



V1.1

**MGMT 3310-110****Entrepreneurship I**

August 22 – December 9, 2022

16-Week Online Course

## **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Angela Patrick, Ph.D., PMP

**Office Hours:** Online and by appointment only

**Cell Phone:** 254-681-1416

**Email:** abpatrick@tamuct.edu

### **Mode of instruction and course access:**

This course is a 100% asynchronous online course and uses the TAMUCT Canvas Learning Management System, which can be accessed at <https://tamuct.instructure.com>. For information on how to access Canvas, please refer to section “Technology Requirements and Support” in this syllabus. There are prerequisites to this course such as solid knowledge of APA style, familiarity with the use of PowerPoint, Microsoft Word, the Internet, and attaching documents. You will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, quizzes, and resource links via the Course website. 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. I am the facilitator for your learning who will provide you with the information, but it will be up to you to study the material to achieve learning.

### **Student-instructor interaction:**

I am accessible through Canvas Inbox, which I check several times a day during the week and usually once a day on weekends. I will try to get back to you within 24 hours during the week and within 36 hours during the weekend. Do not use my TAMUCT email for course related matters. If your concern needs my immediate attention, please text me and I will respond as soon as possible. Please provide in the subject line of each Canvas Inbox message the course information “MGMT 3310” so that I can identify your class. If you text me on my cell phone, please mention the same information in your text.

Please practice good communication skills. Remember that Canvas communication and Canvas Inbox are communication in proper format. We will practice formal business communication emails so that you will develop good habits. Start out every Canvas message and discussion post with the name of the person you are addressing and close with your name. Utilize spelling and grammar check to help you write better.

### **What You Can Expect of Me**

You can expect that I will create a respectful learning environment where we all can express our thoughts and ask questions. While we do not have to agree with each other, we will do so in respectful ways. I expect to learn from you as we spend the next 8 weeks together! I will be available to answer your questions and help you be successful in this course.

## SAFEZONE

**Emergency Warning System for Texas A&M University-Central Texas:** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)  
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

## COURSE INFORMATION

### *My Goal Is To Take You*

*From This*



*To This*



*Life's too short to build something nobody wants* – Ash Maurya, Running Lean

*Customers don't care about your solution. They care about their problems.* – Dave McClure, 500 Startups

*The only way to win is to learn faster than anyone else* – Eric Ries, Lean Startup

*You don't learn until you launch* – Dan Norris, 7 Day Startup

*"Some men see things as they are and say, why. I dream things that never were and say, why not"*

– George Bernard Shaw

**Course Overview and Description:** This course addresses the process of generating ideas for a new business with an emphasis on information sources and industry analysis. There will be a focus on reviewing and application of material, concepts, and applications from the textbook. You will perform a considerable number of hands-on exercises and discussions designed to help you integrate and apply the material presented in the text. Therefore, it is important for students to proceed through the outlined course and prepare by having read and thought about the reading material each week. The overall objective of this course is for each student to develop a critical thinking approach regarding Entrepreneurship and to develop a greater appreciation for what it takes to start a new venture.

**Overall Course Objective:** This course concentrates on identifying and evaluating opportunities that may become the foundation for a new business venture. Through experiential learning opportunities, students will apply what they learned. This course requires students to develop a new business venture using the business model canvas. Students will learn to assess the value of a concept and explore opportunity recognition, innovation and creativity, the legal structures of business, and types of entrepreneurial ventures. In this course, you may re-evaluate your own views of entrepreneurship within the framework of entrepreneurial thinking, and putting this mindset into action. As a student in this course, you will practice ET&A by accomplishing the following objectives:

- Assess your personal entrepreneurial capacity.
- Differentiate between entrepreneurial and managerial thinking.
- Play with idea generation techniques to help you better create and shape ideas into bold opportunities.
- Evaluate opportunities using a rigorous feasibility and experimentation processes.
- Develop, define, and clearly communicate a business concept to determine its feasibility.
- Gain confidence to use entrepreneurial thinking and action with future opportunities.

