

Texas A&M University - Central Texas
COUN 5351 – Career Counseling and Guidance
Fall 2023

INSTRUCTOR AND CONTACT INFORMATION



Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Vita: [Dr. Airhart-Larraga's CV](#)
Pronouns*: She, Her, Ella
Class Time: Online
Office: WH 318D
Email: s.airhart-larraga@tamuct.edu
Office Hours: Wednesdays 9 a.m. to 2 p.m. (virtual or face to face)
Thursdays 11 a.m. to 2 p.m. (virtual only)
For other days / hours, email the instructor.
[For a face-to-face appointment, click here](#)
[For a virtual appointment, click here](#)

Importance of Pronouns: <https://pronouns.org/what-and-why>

This course meets face-to-face with several classes held synchronously and asynchronously; supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].



canvas
BY INSTRUCTURE



Student-Instructor Interaction:

I check email Monday through Friday between 8 a.m. and 5 p.m. and reply to student emails within 48 hours. Emails received Saturday and Sunday are addressed on Monday.

I invite students to use the office hours option. Why use office hours? To discuss material you are struggling with, to discuss obstacles that you want to overcome related to class or the counseling program, to discuss what classes to take next semester, for professional advice, to establish a relationship, to discuss practicum / internship, and / or to inquire about potential research opportunities. For appointments with me, please book using the following links.

[For a face-to-face appointment, click here](#)
[For a virtual appointment, click here](#)

OFFICE
HOURS

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-  **HELP**
For when you need non-emergency assistance.
-  **FIRST AID CALL**
For when you need medical assistance.
-  **EMERGENCY**
If you feel threatened or need urgent assistance.
-  **MASS NOTIFICATIONS**
If there is an incident, be the first to know.
-  **CHECK-IN**
For lone working, share your position with security personnel for your personal safety.
-  **PRIVACY**
SafeZone® does not reveal your identity unless you call for help.



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

SAFEZONE. 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:
 - iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - Android Phone / Tablet
[<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

For updates on COVID information, please monitor the University website [<https://www.tamuct.edu/covid19/>]

COURSE INFORMATION

Course overview and description: Study career counseling and guidance services that focus on occupational, educational, and personal/social issues for general and special populations. Examine theoretical bases for career counseling and guidance, study of organization and delivery of information through individual and group activities, and related ethical concerns.

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.

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:

TAC 239.15 School Counselor Certificate Learner Standards	Activity	SLOs
Standard I. Learner-Centered Knowledge: (3) career development theories and practices	Career Development Program Proposal Presentation	SLO 1
Standard I. Learner-Centered Knowledge: (8) learners' developmental characteristics and needs and their relevance to educational and career choices;	Career Development Program Proposal Presentation	SLO 2

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.

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

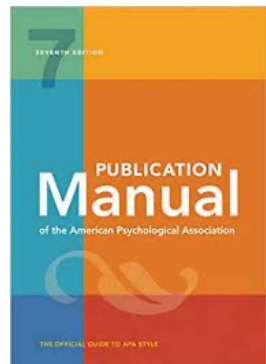
CACREP Standard	Activity	SLOs
a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i).	Career Development Program Proposal Presentation	SLO 3
b. Current labor market information relevant to opportunities for practice within the counseling profession (IIF1h);	Career Theory Reflection	SLO 2
c. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Career Development Program Proposal Presentation	SLO 4
d. multicultural counseling competencies (IIF2c);	Career Development Program Proposal Presentation	SLO 4
e. effects of power and privileged for counselors and clients (IIF2e);	Career Genogram	SLO 5
f. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Career Development Program Proposal Presentation	SLO 4
g. career development theories and decision-making models (IIF4a);	Career Theory Reflection	SLO 4
h. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (IIF4b);	Career Development Program Proposal Presentation	SLO 3
i. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e);	Career Genogram	SLO 4
j. Career development program planning, organization, implementation, administration, and evaluation (IIF4f);	Career Development Program Proposal Presentation	SLO 4
k. Strategies for facilitating client skills development for career, educational, and lifework planning and management (IIF4h);	Career Development Program Proposal Presentation	SLO 4

l. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (IIF4i);	Career Development Program Proposal Presentation	SLO 3
m. ethical and culturally relevant strategies for addressing career development (IIF4j):	Career Development Program Proposal Presentation	SLO 3
n. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g);	Career Development Program Proposal Presentation	SLO 4
o. Use of assessments relevant to academic/educational, career, personal, and social development and use of symptoms checklists, personality, and psychological testing (IIF7i&k);	Career Technology Resource Evaluation	SLO 3
p. the importance of research in advancing the counseling profession (IIF8a);	Career Development Program Proposal Presentation	SLO 1
q. identification of evidence-based practices and needs assessments (IIF8b & c);	Career Development Program Proposal Presentation	SLO 1
Standards for Clinical Mental Health Counselor Track		
Roles and settings of clinical mental health counselors (CMHC:5C2a)	Career Development Program Proposal Presentation	SLO 3

Required Books and Textbook(s):



Niles, S. & Harris-Bowlsbey, J. (2022). *Career development interventions* (6th ed.). Pearson.



American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

*** You are not required to purchase books at the university bookstore – I encourage you to shop around to find the best deals! ***

Required Articles:

Gibson, D. M. (2005, June). The use of genograms in career counseling with elementary, middle, and high school students. *Career Development Quarterly*, 53(4), 353+. <https://link-gale-com.tamuct.idm.oclc.org/apps/doc/A133756153/AONE?u=txshracd2908&sid=bookmark-AONE&xid=ab39c1b7>

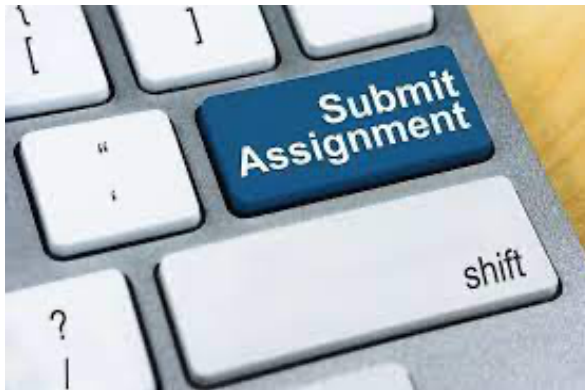
ACA Code of Ethics (2014): <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

NCDA Code of Ethics (2015): https://ncda.org/aws/NCDA/asset_manager/get_file/3395?ver=738700

IAEVG Ethical Guidelines (2017): <https://iaevg.com/Ethical-guidelines>

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

*** ALL ASSIGNMENTS ARE DUE SUNDAYS AT 11:59 P.M. ***



Professionalism (25 points): As a student enrolled in a graduate training program designed to prepare you for careers as professionals in the mental health field, your developing skill set should include a variety of abilities and dispositions generally referred to as “professionalism.” In this course, your professionalism will be evaluated based on time management, teamwork, respect, and quality of the work submitted. *Rubric in Canvas.*

Weekly Discussion Boards (5 points each x 15 weeks, 75 points total): You are expected to participate in the weekly discussion boards; the discussion boards are meant to integrate in writing the course readings and critically discuss these with peers. Each week, a prompt will be posted to the discussion board. Students will respond to the discussion board prompt **citing the book or other outside resource(s) to support their response.** The response should be minimum of 1 complete paragraph, no more than 2 paragraphs. You are expected to respond to one another student’s post. As with all classroom and online discussion, *please be kind and respectful.* *Rubric for the discussion board posted on Canvas.*

