

Texas A&M University - Central Texas
COUN 5350- Foundations of Counseling and Psychology
Spring 2018

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Michelle Kelley Shuler LPC, LCDC
Class Time: Tuesdays 6:00-8:50pm
Office: Warrior Hall 318-H Email: michelle.shuler@gmail.com
Office hours: T-11-5:00, W-10-4

COURSE INFORMATION

Course Overview and description: This course is an introduction to the field of counseling. It includes an examination of the basic skills of counseling and therapy, the origins and applications of various therapeutic approaches, the professional roles and ethical issues that affect the practice of counseling and psychology. This course provides opportunities to explore various issues in counseling such as; career counseling and development, multiculturalism, school counseling, grief, suicide, child abuse, substance abuse, and other contemporary issues. This course is part of the Core Requirements for the Master of Science degree in Clinical Mental Health Counseling.

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate understanding of the role of a professional counselor as well as personal attitudes, values, and behaviors that often impact a person becoming a helping professional
2. Students will demonstrate understanding of the various elements to professional organization in counseling, current issues in counseling, affiliation/membership requirements, advocacy for client, and various other counseling related topics.
3. Students will demonstrate basic understanding of the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams
4. Candidate shows basic knowledge of strategies and multicultural competencies to work with diverse populations individually, in groups, with families, and with the community.
5. Students will demonstrate an understanding of advocacy processes and how to identify the

most recent research related to the counseling profession.

6. Students will gain a working knowledge of many aspects of the counseling profession the many roles counselors have in this profession **Online Work**

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
Common Core for all students:		
1. History and philosophy of the counseling profession (IIF1a);	Counseling Interview	SLO 3
2. The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including including interagency and interorganizational collaboration and consultation (IIF1b);	Counseling Interview	SLO 3
3. Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c);	Counseling Interview	SLO 3
4. Self-care strategies appropriate to the counselor role (IIF1l);	Self Reflection Paper	SLO1
5. Role of counseling supervision in the profession (IIF1m);	Counseling Interview	SLO 3
6. Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Professional Affiliation	SLO 2
7. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Counseling Interview	SLO 3
8. The role and process of the professional counselor advocating on behalf of the profession (IIF1d);	References and Literature Review	SLO5

9. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF 1e); and	References and Literature Review	SLO5
10. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Counseling Interview	SLO 3
11. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (IIF2a);	Counseling Interview	SLO 3
12. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. (IIF2d);	Diversity Interview	SLO4
13. multicultural counseling competencies (IIF2c);	Diversity Interview	SLO4
13. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and the impact of technology on the counseling process (IIF5d; IIF5e);	Diversity Interview	SLO4
14. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies (IIF5m).	Counseling Interview	SLO3
15. theories and models of career development, counseling, and decision making. (IIF4a).	References and Literature Review	SLO5
16. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (IIF4b)	Self Reflection Paper	SLO1
17. theoretical foundations of group counseling and group work (IIF6a)	Online Work	SLO6
18. Dynamics associated with group process and development (IIF6b).	Online Work	SLO6
19. approaches to group formation, including recruiting, screening, and selecting members (IIF6e).	Online Work	SLO6
20. Historical perspectives concerning the nature and meaning of assessments and testing in counseling (IIF7a)	Online Work	SLO6

21. Procedures for assessing risk of aggression or danger to others, self inflicted harm, or suicide and procedures for identifying trauma and abuse and for reporting abuse (IIF 7c & d).	Online Work	SLO6
22. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice and the identification of evidence based counseling practices (IIF8a & b)	References and Literature Review	SLO5
Standards for Clinical Mental Health Counseling (CMHC) track		
1. Roles and setting of clinical mental health counseling (CMHC:VC1a);	Counseling Interview	SLO 3
2. Knows the roles and setting of clinical mental health counselors (CMHC: VC2a)	Counseling Interview	SLO 3
3. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. (CMHC:VC2c);	Counseling Interview	SLO 3
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:VC2k);	Professional Affiliation	SLO2
5. Is aware of legal and ethical considerations specific to clinical mental health counseling (CMHC:VC2l);	Online Work	SLO6
6. Understands the record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC:VC2m);	Counseling Interview	SLO 3
7. Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC:VC2f);	Online Work	SLO6
8. Applies knowledge of legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);	Online Work	SLO6
9. Understands effective strategies for interfacing with integrated behavioral health care professionals (CMHC:VC3d)	Counseling Interview	SLO 3

<p>9. Strategies to advocate for persons with mental health issues (CMHC:VC3e)</p>	<p>Counseling Interview</p>	<p>SLO 3</p>
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Required Reading - Textbooks:

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.

