Texas A&M University-Central Texas
PSYC 4315-125 Fundamentals of Program Evaluation (CRN 10295)
Spring 2020: March 23, 2020 – May 8, 2020

Instructor: Jeffery L. Kirk, PhD
Office: Founders Hall 424E
Office Phone: 254-519-5712
Email: Preferred email is through Canvas "Inbox" for course-related information. If correspondence is not related to the course, contact the professor at jeff.kirk@tamuct.edu
Office Hours: On campus by appointment (Founders Hall, Room 424E).

Mode of Instruction and Course Access
This course is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com]

Student-instructor interaction
The professor will logon to the course in Canvas every week day (Monday through Friday) and will reply to email within two business days. If students have course-related questions, these should be posted in Study Hall (discussion board) instead of sending the professor an email/message. When questions are posted in Study Hall, both classmates and professor are able to reply to questions and all students will have access to the information.

Students are expected to logon to the course in Canvas daily to review and post assignments, read discussion boards, review Study Hall, check messages, etc. The professor will provide feedback on assignments by marking grading rubrics and/or posting comments as needed in the Submission box or on attached documents. Students should review all assignments in the Grade Center when grades are posted to examine and apply the feedback on subsequent assignments. Students may also message the professor to schedule an appointment when needed.

Warrior Shield
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Information

Course Overview and Description

Fundamentals of Program Evaluation (3 credit hours). Study fundamentals of program evaluation methods used in the fields of education and human service. Learn theory, methodology, utilization of information, standards of practice and ethics.

Expanded Course Description

Students will be introduced to the basics of program evaluation. The topics selected for class discussion and assignments will include the selection of appropriate methodology, utilization of information, standards of practice and ethics with an emphasis on use by policy makers, program administrators, and service providers. The purpose of this course is to provide students with basic information on the fundamentals of program evaluation and include selection and application of both theoretical foundations and applied experiences in program evaluation. Students will be introduced to the basic theories and models used in program evaluation and how these principles inform the development and design of an evaluation plan, data collection, analysis, and the dissemination of findings. As part of the applied/practical experience, this course may offer opportunities for students to work with an evaluation team on an ongoing program evaluation in the community. These experiences will provide students an active role in conducting program evaluation with the support of faculty and staff. Students also will analyze, synthesize, and evaluate professional literature that support effective program evaluation practices and policies as derived from current research and use these materials to complete the evaluation plan required for this course. **Due to the advanced nature of this class it is assumed that students taking the class have all the skills, knowledge, and abilities necessary to develop and complete all required elements of the research proposal noted above and in the individual assignments.**

Course Objectives (Course Student Learning Outcomes)

Course objectives and content will be covered through assigned text readings, lectures, homework assignments, and, if available, fieldwork. Students will be responsible for both lecture-based material including activities and demonstrations as well as textbook-based material for writing assignments. Upon satisfactory completion of this course, students will be able to:

1. Identify appropriate and inappropriate purposes of program evaluation by reviewing critical considerations of evaluation design, criteria for assessing evaluation, and measurement problems related to program evaluation. (Discussion, presentations, assigned reading and writing assignments.)
2. Describe the advantages of program evaluation utilizing the scientific method compared to other approaches of gaining knowledge. Identify and describe the major steps involved in conducting a program evaluation. (Discussion, presentations, assigned reading and writing assignments.)
3. Using electronic and institutional resources, conduct library research to design and propose an evaluation plan for conducting a program evaluation using (with instructor guidance) the manuscript guidelines established according to the Publication Manual of the American Psychological Association (APA). (Library research, technology utilization, assigned reading and writing assignments, presentations, and completed program evaluation proposal.)
4. Design an evaluation plan that includes: a memorandum of understanding, (MOU), scope of work (SOW), needs and evaluation assessments, logic model, proposed measures (instrumentation), proposed data analytic plan, and a section outlining dissemination and utility

of the evaluation. (Library research, discussion, assigned reading and writing assignments, and completed evaluation plan.)
5. Evaluate the role of ethics in evaluation decision making and use the standards and principles of ethics appropriately in an evaluation setting. (Discussion, presentations, assigned reading and writing assignments.)
6. Develop problem-solving, analytic, interpersonal, project management and academic writing skills as part of the learning process. (Discussion, presentations, assigned reading and writing assignments.)
7. Prepare and conduct a formal presentation of their evaluation plan to the class in a professional manner. (Proposal and presentation.)