Career Theory Reflection (15 points): You will identify a career theory that you think most closely aligns with your counseling approach. The reflection should be 2-3 pages in length. You will select one career counseling theory and will describe your own career development through the lens of this theory. Please make sure to connect the key concepts of the career counseling theory to your own personal career development or current career decision making process. Use specific examples from your own personal experience. Additionally, include in your reflection the current labor market information relevant to opportunities for practice within the counseling profession. *Rubric for the discussion board posted on Canvas.*

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

- Name of the resource (including hyperlink)
- Owner of the resource
- Purpose of the resource
- Client-base for the resource (population best likely to serve)
- Content available on the resource website
- Online inventories available to the user on the resource website

- Quality and comprehensiveness of the resource
- Ease of searching/ maneuvering through links within the resource
- User-friendliness and appeal of the resource
- Summarization/ Recommendation of resource

Career Genogram (25 points): You will construct a career genogram focusing on the career choices of at least 3 generations (e.g., you, your parents / caregivers, their parents / caregivers). Identify in your genogram the career choices and personality traits of the person. You will submit the genogram via Canvas. Along with the genogram, please include a summarizing paragraph on what you learned by completing this assignment. *Rubric for the assignment posted on Canvas.*

Career Development Program Proposal Presentation - GROUP ASSIGNMENT (50 points): In groups, you will design a career development program for an agency, school, or counseling center. The agency, school, or counseling center must be one that already in existence (for example, Boys and Girls Club). The presentation must be 25 to 25 minutes and must incorporate a PowerPoint presentation (or Prezi or Canva). All presenters must be visible in the presentation. You can use a recording format such as Zoom, Webex, Teams, or Studio to record the presentation. Please submit the presentation on Canvas in an mp4 format. Include in your presentation the PowerPoint and a word document with your resources. Only one group member needs to submit the presentation in Canvas. Your presentation must include 5 peer-reviewed sources from the last 10 years (your text is not one of the five resources). Please remember to complete and submit the peer evaluation via Canvas. *Rubric for the assignment posted on Canvas.*

Please address the following in your proposal:

1. Target population and characteristics;
2. Needs of the target population;
3. Multicultural considerations of the target population;
4. Measurable goals to meet the needs of the target population (minimum of 3);
5. Career theory (or theories) that you are using to guide the career development program;
6. How to deliver the career planning services;
7. What career assessment(s) you will use in the career development program;
8. Content of the program (curriculum for a group or individual sessions);
9. Cost of the program (realistic budget);
10. Ethical considerations of the program.

****Extra Credit Opportunity (5 points):** You can listen to two podcasts of your choice related to a career development and / or interviewing strategies. Write a 1-page reflection on each podcast focusing on the following (1) brief overview of the podcast; (2) how you will apply the knowledge gained to help you work with clients focusing on career counseling, and (3) observations, reflections, and reactions to the podcast. You may submit up to two reflections (each is worth 2.5 points for a max total of 5 points) for 5 points toward your final grade.

Grading Criteria and Conversion

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

Activity	Points
Professionalism	25 points
Weekly Discussion Boards (15 x 5 points each)	75 points
Career Theory Reflection	15 points
Career Technology Resource Evaluation	10 points
Career Genogram	25 points
Career Development Program Proposal Presentation	50 points
Total	200 points

Grade Equivalent

A = 180 to 200 points

B = 160-179.99 points

C = 140-159.99 points

D = 120 to 139.99 points

F = 0 to 119.99 points

Posting of Grades: Grades will be posted on the Canvas Gradebook. I will do my best to post grades within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

Late work policy: *You can request one (1) 48-hour extension on an assignment.* Please send an email to request this extension. Assignments will have due dates posted in Canvas (typically Sunday evenings 11:59pm). Rather than levying late penalties on assignments that are turned in late, submission of an assignment after the posted deadline will result in a loss of points for “professionalism.” However, assignments will not be eligible for credit (i.e., grade of 0 assigned) if they are not submitted within **one week of the posted deadline**. If significant (documented) life events (e.g., illness) interfere with your ability to meet a deadline, you and the instructor will discuss whether late submission will result in loss of points and/or if submission past the 1-week cutoff would be permissible. The final decision will be made by the instructor.