Gladding, S. (2013). *Counseling: A comprehensive profession (7th ed.)*. Upper Saddle River: Pearson/Merrill.

Academic honesty statement:

Absence / Late work policy (with any exceptions):

COURSE REQUIREMENTS

Assignments

Self-Reflection Paper – Due 1/30 (10%)

The purpose of this paper is for you to identify and explore personal attitudes, values, and behaviors that often impact a person becoming a helping professional. It is expected that your self-reflection or personal exploration will be an in-depth rather than a superficial analysis. Length is 3-5 pages. Possible items to consider could be (but definitely not limited to):

- What is your motivation for studying counseling or for becoming a helping professional?

- What experiences have you had that might influence your becoming a helping professional?
- How would these experiences positively or negatively influence your effectiveness as a helper?
- What is your value orientation? What do you value? Where do these values come from? How will they affect your work?
- What biases or predispositions (positive or negative) do you hold regarding working with certain types of people, issues, etc.?
- What are your strengths? What areas do you need to improve?
- What would you want from a counseling session/counselor?

Reference Page – Due 2/20 (5%)

An important part of becoming a professional helper is to be able to access the current literature available. You will need to become familiar with the library's databases and how to find articles. For this project, you will need to pick a topic of interest to you and find 10 peer-reviewed articles on that topic. These articles must have been published since 2003. You will be required to develop an APA reference page listing the 10 articles. Please bring the articles to class for review and discussion. For the purpose of this assignment, you will be tasked with identifying a group in which you feel strongly is in need of advocacy, and focus your search to articles that will identify current advocacy efforts. In addition, articles that focus on the population you have chosen are acceptable and any supporting literature that can be tied to your topic. The emphasis of your references, and the subsequent literature review they are tied to is advocacy.

Diversity Interview Paper - Due 3/6 (20%)

You are to interview another person with a background substantially different from your own and submit a reaction paper. Examples of different backgrounds include race, religion, age, sexual orientation, gender, and disability. You must consult with the instructor for approval prior to conducting your interview. The paper should be two (2) pages and include a description of yourself and the various groups with which you identify, a description of the interview and the person (no names) to whom you spoke, and a reaction to this process. Reactions can include what you learned about yourself and the other person, what you have learned about different cultures, and what you would still like to learn. Grading will be on grammatical structure as well as your ability to challenge yourself to step outside your comfort zone, as this will help you truly learn more about yourself and others. You will be asked to speak briefly to the class about your experience

Literature Review – Due 3/20 (20%)

Another important part of becoming a professional helper is being able to synthesize information from several articles. From the 10 articles you found, you will write a literature review of 5 of these articles (you may use more if you desire). This review of the current research and trends of

a topic should be between 6-8 pages long not including title page or reference pages. As with every other paper, this one must be in APA style.

Part 1: Counseling Professional Interview – Due 4/3 (20%)

Students will choose someone already working in the helping profession (Students must choose someone who is a professional counselor and preferably someone who is a member of a professional organization) and interview them in regard to the nature of the counselor’s work, types of clients seen and presenting issues, supervision experiences, and any other pertinent information about their daily routine. Students will present a written report and an informal oral report to the class. You must consult with the instructor for approval of the site.

Part 2 : Professional Affiliation – Due 4/17

An essential part of developing a helping identity is being a part of a professional organization. This allows you to keep current on issues that are affecting the profession as well as help you network and meet other students and counselors. There are several organizations that are available depending on your professional goals and aspirations. Please see the instructor for appropriate associations. Proof of membership is due no later than the last day of class. Failure to do so will result in a reduction of one letter grade on your final grade.

HIPAA Training and Resume – Due 4/24 (10%)

An ethical counselor understands the need for confidentiality. To accomplish this, you will be required to attend an online training for HIPAA. The link will be provided on Blackboard. You will earn a completion certificate, which you can hand in as proof of your training. In addition, it is necessary to have a resume. Each student will meet with Career Services to develop a resume. Please bring in proof of attendance along with your resume.