Throughout this course, you will develop a mindset that will enable you to build a toolkit to create and evaluate entrepreneurial opportunities, marshal resources, and form teams driven by creativity, leadership, and smart action. In sum, this course is a journey through the fuzzy front-end of early stage entrepreneurial activity. This course is not intended to be a complete overview of entrepreneurship; it is an immersion experience for finding and creating opportunities.

### **Student Learning Outcomes:**

Upon the completion of the course, the student will:

1. Understand what characteristics of the entrepreneurial mindset predicts entrepreneurial success;
2. Conduct primary and secondary research on a business concept;
3. Determine resources needed to exploit an opportunity and explore the constituents of the entrepreneurial process;
4. Understand the process of creating a new venture;
5. Understand implementation factors leading to firm growth;
6. Produce oral & written feasibility analysis using the business model canvas.

**Required Textbook and Supplemental Materials:**

- *Entrepreneurship: The practice and mindset* (2nd ed.) by Heidi M. Neck, Christopher P. Neck, and Emma L. Murray. SAGE Publishing, 2021. ISBN: 9781544354620
- VentureBlocks Simulation, ISBN: 9781506384382
- Student Resources: [edge.sagepub.com/neckentrepreneurship](http://edge.sagepub.com/neckentrepreneurship)

**Note: 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.**

**Valuable Resources:**

APA Formatting Guidelines, <http://owl.english.purdue.edu/owl/resource/560/01>

APA Formatting Citations Video, <http://www.youtube.com/watch?v=9pbUoNa5tyY>

**COURSE REQUIREMENTS:*****Shark Tank Challenge/ Pitch Competition (30% of course evaluation):***

Students will develop a written proposal for a hypothetical or actual innovation/business using the business model canvas. Students will also orally present their plan to a panel of judges in detail.

Begin to develop an impactful business concept that you can make a reality in 8 weeks (i.e., no restaurants, no hotels – these are too big. How do you do this? PLEASE don't take the easy road – that's a lame choice. Instead, identify a problem someone has and how you can solve it. Think of what you already have that you can use. Ask questions (of anyone, *myself included*). Rather than work forward from technology or a complex strategy, work backward from the needs of the customers and build the simplest product possible.

Need some inspiration? Here you go: <http://www.youtube.com/watch?v=yDc4zjAfp5A> Not doing it for you? Here's another: <http://bit.ly/1GKh2qe>. And a couple more: <http://bit.ly/13H9mGr> and <http://bit.ly/1kc9lZN>. I don't want to hear "*that's not possible*" or "*I can't do this*" or "*I don't know where to start*". It's all possible, it's very doable, and I'll help you get started.

The basic rules and guidelines established for the Shark Tank Challenge can be found on Canvas. Each student will individually upload a proposal and video pitch to Canvas.

All ideas or business concepts must be legal, within the boundaries of local or state laws, and be ethical.

This challenge is meant to encourage the actual development of entrepreneurial skills. All ideas will be graded on feasibility.

All ideas and business concepts submitted are expected to be original and created solely by each individual. All students are expected to honor other students' ideas with confidentiality (NO franchises or pre-existing businesses aloud).

The Proposal will be graded separately and represent 50% of the final score. The score will be based on the rubric outlined in Canvas. The plan should follow the outline provided below and on Canvas. The oral presentation will represent the remaining 50% of the final score.

The oral presentation should be at least 10-15 minutes in duration and will be done via video. A copy of your written paper, PowerPoint Slides, and video will be submitted.

**NOTE:** Oral presentations will be conducted in a professional manner, to include appropriate business dress. Men: slacks, shirt, socks, shoes, and tie (No denims, jeans, boot pants, Levi's, sneakers, etc.). Ladies: blouse and slacks or dress, or suit with socks/stockings and either low or high-heeled shoes. Look Like professionals!

