

**Texas A&M – Central Texas
COUN 5383 Fundamentals of Clinical Supervision
Spring 2016**

INSTRUCTOR AND CONTACT INFORMATION

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Office Hours: Tues. 10:00-3:00 Weds. 10:00-5:00

1.0 Course Description: The course introduces the application of psychological principles of consultation and supervision in selected settings. This course is designed to meet the academic requirements set forth by the Board of Examiners in Texas for becoming a supervisor of counselor interns. **Prerequisite courses:** COUN 5350 (Foundations) **and** COUN 5393 (Clinical Mental Health Practicum) or approval of department head.

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate understanding of the current models, methods, and principles of clinical supervision as well as the current research related to consultation and supervision
2. Students will demonstrate understanding of counseling issues that presented in the supervision session as well as limitations, insights, needs for referral, and other awareness's had during the supervision process.
3. Students will demonstrate competence in the how the conceptualize consultation and supervision cases in a logical and factual manner to share with fellow students and professionals.
4. Students will demonstrate knowledge in effective program evaluation to include needs assessments, interventions and program outcomes.

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
1. The role of counseling supervision in the profession (IIF1m);	Interview of Supervisor	SLO1
1. The importance of multicultural competencies (IIF2c);	Consultation Experience	SLO1
1. The effects of crisis, disaster, ad trauma on diverse individuals across the lifespan. (IIF3g);	Consultation Experience	SLO1
1. The strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e);	Consultation Experience	SLO4
1. Strategies for career development program planning, organization, implementation, administration and evaluation. (IIF4f);	Consultation Experience	SLO4
1. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g);	Consultation Experience	SLO4
1. Methods of effectively preparing for and conducting initial assessment meetings (IIF7b);	Professional Disclosure Statement and Interview of Supervisor	SLO2 & 3
1. Use of assessments relevant to academic/educational, career, personal, and social development and use of environmental assessments and systematic behavioral observations (IIF7j & k);	Consultation Experience	SLO1
1. The importance of research in advancing the counseling profession (IIF8a);	Consultation Experience	SLO1
1. identification of evidence-based counseling practices (IIF8b);	Consultation Experience	SLO1 & 4
1. The role of needs assessments (IIF8c);	Consultation Experience	SLO4
1. The development of outcome measures (IIF8d);	Consultation Experience	SLO4
1. The evaluation of counseling interventions and programs (IIF8e);	Consultation Experience	SLO4
1. The designs used in program evaluation (IIF8g);	Consultation Experience	SLO4
CMHC Standards	Activity	SLOs

CACREP Standard	Activity	SLOs
1. The roles and settings of clinical mental health counselors (CMHC; VC2a)	Interview of Supervisor	SLO3
3. The 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).	Consultation Experience	SLO1 & 4

Required Texts

Bernard, J.M., & Goodyear, R. K. (2014). *Fundamentals of Clinical Supervision* (5th ed.). Boston: Pearson. ISBN: 0-13-283562-2

Instructional Methods, Activities and Format:

Methods and activities for instruction include: lecture, video/audio tapes, and class activities including discussion and role plays, online activities. This course will follow a seminar format. Each student will research an assigned topic and present information to the class using Power-Point and other media as applicable.

Expectations

Attendance is expected for all classes and all groups. Because of the experiential nature of this class, missing even a small part of a class leaves a large void in your learning and understanding of group theory and process. Missing more than 30 minutes of a class will result in an absence.

Active participation in this class is essential. Come to class prepared to participate. Participation at an “A” level means initiating spontaneous comments or question during class session. If you do not participate in class activities, I reserve the right to drop your final grade by 10%.

An open, curious, and honest attitude toward learning from others and about yourself will facilitate intellectual growth and development for everyone, including me. This is not a time to be shy. Conversely, it’s also not a forum to dominate and monopolize. Exercising *social awareness* is essential. While this class will be held in an educational setting, I will be treating class time as an experiential learning process. Due to this, if I see any “goodness-of-fit” concerns, I may discuss these with you outside of class. These conversations will have no impact on your grade for this class.

Assignments

Interview of supervisor and report (20 points)

Identify someone who is supervising counselors in a school, agency, or private practice setting.

Interview them concerning the following:

- their preferred theory of counseling
- how they describe themselves as a supervisor (style, type of supervisory relationship they establish, etc.)
- how they structure supervision
- types of interventions they use
- expectations they have of the supervisee for supervision sessions
- how they evaluate the supervisee
- how they learned to be a supervisor

Following the interview, type your findings in a report of two to three pages (double-spaced). Conclude your report with a statement of what you think you would like about being a supervisee under their supervision and what you would not prefer about their supervision approach.

Theravue Peer Supervision (40 points)

Students will be responsible for finding and securing a student currently in the Methods and Practices or a working practicum or internship student that will allow them to observe during their supervision for one session. The student will write a 2-3 pg case review of the supervision session to include: theoretical approach, implemented skills including but not limited to, counseling issues that presented in the session and a reflection of their experience from a supervisor in training including areas they might modify in the future.

Professional Disclosure Statement and Philosophy of Supervision (30 points):

Each student will prepare supervision documentation in order to demonstrate their understanding of a supervision contract, disclosure statement to include a brief philosophy of supervision statement (your) and current working model for facilitating supervision. The documents should be professionally drafted and representative of the students' understanding of the documentation necessary in a supervisory relationship.