Required and Recommended Reading and Textbook(s)

Required:
Rossi, P.H., Lipsey, M.W.., & Henry, G.T. (2019). *Evaluation: A systematic approach* (8th ed.). Thousand Oaks, CA: Sage Publications. (ISBN: 9781506307886) (New, used, and e-version costs range from $42.30 to $90.00)
Newman, D.L. & Brown, R.D. (1996). *Applied ethics for program evaluation.* Thousand Oaks, CA: Sage Publications. (ISBN: 9780803951860) (New and used costs range from $30.65 to $73.00)
American Psychological Association. (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC: American Psychological Association. (ISBN: 9781433832178; spiral) (New and used costs range from $30.60 to $45.00)

Recommended:
Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc. (ISBN: 9781412989084) (New and used costs range from $45.60 to $96.00)

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. (Texas Education Code 51.9705.)

COURSE REQUIREMENTS

1. **Ethics Points Discussions (SLO 1-6)**
   - Using the assigned textbooks and additional resources, each student will be responsible for preparing an initial post and then facilitating a discussion related to an ethics point selected from the assigned textbook. Each student will select vignettes (per course schedule) from the Newman and Brown textbook to use as a basis for their preparation. Discussion is assessed on participation contributions and engagement with the instructor, fellow students, and the course materials. Online discussion participation is also assessed for writing mechanics which includes proper APA formatting of any citations. Detailed information for these assignments is provided in Canvas.

2. **Program Evaluation Scavenger Hunt (SLO 1-6)**
   - Students will conduct a scavenger hunt to find examples of activities related to program evaluation. This activity should include a review of current news media in an attempt to find interesting examples of how program evaluation relates to a variety of fields. Students will locate a maximum of three activities related to an area of program evaluation that interests them (e.g., education, human services, health care, public policy, etc.) and write a short APA style paper (5-page minimum, plus cover and reference pages). In the paper, students are expected to describe the major issues and include a discussion of any advocacy and/or criticisms of current activities. Additionally, students are expected to discuss how program evaluation helps to inform the decision makers and contribute to the discussion. Please choose an area of program evaluation/applied research that interests you most as this assignment may be used as the framework for the development of the literature review required for your program evaluation plan.

3. **CITI Ethics Training (SLO 5)**
   - To familiarize students with the standards related to ethical research practices when working with human subjects in our field, you will complete an online training module provided by the Collaborative Institutional Training Initiative (CITI). You will find the link to the training under the Ethics Training Assignment in the Assignments tab where you can turn in a screen capture of the Completion Certificate that the CITI website will provide you once you have successfully completed the training. This assignment is due no later than the date/time indicated in the course calendar/Canvas assignment. (If you have completed this training as a part of another class and the training is still current, please upload the CITI completion certificate to the assignment located in the Canvas course).

4. **AEA365 Blog Participation (SLO 1-6)**
   - AEA365 is a blog sponsored by the American Evaluation Association. The blog is dedicated to highlighting tips, tricks, resources, and lessons learned from evaluators around the world. Students will subscribe to the AEA365 blog and then, based on student interest, participate in discussion posts related to AEA topical interest group (TIG) discussions listed on the webpage. Posting link for your discussion must be provided to the instructor in the assignment link in Canvas for grading.

5. **Module Quizzes (SLO 1-6)**
   - Review the module readings and take the Module Quiz.
     a. Each week students will take an untimed quiz (may include multiple choice, true/false or essay questions) on the assigned readings prior to completing the weekly writing assignments for the course. The quizzes are intended to provide a check on students' understanding of basic course content before moving on to higher level processing (application, analysis, synthesis) of content.
     b. Once a quiz is started, it must be completed in the same session. Each quiz is comprised of a series of questions and may include a mix of multiple choice, T/F and essay (no more than 20 per module) that pertain to the module readings.

6. **Program Evaluation Plan (SLO 1-7)**
   - The program evaluation plan consists of multiple individual assignments. This assignment may be satisfied by successful completion of a topic that is selected and completed by the individual student or as part of an ongoing evaluation project being conducted by University faculty and staff. See the **Assignments and Grading** section for a list of required elements. Detailed information on each element is provided in Canvas.