**VentureBlocks Simulation (20% of course evaluation):**

VentureBlocks is an easy-to-use (and fun!) online simulation for developing skills in conducting customer interviews, identifying potential business opportunities, and more. You will compete outside the classroom for 30-60 minutes to develop entrepreneurial skills. Missions, levels, and points guide you through the customer development process and provide instant feedback so you can learn from mistakes in a low-stakes environment.

**Discussion Forum (30%):** There will be a total of 6 Discussion Forums.

1. In each designated forum you are expected to post at **least one main message** that answers the question(s) raised. You will also comment on at least **two posts** from your fellow learners, providing substantive feedback.

Again, **you are required to post a total of three messages per discussion** in order to receive credit for each forum: one opening point of 150 to 200 words and two counterpoints of 100 to 200 words each. Be succinct, and not repetitive with what others have written. Brevity and originality improve dialogue. **Quality postings** are more than "Good job!" or "I agree with you!". If you agree with a classmate, *explain* the reasons for this. If you disagree with a classmate, provide reasons to support your position.

2. Each of your posts to the forum should be a 1-2 well-written and proofread paragraph per question. Do not use any attachments unless otherwise noted. I recommend typing your posts in a word document (this allows you to proofread) and then cut and paste your questions/responses directly in a forum message. Be sure to restate the question you are answering. Effective messages get to the point, are clearly stated, and are limited to one screen. Once again PROOFREAD and make sure you are spelling your words correctly, and using appropriate grammar. In other words, this is not like sending a text message to your buddy.

3. Messages should relate to the subject matter. They should provide information, opinions or questions about Entrepreneurship concepts. Online discussions work best when interaction occurs. Reply messages should explore, explain, or expand on a concept. If a classmate replies or objects to a discussion then the message has served its purpose. A focused message that induces replies from fellow students moves the discussion forward and enhances learning. Relating the subject matter to personal experience is acceptable as long as the focus remains academic in nature.

4. It is important that you are prompt with your postings and responses! Otherwise your comments appear late and out of context. Your postings/insights on the discussion topic should be based on the following:

- a. Application of text concepts;
- b. Ability to articulate assigned analysis clearly; and
- c. Integration of student colleagues' contributions and insights leading the discussion to a deeper level of understanding.
- d. Use citations and references if you are quoting another author or your textbook, or any ideas that are not originally your own.

**Assignments (20%):** There will be several homework assignments in this class to help with the final Shark Tank Challenge. All assignments can be found on Canvas. Each student is required to sign an NDA (Non-Disclosure Agreement) to participate in the class. The NDA form will be accessible via Canvas. The NDA protects each class participant's business ideas and plans. The signed NDA must be turned in during the first week of the class. A student is not allowed to take this class or participate without a signed NDA.

## GRADING POINTS AND POLICIES

**Percentage of each assignment as it contributes to your final grade:**

Assessment	% of Final Grade
<b>Shark Tank Proposal/Pitch Presentation</b>	<b>30%</b>
<b>Venture Block Simulation</b>	<b>20%</b>
<b>Discussion Forum</b>	<b>30%</b>
<b>Assignments</b>	<b>20%</b>
<b>T O T A L</b>	<b>100 %</b>

**Course Grades are assigned as follows:**

Letter Grade	Equals	From	To
A	=	90 %	100 %
B	=	80 %	89 %
C	=	70 %	79 %
D	=	60 %	69 %
F	=	0 %	59 %

- a. **Grading Policy:** Minimum points required for a specific course grade are noted on the above table.
- b. **Posting of Grades:** All student grades will be posted in the Canvas grade book and students should monitor their grading status through this tool. Grades for Exams will be posted the day after the availability period has expired. Grades for longer Written Assignments will be posted within one week from the due date.

### Evaluation of Work:

- a. Performance is excellent and stands out due to sharp insight into material and discussion of many sides of an issue. Submitted work is well articulated and logically and clearly written. "A" work indicates an example for others to follow.

