

Texas A&M University - Central Texas
COUN/PSYC 5351-110
Career Counseling and Guidance

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Mee-Gaik Lim, Ph.D

Office: Offsite

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Office Hours: Monday-Friday from 9:00-2:00 pm CST

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Term Date: Aug 23-Dec 10, 2021

Mode of Instruction and Course Access:

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

Student-Instructor Interaction:

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

Students are expected to logon to the course three to four times per week to review and post assignments, read discussion boards, review announcements, 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 can message the professor to schedule an appointment to talk WebEx when needed.

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 911 Cellular 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:

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.

Course Objectives (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.

Student Learning Outcomes:

Per Texas Administrative Code 239.15, Standards for School Counselor Certificate, students enrolled the Texas A & M University – Central Texas School Counselor Education Preparation Program will meet the following learner standards:

Student Learning Outcomes	TAC 239.15 School Counselor Certificate Learner Standards	Assignment
Career development theories and decision-making models (IIF4a);	Standard I. Learner-Centered Knowledge: (3) career development theories and practices	Career Development Program Proposal
Strategies for facilitating client skills development for career, educational, and life- work planning and management (IIF4h);	Standard I. Learner-Centered Knowledge: (8) learners' developmental characteristics and needs and their relevance to educational and career choices;	Career Development Program Proposal

CACREP Standard	Activity	SLO's
Common Core for all students:		
a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Career Program Proposal	SLO3
a. Current labor market information relevant to opportunities for practice within the counseling profession (IIF1h);	Assessment and Evaluation of Career Planning Services	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 privilege for counselors and clients (IIF2e);	Career Genogram	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 Program Proposal	SLO4
f. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (IIF4b);	Career Development Program Proposal	SLO3
g. Career, avocational, educational, occupational, and labor market information resources, and career information systems (IIF4c);	Assessment and Evaluation of Career Planning Services	SLO2
g. Approaches for assessing the conditions of the work environment on clients' life experiences (IIF4d);	Career Development Program Proposal	SLO3
h. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e);	Career Genogram	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);	Assessment and Evaluation of Career Planning Services	SLO4
k. Methods of identifying and using assessment tools and techniques relevant to career planning and decisionmaking (IIF4i); and	Assessment and Evaluation of Career Planning Services	SLO3
l. Ethical and culturally relevant strategies for addressing career	Career Development Program Proposal	SLO3

development (IIF4j).		
l. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g).	Career Development Program Proposal	SLO4
l. Use of assessments relevant to academic/educational, career, personal, and social development and use of symptoms	Assessment and Evaluation of Career Planning Services	SLO3
checklists, personality, and psychological testing (IIF7i & k).		
l. the importance of research in advancing the counseling profession. (IIF8a).	Career Development Program Proposal	SLO1
l. identification of evidence based practices and needs assessments. (IIF8b & c).	Career Development Program Proposal	SLO1
Standards for Clinical mental Health Counselor track		
1. Roles and settings of clinical mental health counselors (CMHC:5C2a)	Career Development Program Proposal	SLO3

Required Textbooks:

Zunker, V. *Career Counseling: A Holistic Approach (9th ed)*, (2016). Cengage: Boston, MA
ISBN: 9781305087286

Required Resources:

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association.

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.

Course Competencies for TExES:

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

The beginning school counselor:

- Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.
- Applies knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).

- Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
- Demonstrates an understanding of theories, models, principles, and practices of career development.
- Demonstrates knowledge of appropriate resources, including technological tools, to promote students' development of skills and knowledge in the developmental guidance curriculum.
- Knows how to facilitate students' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals.

COURSE REQUIREMENTS

Course Sequence of Instruction:

When first logging on to the course, students should click on the Start Here button to review the syllabus. Thereafter, post your personal introductions. Students are expected to check the online class at least 4 times each week which is equivalent to about 8-10 hours per week to complete weekly assignments. This includes posting responses, sending/receiving email and navigating over the web. Be sure to **POST YOUR INITIAL RESPONSES BY NOON OF EACH FRIDAY.**

Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. Weekly Discussions runs from Monday morning through Sunday midnight.

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments may not be submitted for credit after the due date (no late work accepted for credit).**

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.**

All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the *Publication Manual* and use online style resources provided by the American Psychological Association at www.apastyle.org

Discussions and Replies (220 pts)

Students will participate in weekly discussion forum is meant to provide an opportunity to integrate in writing the information from the course readings each week and critically discuss it with peers. Students are required to submit **their initial** posts (250 word minimum) on concepts (i.e., theories, topics, constructs) and **one** reply (100 word minimum) to posts made by classmates.

Assessment and Evaluation of Career Planning Services (100 pts)

Students will visit a career counseling center or agency and write 2-3 pages comprehensive review of the site. At the site, review their mission statement, services and programs offered, resources available, and other pertinent information from the site. This project is intended to be a creative and engaging method for students to learn about a career counseling center.

Youtube Review: Effective Interview Strategies (50 pts)

Students will review Youtube videos related to “Building effective interview strategies.” Upon completion of reviewing these Youtube videos, identify a total of 15 lessons learned.

Career Genogram (100 pts)

Construct a career genogram of your family-of-origin. Be sure to focus on career choices of at least 3 generations (ex: your generation; your parent’s generation; and your grandparent’s generation). Identify their career choices and personality traits. Track similar or different career traits and options of these three generations.

Review any of these Youtube videos of genogram construction prior to completing this assignment.

