

**Texas A&M University - Central Texas**  
**COUN 5393 – Practicum I: Field Experience**  
**Fall 2019**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC

**Class Time:** Mondays, 3:30 to 5:00 p.m.

**Office:** WH 318Q

**Email:** s.airhart-larraga@tamuct.edu

**Office Hours:** Mondays 10:30 am to 3:30 pm and Tuesdays 1:00 pm to 6:00 pm; other days / times by appointment (virtual meetings available)

*This course meets face-to-face, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].*

**Student-instructor interaction:**

*Instructor will check email Monday through Friday and reply to student emails within 48 hours. Emails received Saturday and Sunday will be addressed on Monday.*

**911 Cellular: Emergency Warning System for Texas A&M University-Central Texas**

911 Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

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

**COURSE INFORMATION**

**COURSE OVERVIEW:** The purpose of COUN 5393 is to help students implement counseling skills into counseling practice. Major emphasis is placed on the student's involvement in successful practices at the educational level of interest. Students have met all academic and professional standards of practice before placement. Students are required to complete 100 clock hours, of which at least 40 are direct client contact. Weekly supervision is provided by the faculty supervisor.

**Student Learning Outcomes**

1. Students will demonstrate appropriate primary counseling skills. This will be assessed via observation of live and recorded client interactions using Part I of the CCS-R and via items in their Portfolios.
2. Students will demonstrate appropriate professional and ethical behavior in their interactions with clients, colleagues, and supervisors. This will be assessed using Part II of the CCS-R and via items in their Portfolios.

**CACREP Standards**

CACREP standards can be viewed at <http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf>. CACREP stipulates that certain standards must be met for accreditation and this course addresses several of those standards. CACREP stresses the importance of professional ethics and values, as well as skills and knowledge in the use of technology, and a commitment to multi-cultural competence and awareness

**PRACTICUM/INTERNSHIP REQUIREMENTS (CACREP, 2016, Section III, A-E)**

1. Students must provide documentation of individual professional counseling liability insurance policies when enrolled in practicum and internship (III.A).
2. Supervision of practicum and internship students will include program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (III.B).
3. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge will be conducted as part of the student's practicum and internship (III.C).

4. Students will have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (III.D).
5. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (III.E).

**PRACTICUM REQUIREMENTS (CACREP, 2016, Section III, F-I)**

1. Students must complete supervised practicum experiences that total a minimum of **100 clock hours** over a full academic term that is a minimum 10 weeks (III.F).
2. Practicum students complete at least **40 clock hours of direct service** with actual clients that contributes to the development of counseling skills (III.G).
3. Practicum students have weekly interaction that averages **one hour per week of individual and/or triadic** supervision throughout the practicum by a program faculty member or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract (III.H).
4. Practicum students participate in an average of **1 1/2 hours per week of group supervision** that is provided on a regular schedule throughout the practicum by a program faculty member (III.I).

**SUPERVISOR QUALIFICATIONS AND SUPPORT FOR PRACTICUM/INTERNSHIP (CACREP, 2016, Section III, N-R)**

1. Program faculty members serving as individual/triadic or group practicum/internship supervisors must have the following qualifications (III.N):
  - a. Relevant experience,
  - b. Professional credentials,
  - c. Counseling supervision training and experience.
2. Site supervisors must have the following qualifications (III.P):
  - a. A minimum of a master’s degree in counseling or a related profession,
  - b. Relevant certifications and/or licenses,
  - c. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled,
  - d. Knowledge of the program’s expectations, requirements, and evaluation procedures for students, and
  - e. Relevant training in counseling supervision.
3. Orientation, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors (III.Q).
4. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (III.R).

**Relation to 2016 CACREP Curricular Standards (Section II.F) and CMHC Standards (Section V.C):**

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

<b>Common Core for all students. Students will have knowledge of...</b>	<b>Standard</b>	<b>Activity</b>	<b>SLOs:</b>
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	II.F.1.i	Portfolio #3	2
Strategies for personal and professional self-evaluation and implications for practice	II.F.1.k	Portfolio #9	2
Self-care strategies appropriate to the counselor role	II.F.1.l	Portfolio #9	2
The role of counseling supervision in the profession	II.F.1.m	Portfolio #1	2
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.a	Group supervision	1
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	II.F.2.b	Portfolio #8	1

Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.c	Group supervision	1
Help-seeking behaviors of diverse clients	II.F.2.f	Group supervision	1
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	II.F.2.h	Group supervision	1
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	II.F.5.d	CCS-R	1, 2
Counselor characteristics and behaviors that influence the counseling process	II.F.5.f	CCS-R	1
Essential interviewing, counseling, and case conceptualization skills	II.F.5.g	Portfolio #7	1
Developmentally relevant counseling treatment or intervention plans	II.F.5.h	Portfolio #7	1
Development of measurable outcomes for clients	II.F.5.i	Group supervision	1
Strategies to promote client understanding of and access to a variety of community-based resources	II.F.5.k	Portfolio #11	1
Processes for aiding students in developing a personal model of counseling	II.F.5.n	Portfolio #17	2
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	II.F.8.a	Portfolio #7	2