- b.** Performance is above the minimum requirements with an insight into the material at a level considered to be good to very good. Submitted work is of high quality. A “B” is considered a high grade and recognition for solid work.
- c.** Performance satisfies only the minimum requirements and displays little or no initiative. Insight into the material is satisfactory and an acceptable understanding of all basic concepts was communicated. A student receiving a “C” has met the requirements, including course deadlines.
- d.** Quality and quantity of work is below average and barely acceptable. “D” work is passing by a slim margin.
- e.** Quality and quantity of work is unacceptable and does not warrant a passing of this course.

## COURSE OUTLINE AND CALENDAR

Below is the tentative course schedule, the binding course schedule with binding due dates is available in your Canvas course under the course menu link “Syllabus”. Note that most assignments will be due on a Monday unless highlighted.

	<b>Required Readings</b>	<b>Exams and Coursework Due Dates</b>
Week 1 22-28 Aug	1 Practicing Entrepreneurship	<b>Read Syllabus, read chapter 1 and review ch. 1 material in Module 1, NDA and Discussion Forum Agreement due by 8/29</b>
Week 2 29 Aug – 4 Sep	2. Activating an Entrepreneurial Mindset	<b>Read chapter 2 and review ch. 2 materials in Module 1, Discussion #1 due by 9/5</b>
Week 3 5-11 Sep	3. Creating and Recognizing New Opportunities	<b>Read chapter 3, and review ch. 3 material in Module 1, HW assignment #1 due by 9/12</b>
Week 4 12-18 Sep	16. Supporting Social Entrepreneurship	<b>Read Chapter 16 and review Ch. 16 material in Module 1, Discussion #2 due by 9/19</b>
Week 5 19-25 Sep	4. Using Design Thinking	<b>Read chapter 4 and review Ch. 4 material in Module 1, HW assignment #2 due by 9/26</b>
Week 6 26 Sep – 2 Oct	5. Building Business Models	<b>Read chapter 5 and review Ch. 5 material in Module 2, Discussion #3 due by 10/3</b>
Week 7 3-9 Oct	6. Developing Your Customers	<b>Read chapter 6 and review Ch. 6 material in Module 2, HW Assignment #3 due by 10/10</b>

Week 8 10-16 Oct	7. Testing and Experimenting With New Ideas	<b>Read chapter 7 and review Ch. 7 material in Module 2, Discussion #4 due by 10/17.</b>
Week 9 17-23 Oct	8. Developing Networks and Building Teams	<b>Read chapter 8 and review Ch. 8 material in Module 2, Shark Tank Description due by 10/24</b>
Week 10 24-30 Oct	9. Creating Revenue Models	<b>Read chapter 9 and review Ch. 9 material in Module 3, Discussion #5 due by 10/31</b>
Week 11 31 Oct - 6 Nov	10. Planning for Entrepreneurs	<b>Read chapter 10 and review Ch. 10 material in Module, Venture Block Simulation due by 11/13</b>
Week 12 13 Nov- 11 Nov (Vet Day)	11. Learning From Failure	<b>Read chapter 11 and review Ch. 11 material in Module 3, HW Assignment #4 due by 11/14</b>
Week 13 14-20 Nov	12. Bootstrapping for Resources	<b>Read chapter 12 and review Ch. 12 material in Module 3, HW #5 due by 11/21</b>
Week 14 <b>21-27 Nov</b> 24-25 Nov (Thanksgiving)	13. Financing for Startups Appendix A. Financial Statements and Projections for Startups	<b>Read chapter 13 and review ch. 13 materials in Module 4 Discussion #6 due by 11/29</b>
Week 15 28 Nov - 4 Dec	14. Navigating Legal and IP Issues	<b>Read chapter 14 and review ch. 14 material in Module 4, Work on Shark Tank</b>
Week 16 5-9 Dec	15. Marketing and Pitching Your Idea Appendix B. The Pitch Deck	<b>Read chapter 15 and review all materials in Module 4 SHARK TANK Proposal and Presentation due by 12/6</b>

I reserve the right to make reasonable alterations to the course calendar and syllabus as provided. It is a guide, not a hard and fast rule. Changes will only be made that benefit the class as a whole. Any changes will be announced via Canvas.