Career genogram <https://www.youtube.com/watch?v=9fuYju3tBYQ>

Career genogram <https://www.youtube.com/watch?v=JR6VtLLaN84>

Career Development Program Proposal (150 pts)

Students will design a career development program for a REAL 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

Grading Criteria Rubric and Conversion:

Graded Assignments	Points Each	Points Total
Weekly Discussions and Replies	20	220
Eval of Career Services	100	100
Effective Interview Strategies	50	50
Career Genogram	100	100
Career Development Program Proposal	150	150
Total Points		510

Posting of Grades:

Grading Scale: Grades are not ‘given’ in this course; they are earned. Students earn grades by actively reading material, participating in course discussions, and applying subject-matter content on written projects and assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment’s weight toward the overall course grade. Weekly grades will be posted by Monday noon of each week.

<u>Grade</u>	<u>University Definition</u>	<u>Percentage</u>
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Not Passing	60-69
F	Failing	59 or below

Grade Posting: All students' grades will be posted in the grade book after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading and recording grades on the Monday they are due and will have all grades posted by the following Monday. Students should regularly monitor their grades in the Canvas grade book, and *students should not hesitate to ask the professor about any grade or concern.*

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

Students must be able to perform basic computer skills such as access the internet, log on to websites that require usernames and passwords, navigate tabs and links on web pages, open and send emails, create and send attachments, download and view attachments including Microsoft Word documents and PowerPoint slideshows, open and view streaming video, and create folders on personal computers to organize and save completed work. For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Log 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): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.
For issues related to course content and requirements, contact your instructor.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Date	Content Discussions and Activities	Assignments Due
Getting Started (Complete before the term begins, if possible.)	Log on to Canvas and review tutorials Introduce self	All assignments are due by midnight of each Sunday.
Week 1 Aug 23-29	Read Chapter 1: Historical & Development Basic Issues	Discussions & Replies
Week 2 Aug 30-Sept 5	Read Chapter 2: Theories of Career Development	Discussions & Replies
Week 3 Sept 6-12	Read Chapter 3: Career Counseling Models	Discussions & Replies
Week 4 Sept 13-19	Read Chapter 4: Integrating Career and Personal Counseling	Discussions & Replies
Week 5 Sept 20-26	Read Chapter 5: Career Counseling Intake Interview	Discussions & Replies
Week 6 Sept 27-Oct 3	YouTube: Effective Interview Strategies	YouTube: Effective Interview Strategies
Week 7 Oct 4-10	Read Chapter 6: Using Standardized Test & Self-Assessment Procedures Chapter 7: The Impact of New Technology on Work, Career Development and Learning Platforms	Discussions & Replies
Week 8 Oct 11-17	Assessment and Evaluation of Career Planning Services	Assess & Eval of Career Planning Services
Week 9 Oct 18-24	Reach Chapter 8: On Being an Ethical Counselor	Discussions & Replies
Week 10 Oct 25-31	Read Chapter 9: Career Counseling for Multicultural Groups	Discussions & Replies Interview Questions
Week 11 Nov 1-7	Read Chapter 10: Gender Issues & Dual Careers	Discussions & Replies

Week 12 Nov 8-14	Career Genogram	Career Genogram
Week 13 Nov 15-21	Read Chapter 12: Career Counseling for Individuals with Disabilities	Discussions & Replies
Week 14 Nov 22-28	Thanksgiving	
Week 15 Nov 29-Dec 5	Career Development Program Proposal	Career Development Program Proposal
Week 16 Dec 6-10	Summary of Learnings	Summary of Learnings

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

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 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.

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 [WCOonline](https://tamuct.mywconline.com/) 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].

Recommended Academic Strategies:

1. According to the federal definition of a credit hour, students should spend “not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit” (<http://www.sacscoc.org/subchg/policy/CreditHours.pdf>). Because this is a 3-credit hour class that is delivered fully online, students should spend at least **9 hours on coursework per week for a 16-week course. For 8 week classes, the time per week doubles to 18 hours per week in 8 weeks.** Bear in mind that this guideline is for an average class. Some students may find this course challenging and may require *significantly more time* to grasp the concepts and complete the assignments. Plan accordingly.
2. Research indicates that spaced practice is better than massed practice when learning new information. Thus, spending 3 hours a day for 6 days a week on coursework is better for your learning and your grade than ‘pulling an all-nighter.’ Adjust your schedule accordingly.
3. Be professional and use proper netiquette (i.e., internet etiquette) in all course correspondence. Your college education is grooming you for a professional career.
 - a. Use standard English in all of your communications. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, revise, and edit your messages before sending them. Use proper punctuation and capitalization.
 - b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not ‘flame’ others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
 - c. Remember that you are individually accountable for all your messages and online actions. Treat all of your interactions with others in class as you would in your future professional career.

Important University Dates

See link for current University Calendar <https://www.tamuct.edu/registrar/academic-calendar.html>

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) [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concerns shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) 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.

Fall 2021 Return to Campus Plan

For the most recent campus information regarding COVID-19 see the Texas A&M University-Central Texas [Fall 2021 Return to Campus Plan](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

The Operation of the Online Course:

Copyright Notice: All materials used in this class are copyrighted either by the instructor or other authors and creators. Copyright laws and fair use policies protect the rights of those who created these materials. These laws and policies protect student work as well. Just as students cannot use copyrighted material without permission, others cannot use students' work without permission. All students should familiarize themselves and follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability as well as disciplinary action under University standard academic procedures.