Contract:

You are being asked to develop a supervision contract between yourself (supervisor) and a supervisee (LPC-I). Please complete each section below to meet any and all LPCI requirements set for be the state in order to become fully licensed as an LPC. See pg 305-307 of your text for an example of a Professional Supervision Contract

1. Purpose, Goals, and Objectives
2. Context of Services
3. Methods of Evaluation
4. Duties and Responsibilities of the Supervisor and Supervisee
5. Supervisor's Scope of Practice
6. Terms of the Contract

Professional Disclosure Statement

You are being asked to write a brief Professional Disclosure Statement as if you were engaging in a supervisory relationship with an LPCI seeking supervision for state licensure. Make sure to include a statement regarding your philosophy of supervision and current working model for facilitating supervision. be sure to Include statement reflecting your “style” evidenced through your results from Supervisor Styles Inventory (p. 344). Please see the example of a professional Disclosure Statement on pg 309 of your text.

Counselor Supervisor Self-Efficacy Scale: Pre and Post (40 points)

This assignment involves you applying a pre and post assessment of yourself as a supervisor. This assessment can be found on p. 346-348. Students will write a brief reflection (1 pg) over the results of the pre-test. After completing this assessment again (post) and the end of the semester, students must write a 2-page reflection paper on their progress, identifying any important changes and what still needs improvement.

Online Assignments (points)

Students will be responsible for competing ?? online assignments worth 10 points. Assignments are to be submitted through Canvas.

Grade Distribution	
Participation	2 free absences then -10 points per missed class
Interview of supervisor and report	20 points
Theravue Peer Supervision	40 points
Professional Disclosure Statement & Philosophy of Supervision Paper	30 points
Counselor Supervisor Self-Efficacy Scale: Pre and Post	40 points
Online Assignments (5 points each)	15 points
Total	155

***I reserve the right to amend this syllabus at any time.**

Course Outline

Date	Topic	Readings/Assignments
Jan. 16: F2F	Define supervision, Identify previous supervisee experiences, Personal concerns/perceptions being supervised, Supervisee needs/preferences/hopes	Chp 1 Introduction to Supervision Pre-test Counselor Supervisor Self-Efficacy Scale p. 346-47
Jan. 23	Self assessment/Evaluation, Receiving and using supervision, Seeking feedback –growth vs. conflict; challenge vs. comfort, Roles and relationship; Expectations Begin working on Supervision Contract (p.305) & Agreement (p. 308)	Chp10 Evaluation Canvas Assignment
Jan 30	Ethical issues in supervision, Legal issues in clinical supervision, Preparing ethical decision makers.	Chp 11 Ethical & Legal Considerations Canvas Assignment
Feb 6 F2F	Supervision of Invitational Skills: Open Questions	View and provide feedback for 2-3 Methods students via Theravue: Open Question
Feb 13	No Class This Week	Professional Disclosure Statement.
Feb 20	Supervision of Reflecting Skills: Paraphrasing	View and provide feedback for 2-3 Methods students via Theravue: Reflecting Content
Feb 27 F2F	Supervision of Reflecting Skills: Paraphrasing	View and provide feedback for 2-3 Methods students via Theravue: Reflecting Feeling
Mar 6	Compare and contrast various models of supervision (psychodynamic, developmental, Process etc...)	Chp 2 Supervision Models Supervisor Interview and Report

Mar 13	Spring Break	
Mar 20 F2F	Supervisee engagement, Supervisor factors	Chp 4 Supervisory Relationship
Mar 27	Essential ingredients (Supervision Plan), Supervisee Bill of rights, Professional Disclosure Statements, Evaluation & Debriefing	Chp 6 Organizing Supervision Canvas Assignment
April 3	Supervision of Reflecting Skills	View and provide feedback for 2-3 Methods students via Theravue: Rupture Repair
April 10 F2F	Supervision Interventions, Methods, forms, and techniques, Triad supervision	Chp 7 Individual Supervision
April 17	Advantages & disadvantages, Group dynamic, Peer-supervision	Chp 8 Group Supervision
April 24	Methods & interventions, Pre-session & post session, Implementing	Chp 9 Live Supervision Supervision Contract
May 1 F2F	Dimensions in multicultural supervision, working multiculturally with specific populations	Chp 5 Multicultural Supervision
May 8	Finals	Counselor Supervisor Self-Efficacy Scale Posttest and Reflection Paper

Student Learning Outcomes (SLOs) Grading Rubrics

(SLOs 1 & 4)			Competence		
Consultation Experience & Write Up	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
The role of counseling supervision in the profession (IIF1m);					

The importance of multicultural competencies (IIF2c)					
The effects of crisis, disaster, ad trauma on diverse individuals across the lifespan. (IIF3g)					
The strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e)					
Strategies for career development program planning, organization, implementation, administration and evaluation. (IIF4f);					
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g)					
Use of assessments relevant to academic/ educational, career, personal, and social development and use of environmental assessments and systematic behavioral observations (IIF7j & k);					
The importance of research in advancing the counseling profession (IIF8a);					
Identification of evidence-based counseling practices (IIF8b)					
The role of needs assessments (IIF8c)					
The development of outcome measures (IIF8d)					
The evaluation of counseling interventions and programs (IIF8e)					
The designs used in program evaluation (IIF8g)					
The 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)					

(SLO2)			Competence		
Professional Disclosure Statement	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Methods of effectively preparing for and conducting initial assessment meetings (IIF7b);					

(SLO3)			Competence		
Interview of Supervisor	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Methods of effectively preparing for and conducting initial assessment meetings (IIF7b)					
The roles and settings of clinical mental health counselors (CMHC; VC2a)					

Mode of instruction and course access:

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

I will be checking emails daily. I will return any emails with 24 hrs. Set up a time to meet if you are unable to attend to my office hours.

911 Cellular:

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

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text mes-

sage, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

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

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

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

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

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

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

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

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOL-LOW-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](#), 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 Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. 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 Dr. DeEadra Albert-Green at deeadra.albertgreen@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.

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 Monday-Thursday 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 [WCOonline](#) at [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, 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/) [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 TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create envi-

ronments 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.

Copyright Notice.

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