Exam/Quiz Make-up Policy
Make-up exams/quizzes will be granted only under exceptional circumstances (e.g., cardiac arrest or death of first-degree relative) and when accompanied by official documentation of your emergency (e.g., a note from the academic dean or a copy of an obituary). Make-up exams/quizzes may differ in format from the one given at the scheduled time. The professor reserves the right to determine if circumstances merit a make-up exam. **IN ORDER TO BE FAIR TO ALL STUDENTS, THERE ARE NO EXCEPTIONS TO THESE POLICIES.**

Late Work Policy
All requirements are outlined in the syllabus and in the Canvas course section. Hectic lives, forgetfulness, procrastination, technical problems (student computer or student Internet Service Provider), and thunderstorms are not valid excuses for submitting a late assignment or missing a quiz or exam. This class has all assignments set to close according to a specified time/date according to the syllabus, consequently late work **will not** be accepted (exceptions approved on a case-by-case basis, only). Any exceptions to the above policy must be discussed with the professor before assignment deadlines, otherwise late assignments will not be accepted and the student will receive a zero (0) for that assignment. For a more detailed description of the course, see below.

Students also should note that once an assignment is submitted it is considered to be a completed assignment. No changes will be allowed and the grade for the assignment will be considered as final.

Grading Criteria Rubric and Conversion
Assignments & Grading

Assignment	Number	Points Each	Points Totals	% Overall Grade
Ethics Points Discussions	**5**	**5**	**25**	**25%**
Program Evaluation Scavenger Hunt	**1**		**5**	**5%**
Ethics Training (CITI)*	**1**		**5**	**5%**
AEA365 Blog Participation	**6**	**2**	**12**	**12%**
Module Quizzes	**7**	**4**	**28**	**28%**
Program Evaluation Plan**	**1**		**25**	**25%**
Task 1: Project Background/Literature Review	1		3	3%
Task 2: Logic Model	1		3	2%
Task 3: Scope of Work & Memorandum of Understanding	1		3	3%
Task 4: Instrumentation	1		3	2%
Task 5: IRB Protocol	1		3	3%
Task 6: Data Analytic and Dissemination Plans	1		3	2%
Task 7: Final Draft Project Report	1		5	5%
Task 8: PowerPoint Presentation	1		2	2%
			100	**100%**

*CITI is the preferred training tool for ethics/research and can be accessed using the provided link:
https://about.citiprogram.org/en/homepage/
**Note that all components of the program evaluation project/proposal must be completed for full credit. Students will be penalized 1 letter grade on the final course grade if any component of the

proposal is not submitted for review/inclusion into the final evaluation plan requirement.

Grading rubric
Please note that grades for this class are not 'given'; they are earned. Students earn points by actively utilizing course content and by demonstrating their grasp of subject-matter content on written assignments and quizzes. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade. (To calculate your overall grade to date, multiply the percentage of points earned for each assignment by the 'Percentage of Overall Grade for Each Assignment' above, then sum all points earned.)

Grade	University Definition	Course Definition	Percentage
A	Excellent	Exceptional	90-100
B	Good	Above Average	80-89
C	Fair	Average	70-79
D	Passing	Unsatisfactory	60-69
F	Failing	Failure	59 or below

Posting of Grades
All assignments are due by midnight Sunday (Central). All students' grades will be posted in the Canvas Grade Center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades on the Monday after they are due and will have all grades posted within one week. Students should regularly monitor their grades in the Canvas Grade Center, and students should not hesitate to ask the professor about any grade or concern.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar PSYC 4315 (March 23, 2020 to May 8, 2020) **(Modified to change start date due to changes required by coronavirus closure)**

Week	Module	Instructional Activities	Assignments Due
	Getting Started (complete before the semester begins)	Log on to Canvas Establish access to library from home Resolve computer difficulties Introduce self in the discussion forum	**Please review the syllabus and assignments in Canvas so you will be aware of assignment requirements and deadlines** **All assignments are due NLT midnight (Central) on Sunday** Please introduce yourself by telling the class a little about yourself, your decision to select this class, your interest in program evaluation and applied research, and what you'd like to take away from the class (learning outcomes)
Mar 23 through Mar 29	**Module 1: Background** What Is Program Evaluation and Why Is It Needed? Social Problems and Assessing the Need for a Program	Read RLH Ch 1 & 2 Read NB Ch 1 (pp. 1-16)	Review assigned materials and complete RLH chapter quizzes 1 & 2 (before deadline in Canvas) Complete and submit program evaluation scavenger hunt (use this as the basis for your program evaluation plan assignment)**** AE365 Blog #1 Ethics Point Discussion #1 (from NB Ch 1)
Mar 30 through Apr 5	**Module 2: Evaluation Theory and Implementation** Assessing Program Theory and Design Assessing Program Process and Implementation	Read RLH Ch 3 & 4 Read NB Ch 2 (pp. 17-54)	Review assigned materials and complete RLH chapter quizzes 3 & 4 (before deadline in Canvas) Complete CITI Ethics Training and submit completion certificate AE365 Blog #2 Ethics Point Discussion #2 (from NB Ch 2) Task 1: Project Background/Literature Review