#### **Important University Dates:**

Please use the following link to download the current [Academic Calendar and Registration Schedule](#): <https://www.tamuct.edu/registrar/docs/2020-2021-academic-calendar.pdf>. You can find previous and updated calendars at: <https://www.tamuct.edu/registrar/academic-calendar.html>

## INSTRUCTOR POLICIES

Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues should be kept professional, including Discussion Board postings and email correspondence. For written assignments, all work should be proofread, free of grammatical errors, include proper citations, and be in accordance with American Psychological Association (APA) standards.

**NOTE #1:** There is NO EXTRA CREDIT assignments available for this course.

**NOTE #2:** Requests for Incomplete Grades: Incompletes will only be given in emergency or other extreme circumstances. Any request for an incomplete grade in this course must be approved by the professor prior to the last week of classes. Where possible, requests should be submitted in written form and must include an address and/or telephone number where you may be contacted throughout the following semester. For a request of an incomplete grade to be considered, at least two-thirds of the course work have to be completed. Finally approval of an incomplete is up to the department chair.

**NOTE #3:** Questions concerning one's grade on a particular task (e.g., test, case) This should be resolved within one week after receiving the graded material. There will not be reviewing of previously graded material at the end of the semester.

**NOTE #4:** Late Submissions/Resubmissions: You have a period of 7 days each week to complete and submit the weekly assignments. Make sure to plan your time wisely and avoid last minute submissions since no late assignments will be accepted. All assignments must be turned in by the due date unless an extension has been granted. EXTENSIONS ON ASSIGNMENTS WILL BE CONSIDERED ONLY IF THEY ARE REQUESTED AT LEAST 48 HOURS BEFORE THE DUE DATE OF THE ASSIGNMENT UNDER QUESTION. After the fact extensions will not be granted, so if you are sick and you know you will not be able to take a test or submit an assignment on the set due date, make sure to contact me at least 48 hours in advance.

**NOTE #5:** Changes to Syllabus: A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to better facilitate the academic environment. In such an event, changes will be notified via an announcement in the course. I reserve the right to make reasonable alterations to the course calendar and syllabus. It is a guide, not a hard and fast rule. Changes will only be made that benefit the class as a whole. Changes may be made within the last two weeks of the semester only in exceptional circumstances.

## EXPECTATIONS

**What You Can Expect of Me:** You can expect that I will be an active participant in the online course room. I will be prepared and ready to engage in active learning. I will work to create a respectful learning environment where all of us can express our thoughts and ask questions. While we do not have to agree with each other, we will do so in respectful ways. I expect to learn from you as we spend the next 16 weeks together! I will be available to answer your questions and help you be successful in this course.

## ***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/>] 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 data protection and information privacy TAMUCT uses Single Sign On through TAMUS. To update your password select [Texas A&M University System Single Sign On](#).

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***

### ***General University Resources***

Please select the following link: [University Resources](#), URL:  
<https://www.tamuct.edu/University%20Resources.html>

### ***Drop Policy***

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamcforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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](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 Student Affairs [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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.

## ***COBA Learner Access and Success***

This web site has been specially designed to provide “one stop shopping” for the University and College resources that College of Business Administration students are likely to need throughout the semester. This includes setting up an appointment with an advisor, tutoring, career and professional development, among other services and many helpful videos. **Check it out and bookmark it, it will be very useful:** [COBA Learner Access and Success](https://www.tamuct.edu/coba/coba-learners.html) (<https://www.tamuct.edu/coba/coba-learners.html>)

## **Tutoring**

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

## **University Writing Center**

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m.

Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. 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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. 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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## **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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment](#)

[here](#) [<https://tamuct.libcal.com/appointments/?g=6956>]. 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>].

### **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 Wellness and 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>].

### **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 concern shows you care. You can complete the [referral](#) online [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/bit>]. 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.

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