Grading Criteria Rubric and Conversion

Grade Distribution

Self Reflection:	10 %
Diversity Interview:	20 %
Reference Page:	5 %
Literature Review:	20 %
Professional Interview:	20 %
HIPAA Training/Resume:	10 %
Total:	100 %

A: 90-100 %.

- B:** 80-89 %
- C:** 70-79 %
- D:** 60-69 %
- F:** < 59 %

Posting of Grades:

- *Grades will be posted on blackboard and students can access the gradebook there at any time.*

COURSE OUTLINE AND CALENDAR

Date	Topics	Readings	Assignments
Week One 1/16	Introduction History of Counseling	Chapter 1	
Week Two 1/23	Aspects of Counseling The Counseling Relationship	Chapter 2	
Week Three 1/30	Ethics and Legality	Chapter 3	Self-Reflection
Week Four 2/6	Multicultural Counseling & Diversity	Chapters 4 & 5	
Week Five 2/13	No Class This Week		
Week Six 2/20	Building Relationships	Chapter 6	Reference Page

Week Seven 2/27	Working in Closing the Relationship a Relationship	Chapters 7, 8	
Week Eight 3/6	Counseling Theory: Adlerian, Psychoanalytic, Humanistic	Chapter 9	Diversity Interview
Week Nine 3/13	Spring Break		
Week 10 3/20	Counseling Theory: Behavioral, Cognitive, Systemic, Brief and Crisis	Chapter 10	Literature Review
Week 11 3/27	Counseling Activities: Groups	Chapter 11	
Week 12 4/3	Consultation, Evaluation, and Research. Testing, Assessment, and Diagnosis.	Chapters 12, 13, 14	Professional Interview
Week 13 4/10	Career Counseling & Marriage and Family	Chapters 15, 16	
Week 14 4/17	School Counseling College Counseling and Student-Life Services	Chapters 17, 18	Affiliation
Week 15 4/24	Abuse, Addiction, Disability. Clinical Mental Health Private Practice	Chapters 19, 20	Resume

Week 16 5/1	Wrap up		
Final Week 5/8	Finals		

Student Learning Outcomes (SLOs) Grading Rubrics

SLO 1	Competence				
	No	Some	Basic	Above Average	Superior
Self Reflection Paper					
Self care strategies appropriate to the counselor role (IIG11);					
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (IIF4b)					

SLO 2	Competence				
Professional Affiliation	No	Some	Basic	Above Average	Superior
Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);					
Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:VC2k);					

SLO 3	Competence				
Counseling Interview	No	Some	Basic	Above Average	Superior
History and philosophy of the counseling profession (IIF1a);					

The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including including interagency and interorganizational collaboration and consultation (IIF1b);					
Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c);					
Role of counseling supervision in the profession (IIF1m);					
Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);					
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);					
multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (IIF2a);					
Crisis intervention and suicide prevention models, including the use of psychological first aid strategies (IIF5m).					
Roles and setting of clinical mental health counseling (CMHC:VC1a);					
Knows the roles and setting of clinical mental health counselors (CMHC: VC2a)					
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. (CMHC:VC2c);					

Understands the record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC:VC2m);					
Understands effective strategies for interfacing with integrated behavioral health care professionals (CMHC:VC3d)					
Strategies to advocate for persons with mental health issues (CMHC:VC3e)					

SLO 4	Competence				
Diversity interview	No	Some	Basic	Above Average	Superior
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. (IIF2d);					
Multicultural counseling competencies (IIF2c);					
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and the impact of technology on the counseling process (IIF5d; IIF5e);					

SLO 5	Competence				
References and Lit Review	No	Some	Basic	Above Average	Superior
The role and process of the professional counselor advocating on behalf of the profession (IIF1d);					
Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e);					
Theories and models of career development, counseling, and decision making. (IIF4a).					
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice and the identification of evidence based counseling practices (IIF8a & b)					

SLO 6	Competence
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Online Work	No	Some	Basic	Above Average	Superior
The foundations of group counseling and group work (IIF6a)					
Dynamics associated with group process and development (IIF6b).					
Approaches to group formation, including recruiting, screening, and selecting members (IIF6e).					
historical perspectives concerning the nature and meaning of assessments and testing in counseling (IIF7a)					
Procedures for assessing risk of aggression or danger to others, self inflicted harm, or suicide and procedures for identifying trauma and abuse and for reporting abuse (IIF c & d).					
Is aware of legal and ethical considerations specific to clinical mental health counseling (CMHC:VC2l);					
Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC:VC2f);					
Applies knowledge of legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);					