Plagiarism Note: Plagiarism constitutes using others’ ideas, words, or images without properly giving credit to those sources. If you turn in any work with your name attached to it, I assume that work is your own and that all sources are specified and acknowledged in the text (with quotations and/or proper citations). If this is not the case, I will follow university policy concerning plagiarism. All cases of plagiarism (intentional and unintentional) will be reported to student affairs and the student may

receive a zero on the assignment. For more information on academic integrity, see the university webpage: <https://www.tamuct.edu/student-affairs/academic-integrity.html>.

ADDITIONAL LEARNER-CENTERED INFORMATION



We will be covering topics that could be potentially triggering in the course. *As always, self-care is very important.* I encourage you to engage in personal counseling to remain well. The university offers counseling services to our students. Please see this link for the student wellness and counseling center: <https://www.tamuct.edu/student-affairs/student-counseling.html>

COURSE CALENDAR
all assignments due Sundays 11:59 pm

Week	Assigned Readings / Videos / Movies / Podcasts	Assignments Due
Class Topic		
Week 1: August 28, 2023	Chapter 1: Introduction to Career Development Interventions	Discussion Board # 1
Week 2: September 4, 2023	Chapter 2: Understanding and Applying Theories of Career Development	Discussion Board # 2
Week 3: September 11, 2023	Chapter 3: Understanding and Applying Recent Theories of Career Development	Discussion Board # 3
Week 4: September 18, 2023	Chapter 4: Providing Culturally Competent Career Development Interventions Gibson. (2005). The Use of Genograms in Career Counseling With Elementary, Middle, and High School Students. <i>The Career Development Quarterly</i> , 53(4), 353-362. https://doi.org/10.1002/j.2161-0045.2005.tb00666.x	Discussion Board # 4
Week 5: September 25, 2023	Chapter 5: Assessment and Career Planning	Discussion Board # 5 Career Theory Reflection
Week 6: October 2, 2023	Chapter 6: Career Information and Resources	Discussion Board # 6
Week 7: October 9, 2023	Chapter 7: Using Information and Communication Technologies to Support Career Counseling and Planning O*Net Interest Profiler: https://www.onetcenter.org/IP.html#web-based	Discussion Board # 7

Week 8: October 16, 2023	Chapter 8: Career Counseling Strategies and Techniques	Discussion Board # 8 Career Technology Resource Evaluation
Week 9: October 23, 2023	Chapter 9: Designing, Implementing, and Evaluating Development Programs and Services	Discussion Board # 9
Week 10: October 30, 2023	Chapter 10: Career Development Interventions in Elementary Schools	Discussion Board # 10
Week 11: November 6, 2023	Chapter 11: Career Development Interventions in Middle School	Discussion Board # 11 Career Genogram
Week 12: November 13, 2023	Chapter 12: Career Development Interventions in High School	Discussion Board # 12
Week 13: November 20, 2023	Chapter 13: Career Development Interventions in Higher Education	Discussion Board # 13
Week 14: November 27, 2023	Chapter 14: Career Development Interventions in Community Settings	Discussion Board # 14
Week 15: December 4, 2023	Chapter 15: Ethical Issues in Career Development Interventions	Discussion Board # 15 Career Development Program Proposal Presentation
Week 16: December 11, 2023	Extra Credit Peer Evaluations	

****Professor reserves the right to amend the syllabus at any time**

IMPORTANT UNIVERSITY DATES

ACADEMIC CALENDARS AND REGISTRATION SCHEDULES

The following calendar is proposed and **scheduled to change** without notice.

