Counseling Theory Video Presentation	SLO3
1. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g).	Career Development Program Proposal	SLO4
1. Use of assessments relevant to academic/educational, career, personal, and social development and use of symptoms checklists, personality and psychological testing (IIF7i & k ).	Career Development & Counseling Theory Video Presentation  Career Autobiography	SLO3
1. the importance of research in advancing the counseling profession (IIF8a).	Career Development & Counseling Theory Video Presentation	SLO1
1. identification of evidence based practices and needs assessments (IIF8b & c).	Career Development & Counseling Theory Video Presentation	SLO1
<b>Standards for Clinical mental Health Counselor track</b>		
1. Roles and settings of clinical mental health counselors (CMHC:5C2a)	Discussion Posts  Career Development & Counseling Theory Video Presentation	SLO3

### Required Reading and Textbook(s):

Niles, S. G. & Harris-Bowlsbey, J. H. (2017). *Career Development Interventions in the 21<sup>st</sup> Century*. (5<sup>th</sup> ed. Upper Saddle River, New Jersey. Pearson Education, Inc.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed.). Washington, DC: Author.

Other readings as assigned and supplied by professor

### COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

**Discussion Posts** (5 x 3 points = 15 points): Students will participate in 5 discussion board posts. Students will respond to 1 of the main discussion board questions posted by the instructor. Responses should be 2-3 paragraphs in length and evidence understanding of the assigned reading. Additionally, students will respond to 1 of their classmate's discussion board posts. These responses should be at least 1 paragraph in length. *All students are expected to respond in a respectful and professional manner.*

**Career Development and Counseling Theory Video Presentation** (30 points): You are required to complete a video presentation on a career topic of interest that is related to the material covered in this class. Examples of career topics may include: career counseling with students; multicultural career counseling, dual career couples/families; work – family interface; career change; retirement; career

satisfaction; career decision making; online career assessments; and negotiating practices. You will be expected to provide the instructor an outline/handout and a reference list in **APA format**. Your presentation should be approximately **45 minutes** in length and include the following:

- relevant contributors to the career theory;
- important concepts, terms, themes, and ethical considerations related to the career theory;
- the career counseling applications of this theory;
- current research in the area (minimum of 8 journal articles);
- an effective career technique and/or assessment derived from the career theory;
- an experiential component in which an applied career intervention or technique is explained and demonstrated.

**Career Technology Resource Evaluation** (10 points): Students will review one (1) online resource for career intervention and planning. This assignment *does not* have to follow APA formatting (this is the only assignment that will not follow APA formatting). Students can complete the assignment using bullet points. Students must address the following points:

- Name of the resource (including hyperlink)
- Owner of the resource
- Purpose of the resource
- Client-base for the resource (population best likely to serve)
- Content available on the resource website
- Online inventories available to the user on the resource website
- Quality and comprehensiveness of the resource
- Ease of searching/maneuvering through links within the resource
- User-friendliness and appeal of the resource
- Summarization/Recommendation of resource

**Career Development Program Proposal** (15 points): Students will work to design a career development program for a hypothetical agency, school, or counseling center. Students will complete the following:

- Define the target population and its characteristics
- Determine the needs of the target population
- Write measurable objectives to meet the needs (minimum of 3)
- Determine how to deliver the career planning services
- Determine the content of the program
- Determine the cost of the program
- Begin to promote and explain your services
- Start promoting and delivering the full-blown program of services
- Evaluate the program (measurable)
- Treat this as a formal proposal – follow APA formatting.

**Career Autobiography** (15 points): Students will complete online inventories in which skills and interests are assessed. Following completion of these 3 inventories, students will then be asked to write a Career Autobiography paper (**follow APA formatting**) using results from these 3 inventories. The Career Autobiography is an integrative learning activity designed to help students incorporate personal understanding of content and experiences learned across the semester. The paper should be drafted as an insight-oriented document with sufficient professional and academic components to show applied learning of course content. The paper is expected to be 5-6 pages in length, following **APA formatting**. The autobiography must include the following:

- A discussion of your background and significant life events. Include family background, careers you thought about as a child, how and why you decided to attend TAMUCT, etc.
- Consideration of how your experiences to date, including work experience and extracurricular activities, have influenced your past or present education and career plans.
- A review of the relationship between your life/career plans and information from this course. Discuss how well your assessment results from various inventories “fit” you. Do you agree with your results? Why or why not? What did you learn about your decision-making style and how does it affect your career vision?
- Which career theories apply to you? How?
- A brief review of your present situation concerning your academic and career plan. Also, review possible future directions, including changes in career direction.