Key Performance Indicators

Name _____

<p>1</p>	<p>Students will demonstrate understanding of the multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice. .(CACREP IIF1)</p>				
<p>No Com- petence</p>	<p>Some Compe- tence</p>	<p>Basic Compe- tence</p>	<p>Above Aver- age Compe- tence</p>	<p>Superior Level Com- petence</p>	<p>CACREP Stan- dard, SLO1</p>
<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p style="background-color: #cccccc;"></p>
<p>Candidate demonstrates no knowl- edge of mul- tiple profes- sional roles and func- tions as well as gain knowledge of the pro- fessional counseling orientation and ethical practice</p>	<p>Candidate demonstrates limited knowl- edge of multi- ple profes- sional roles and functions as well as gain knowl- edge of the professional counseling orientation and ethical practice</p>	<p>Candidate demonstrates basic knowl- edge of mul- tiple profes- sional roles and func- tions as well as gain knowledge of the pro- fessional counseling orientation and ethical practice</p>	<p>Candidate demonstrates above average knowledge of multiple pro- fessional roles and functions as well as gain knowledge of the professional counseling ori- entation and ethical practice</p>	<p>Candidate demonstrates superior knowl- edge of multiple professional roles and func- tions as well as gain knowledge of the profes- sional counsel- ing orientation and ethical practice</p>	<p>CACREP II F1;</p>

Important University Dates:

TECHNOLOGY REQUIREMENTS AND SUPPORT

If you are teaching an online or blended course, or if you are using Canvas to augment your on-campus course, you need to include information about Technology Requirements and Support:

Technology Requirements.

Include a statement on the technology requirements for the successful completion of the course and when applicable, information on how to access these resources (for example, how to obtain a certain software through University site license).

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

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

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

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 with Canvas, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University 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 Department 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 Department 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) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit <https://www.tamuct.departments/index.php>. 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].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored 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 any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject 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 forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. 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 University Writing Center is here to help!

If you have any questions about the University Writing Center, 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 72,000 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 twenty-four 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, Tex-Share, 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/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:

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

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, 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 Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

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

INSTRUCTOR POLICIES.

If you have any instructor policies list them here - for example, your policy regarding late work.

If you have concerns about copyright protection of your syllabus or course materials, consider adding the following notice:

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (YEAR) by (FACULTY NAME) at Texas A&M University-Central Texas,

(FACULTY COLLEGE); 1001 Leadership Place, Killeen, TX 76549; 254-(FACULTY COLLEGE PHONE); Fax 254-(FACULTY COLLEGE FAX); (FACULTY EMAIL)

Important University Dates:

January 2018

January 2, (Tuesday) Winter Break Ends
January 2, (Tuesday) Priority Deadline for Admissions applications
January 5, (Friday) VA Certification Request Priority Deadline
January 11, (Thursday) Convocation
January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)
January 15, (Monday) Martin L. King Jr. Day
January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)
January 16, (Tuesday) Classes Begins
January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
January 23, (Tuesday) Last day to drop 1st 8-week classes with no record
January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

February 2, (Friday) Priority Deadline to Submit Graduation Application
February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W
February 15, (Thursday) Last day to apply for Clinical Teaching
February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 2018

March 1, (Thursday) Deadline to submit application to Teacher Education Program
March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation
March 9, (Friday) 1st 8 week classes end
March 9, (Friday) Deadline for Admissions applications
March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)
March 12, (Monday) Spring Break Begins
March 12, (Monday) 1st 8-week grades from faculty due by 3pm
March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)
March 16, (Friday) Spring Break Ends
March 19, (Monday) 2nd 8 week begins
March 19, (Monday) Summer Advising Starts
March 19, (Monday) Class Schedule Published
March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)
March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record
March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
April 2, (Monday) Scholarship Deadline

April 2, (Monday) Registration begins

April 5, (Thursday) Priority Deadline for International Student Admission Applications

April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*

April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018

May 7-11, Finals Week

May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)

May 11, (Friday) Spring Term Ends

May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)

May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)

May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.

May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)

May 14, (Monday) Minimester begins

May 15, (Tuesday) Last Day to clear Thesis Office

May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)

May 21, (Monday) Priority Deadline for Admissions applications

May 25, (Friday) VA Certification Request Priority Deadline

May 28, (Monday) Memorial Day