Date	Description
October 25, 2022	Fall Semester Admissions Application Opens
January 15, 2023	Priority Deadline for Federal Application for Financial Aid (FAFSA)
March 20, 2023	Advising for Summer and Fall Begins
March 20, 2023	Class Schedule Published for Fall Semester
April 3, 2023	Registration Opens for Fall Semester
June 1, 2023	Educator Preparation Program (Teacher and Principal) Application Deadline
June 23, 2023	Priority Deadline for International Student Admissions Applications
July 1, 2023	School Counselor Program Application deadline (Fall)
July 22, 2023	Priority Deadline for VA Certification Request (Fall)
July 26, 2023	Deadline for Scholarship Applications for the Fall Semester
August 1, 2023	Spring 2024 Admissions Application Opens
August 1, 2023	Summer 2024 Admissions Application Opens
August 11, 2023	Priority Deadline for Admissions Applications
August 25, 2023	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
August 28, 2023	Classes Begin for Fall Semester
August 28, 2023	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 30, 2023	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 1, 2023	Superintendent Program Application Deadline
September 1, 2023	Educator Preparation Program (Teacher and Principal) Application Deadline
September 5, 2023	Deadline to Drop First 8-week Classes with No Record
September 13, 2023	Deadline to drop 16-week Classes with No Record (Census)
October 6, 2023	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
October 6, 2023	Student End of Course Survey Opens (First 8-Week Classes)
October 13, 2023	Deadline for Admissions Applications
October 15, 2023	Deadline for Clinical Teaching Applications
October 20, 2023	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 20, 2023	Classes End for First 8-week Session
October 20, 2023	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 20, 2023	Student End of Course Survey Closes (First 8-Week Classes)

October 23, 2023	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 23, 2023	Classes Begin for Second 8-Week Session
October 23, 2023	Class Schedule Published For Spring and Summer Semester
October 23, 2023	Advising Begins for Spring Semester
October 24, 2023	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 25, 2023	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 27, 2023	Deadline for Graduation Application for Fall Ceremony Participation
October 30, 2023	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2023	Educator Preparation Program Application Deadline
November 1, 2023	Clinical Teaching Placement Form Deadline
November 1, 2023	School Counselor Program Application deadline (Spring)
November 1, 2023	Deadline for GRE/GMAT Scores to Graduate School Office
November 6, 2023	Registration Opens for Spring Semester
November 9, 2023	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 9, 2023	Deadline for Final Committee-Edited Theses with Committee Approval Signatures
November 10, 2023	Veteran's Day
November 17, 2023	Priority Deadline for International Student Admissions Applications
November 17, 2023	Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office
November 23-24, 2023	Thanksgiving
December 1, 2023	Deadline for Scholarship Applications for the Spring Semester
December 1, 2023	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 1, 2023	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 1, 2023	Priority Deadline for VA Certification Request (Spring)
December 15, 2023	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 15, 2023	Fall Semester Ends
December 15, 2023	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 15, 2023	Deadline for Fall Degree Conferral Applications to the Records and Admissions Office \$20 Late Application Fee
December 15, 2023	Fall Commencement Ceremony Bell County Expo 3 pm

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linux, iOS, android, or any other device with a modern web browser. **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/>] by clicking on the "TAMUCT Online Canvas" tile. You will then log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

Texas A&M University-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio requires use of the Chrome web browser with their custom plug in installed.

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

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations

Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you be-

lieve you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

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 Student Conduct Office. 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), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

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

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlss&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students Rights and Accommodations

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the Pregnancy & Parenting webpage [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit Student Affairs [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. 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 specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the Title IX webpage [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under Title IX, Texas Senate Bill 212, and System Regulation 08.01.01, [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will

reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Wellness & Counseling Center, [<https://www.tamuct.edu/student-affairs/student-counseling.html>], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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>]. 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 workspaces, 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](#)

[<https://tamuct.libguides.com/index>]

University Writing Center

Located in Warrior Hall 416 and online, 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. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 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/>]. In addition, you can email Dr. Bruce Bowles Jr. at 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.

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/reporting.php?TAMUCentralTexas>].

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 254-501-5805.