**Quizzes** (5 x 3 points = 15 points): Students will be responsible for completing 5 quizzes over the semester based on assigned weekly readings.

**Alternative Assignment (3 points):** APA formatting is required throughout this course and other courses in the CMHC program. Students can earn 3 points this semester by visiting the **University Writing Center** with a rough draft of a paper and meet with a **UWC** tutor to review APA formatting and professional writing techniques. These points can be used in lieu of a discussion post or quiz. To receive credit for one discussion post or quiz (3 points), the student must email the instructor with the date, time, and name of tutor they met with at the UWC and the rough draft that was reviewed. <https://www.tamuct.edu/coas/coas-special-topics/uwc.html>

UWC's synchronous online writing tutoring services:

The UWC is continuing to expand synchronous online writing tutoring this semester. Using WOnline, students can work with trained UWC tutors via video and/or text chat from the comfort of their own homes! During the Spring 2019 semester, a tutor trained to conduct synchronous online writing tutoring sessions will be available almost every hour the UWC is open (excluding Mondays from 12:00-2:00 p.m.).

### Grading Criteria and Conversion

Grades will be determined by how many points are earned over the semester. The menu of evaluations and their points appears next:

### Nature of Activity Point Potential

Activity	Points
Career Development and Counseling Video Presentation	30 points
Career Technology Resource Evaluation	10 points
Career Development Program Proposal	15 points
Career Autobiography	15 points
Discussion Posts (5 x 3 points each)	15 points
Quizzes (5 x 3 points each)	15 points
Total	100 points

### Grade Equivalent:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 - Below = F

### Posting of Grades:

Grades will be posted on the Canvas Gradebook. Grades will be posted within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

## COURSE CALENDAR

Week	Topic	Assigned Readings for Next Week	Assignments Due
January 14, 2019	Introductions Syllabus Review (video on Canvas)	Chapter 1	<b>Discussion Post # 1 - Main Response (due Friday January 18 9:00 p.m.)</b>
January 21, 2019	<b>Martin Luther King Holiday</b>		<b>Discussion Post # 1 – Response to Classmate (due Friday January 25 9:00 p.m.)</b>
January 28, 2019	Career Development Interventions	Chapter 2 & 3	<b>Discussion Post # 2 – Main Response (due Friday February 1 9:00 p.m.)</b>  <b>Classmate Response (due Sunday February 3 9:00 p.m.)</b>
February 4, 2019	Theories of Career Development Recent Theories of Career Development	Chapter 4	<b>Quiz # 1 – due February 4 9 p.m.</b>
February 11, 2019	Providing Culturally Competent Career Development Interventions	Chapter 5	<b>Discussion Post # 3 – Main Response (due Friday February 15 9:00 p.m.)</b>  <b>Classmate Response (due Sunday February 17 9:00 p.m.)</b>
February 18, 2019	Assessment and Career Planning	Chapter 6	
February 25, 2019	Career Information and Resources	Chapter 7	<b>Quiz # 2 – due February 25 9 p.m.</b>
March 4, 2019	Information and Communication Technologies	Chapter 8	<b>Discussion Post # 4 – Main Response (due Friday March 8 9:00 p.m.)</b>  <b>Classmate Response (due Sunday March 10, 2019 9:00 p.m.)</b>
March 11, 2019	<b>SPRING BREAK</b>		
March 18, 2019	Career Counseling Strategies and Techniques for the 21 <sup>st</sup> Century	Chapter 9	<b>Career Technology Resource Evaluation – due March 18 9 p.m.</b>
March 25, 2019	Designing, Implementing, and Evaluating Career Development Programs & Services	Chapter 10	<b>Quiz # 3 – due March 25 9 p.m.</b>