*Professor reserves the right to amend this syllabus at any time.
RLH = Program Evaluation   ****NB = Ethics   *****YHSC = Eval Stds (varies according to topic)**   ******APA Manual**

Week	Module	Instructional Activities	Assignments Due
Apr 6 through April 12	**Module 3: Evaluation Methods & Design** Measuring and Monitoring Program Outcomes Impact Evaluation Isolating the Effects of Social Programs in the Real World	Read RLH Ch 5 & 6 Read NB Ch 3 & 4 (pp. 55-120)	Review assigned materials and complete RLH chapter quizzes 5 & 6 (before deadline in Canvas) AE365 Blog #3 Ethics Point Discussion #3 (from NB Ch 4) Task 2: Complete Logic Model for Project
Apr 13 through Apr 19	**Module 4: Evaluation Methods & Design (cont.)** Impact Evaluation Comparison Group Designs Impact Evaluation Designs with Strict Controls on Program Access	Read RLH Ch 7 & 8 Read NB Ch 5 (121-144)	Review assigned materials and complete RLH chapter quizzes 7 & 8 (before deadline in Canvas) AE365 Blog #4 Ethics Point Discussion #4 (from NB Ch 5) Task 3: Scope of Work/MOU
Apr 20 through Apr 26	**Module 5: Evaluation Planning/Reporting** Planning an Evaluation	Read RLH Ch 11 Read NB Ch 6 (145-171)	Review assigned materials and complete RLH chapter quiz 11 (before deadline in Canvas) AE365 Blog #5 Ethics Point Discussion #5 (from NB Ch 6) Task 4: Instrumentation Task 5: IRB Protocol

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Week	Module	Instructional Activities	Assignments Due
Apr 27 through May 3	**Module 6:** **Evaluation Methods & Design** Detecting, Interpreting, and Exploring Program Effects Assessing the Economic Efficiency of Programs	Read RLH Ch 9 & 10 Read NB Ch 7 (pp. 173- 190)	Review assigned materials and complete RLH chapter quizzes 9 & 10 (before deadline in Canvas) AE365 Blog #6 Task 6: Data Analytic and Dissemination Plans
May 4 through May 8	**Module 7:** **Writing Evaluation Proposals** The Social and Political Context of Evaluation Planning an Evaluation****	Read RLH Ch 12 Read NB Epilogue (pp. 191-192) Complete Student Evaluation of Instruction Review RLH Ch 11	Review assigned materials and complete RLH chapter quiz 12 (before deadline in Canvas) Task 7: Completed Draft Evaluation Plan****
	Module 8: **Analysis and Reporting** Presentation and Course Wrap-up	Complete Student Evaluation of Instruction (if not already completed)	Task 8: PowerPoint Presentation and Wrap-up (narrated by student) Complete Course Evaluation of Instruction (if not already complete)

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** RLH = Program Evaluation   **NB = Ethics   ***YHSC = Eval Stds (varies according to topic)   ****APA Manual

Important University Dates: Spring 2020 (Modified due to changes required by coronavirus closure)
March 16, 2020: Classes Begin for Second 8-Week Session
March 18, 2020: Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 23, 2020: Deadline to Drop Second 8-Week Classes with No Record
April 24, 2020: Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 8, 2020: Deadline for Applications for $1,000 Tuition Rebate for Spring Graduation (5pm)
May 8, 2020: Deadline for Degree Conferral Applications to the Registrar's Office. $20 Late Application
     Fee
May 8, 2020: Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 8, 2020: Spring Semester Ends
May 9, 2020: Commencement Ceremony
May 12, 2020: Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due
     by 3pm)

TECHNOLOGY REQUIREMENTS AND SUPPORT

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

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/].
    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 instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
       Email: helpdesk@tamu.edu
       Phone: (254) 519-5466
       Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

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].

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.

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

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

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

Important information for Pregnant and/or Parenting Students
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting.

Students should seek out assistance as early in the pregnancy as possible. For more information, please visit 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.

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. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

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) 501-5836, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive 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.

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 WCOnline 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.

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].

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/compliance/titleix.html].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.