April 1, 2019	Career Development Interventions in the Elementary Schools	Chapter 11	<b>Discussion Post # 5 – Main Response (due Friday April 5 9:00 p.m.)</b> <b>Classmate Response (due Sunday April 7 9:00 p.m.)</b>
April 8, 2019	Career Development Interventions in the Middle Schools	Chapter 12 & 13	<b>Career Development and Counseling Video Presentation – due April 8 9 p.m.</b>
April 15, 2019	Career Development Interventions in High School & Higher Education	Chapter 14	<b>Quiz # 4 – due April 15 9 p.m.</b>
April 22, 2019	Career Development Interventions in Community Settings	Chapters 15	<b>Career Development Program Proposal – due April 22 9 p.m.</b>
April 29, 2019	Ethical Issues in Career Development Interventions		<b>Quiz # 5 - due April 29 9 p.m.</b>
May 6, 2019			<b>Career Autobiography – due May 6 9 p.m.</b>

**Student Learning Outcomes (SLOs) Grading Rubric**

<b>(SLO1)</b>	<b>Competence</b>				
	<b>No (1)</b>	<b>Some (2)</b>	<b>Basic (3)</b>	<b>Above Average (4)</b>	<b>Superior (5)</b>
<b>Theory Presentation</b>					
The importance of research in advancing the counseling profession (IIF8a).					
identification of evidence based practices and needs assessments (IIF8b & c).					

<b>(SLO2)</b>	<b>Competence</b>				
	<b>No (1)</b>	<b>Some (2)</b>	<b>Basic (3)</b>	<b>Above Average (4)</b>	<b>Superior (5)</b>
<b>Career Technology Resource Evaluation (SLO3)</b>					

current labor market information relevant to opportunities for practice within the counseling profession(IIF1h);					
processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (IIF4c)					

<b>(SLO3)</b>	<b>Competence</b>				
<b>Treatment Plan and Strategies Report</b>	<b>No (1)</b>	<b>Some (2)</b>	<b>Basic (3)</b>	<b>Above Average (4)</b>	<b>Superior (5)</b>
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);					
approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (IIF4b)					
approaches for assessing the conditions of the work environment on clients' life experiences (IIF4d)					
methods of identifying and using assessment tools and techniques relevant to career planning and decision making (IIF4i);					
Ethical and culturally relevant strategies for addressing career development (IIF4j).					

Use of of assessments relevant to academic/educational, career, personal, and social development and use of symptoms checklists, personality ad psychological testing (IIF7i & k )					
Roles and settings of clinical mental health counselors (CMHC:5C2a)					

(SLO4)	Competence				
	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
<b>Career Development Program Proposal Activity</b>					
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);					
Multicultural counseling competencies (IIF2c);					
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h)					
Career development theories and decision-making models (IIF4a);					
Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e);					
Career development program planning, organization, implementation, administration, and evaluation (IIF4f);					

Strategies for facilitating client skills development for career, educational, and life-work planning and management (IIF4h);					
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g).					

(SLO5)	Competence				
	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
<b>My Career Autobiography</b>					
Effects of power and privileged for counselors and clients (IIF2e);					

### IMPORTANT UNIVERSITY DATES

January 14, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week.
January 14, 2019	Classes Begin for Spring Semester
January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21, 2019	Martin L. King Jr. Day (University Closed)
January 22, 2019	Deadline to Drop First 8-Week Classes with No Record
January 30, 2019	Deadline to Drop 16-Week Classes with No Record
February 22, 2019	Student End of Course Survey Opens (First 8-Week Classes)
February 22, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications
March 10, 2019	Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019	Spring Break – No Class (University Open)
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13, 2019	Spring Break – No Class (University Open)
March 14, 2019	Spring Break – No Class (University Open)
March 15, 2019	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break – No Class (University Open)
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes.
March 18, 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with No Record

April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14, 2019	Deadline for Thesis to Clear Thesis Office for Spring Semester

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. 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, 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 instructor.

### **Other Technology Support**

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

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto: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.*

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

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### **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](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 Academic 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.

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## 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 instructor before taking a course of action.

For more information regarding the Student Conduct process, [<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may submit a report, [[https://cm.maxient.com/reporting-form.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reporting-form.php?TAMUCentralTexas&layout_id=0)].

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## 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) 519-5797. Any information you provide is private and confidential and will be treated as such.

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

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## 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 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, 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.

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## 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.albert-green@tamuct.edu](mailto:deeadra.albert-green@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.

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## 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.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-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](#). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

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## 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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## OPTIONAL POLICY STATEMENTS:

### A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].