<b>Additional standards for students in a CMHC specialty area.</b>	<b>Standard</b>	<b>Activity</b>	<b>SLOs:</b>
Theories and models related to clinical mental health counseling	V.C.1.b	Recordings	1
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	V.C.1.c	Portfolio #7	1
Cultural factors relevant to clinical mental health counseling	V.C.2.j	Recordings	1
Legal and ethical considerations specific to clinical mental health counseling.	V.C.2.l	CCS-R	2
Current intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological asmt. for treatment planning and caseload mgmt.	V.C.3.a	Portfolio #7	1
Techniques & interventions for prevention & trtmt. of a broad range of mental health issues	V.C.3.b	CCS-R	1
Strategies for interfacing with the legal system regarding court-referred clients	V.C.3.c	CCS-R	1

### **Mode of Instruction & Course Access**

This course utilizes didactic teaching, group discussions, group supervision, taped sessions, and student led formal case presentations. Students are evaluated through taped sessions, site supervisor's evaluations of students, formal case presentations, and ability to compile a portfolio.

### **Participation**

Your active participation in supervision sessions is necessary for you to meet the course objectives. Active participation requires prior preparation on your part (e.g., preparing to discuss clinical work, required readings). If you must miss a supervision session, you will need to make up that missed supervision time. Missing more than one scheduled supervision session may result in failure of the course.

### **Required Textbook(s) and Readings:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Additional Required (bring to class – either electronic version or printed copy):

1. ACA Code of Ethics (2014): <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
2. Texas LPC Code of Ethics (2019): <https://www.dshs.texas.gov/counselor/pdf/LPC-Rules-20190228.pdf>
3. CACREP Standards (2016): <http://www.cacrep.org/wp-content/uploads/2018/05/2016-Standards-with-Glossary-5.3.2018.pdf>

### **Recommended Textbook:**

Johnson, S. L. (2017). *Therapist's guide to clinical intervention* (3<sup>rd</sup> ed.). San Diego, CA: Academic Press.

**\*\*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.\*\***

## **COURSE REQUIREMENTS & ASSIGNMENTS**

**I. Supervision:** Students will meet for a minimum of 1.75 hours/week of group supervision provided by the faculty supervisor (CACREP, 2016, III.I). They will also receive weekly individual/triadic supervision that averages one hour per week throughout the semester from their site supervisor (CACREP, 2016, III.H). You will be expected to come prepared for supervision. This will often require you to have identified a specific section of a client recording that you would like to review in supervision prior to coming to class. At the beginning of the semester you will complete a supervision contract that defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum (CACREP, 2016, III.R).

**II. Ethical and Professional Conduct:** Practicum students must behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality.

**III. Insurance:** All students must provide proof of professional liability insurance coverage before they will be permitted to see clients. Students are free to obtain this insurance through any insurance company recommended by a counseling association. Professional liability insurance is available through the American Counseling Association. (CACREP, 2016, III.A)

**IV. Counseling Recordings:** The Community Counseling and Family Therapy Clinic is equipped with technology that allows the recording of all client sessions in the Clinic (CACREP, 2016, III.B). Clients give their consent to be recorded when they complete the informed consent paperwork at intake. To make the most efficient use of supervision time, you should review recordings of your sessions prior to supervision and note the room/day/time of interchanges you wish to review in supervision.

To aid in the evaluation of your direct service skills your faculty supervisor will review minimum of 2 recordings of complete counseling sessions. You should notify your supervisor which session(s) you wish to have evaluated by completing the Practicum Recording Self-Evaluation Form. Your supervisor may review additional sessions and provide you feedback as needed. At least 1 recording should have been submitted for review by the **6<sup>th</sup> week of the semester** to help inform a formative evaluation of your clinical skills. A second recording should have been submitted by the **12<sup>th</sup> week of the semester** to help inform a summative evaluation of your clinical skills. NOTE: Recordings are only maintained on the clinic database for 30 days.

**V. Transcript of Counseling Session:** You will need to transcribe a sufficient portion of 1 counseling session to demonstrate your use of primary counseling skills and your awareness of essential counseling processes. This assignment has two parts: the transcription of a ten-minute portion of your session or ten exchanges between you and the client, and secondly your own analysis of the interactions. Use the Transcript Template to guide your completion of this assignment. The transcript should be fully de-identified. In addition to removing/changing the client's name, appropriate de-identification may also require the removal/alteration of other information that could reasonably be used to identify the client (e.g., "The abuse started when I was at Camp Winnetonka"...change to "The abuse started when I was at camp"). You will need to identify (label) when in the transcript a particular skill is being used. You will use the skills described in the CCS-R (Part I) for this annotation. You will be evaluated on your employment of primary counseling skills as well as your awareness of the presence/absence of skill implementation.

**VII. Formal Case Conceptualization Presentation:** Students will create a formal case conceptualization and treatment plan using de-identified client information. Your faculty supervisor will provide you with a form to guide your completion of this assignment. You will present this conceptualization/plan during group supervision at an assigned date during the semester.

**VIII. Reflection Paper:** Students will write a personal reflection paper in APA style format that answers the following prompt: Concluding this semester of clinical work, what personal growth and what professional growth did you observe in yourself since the start

of practicum? Additionally, reflect on if there are any populations that were difficult for you to work with and why. Lastly, reflect on aspects of your self-care that assisted you during the semester and what you intend to do to hold yourself accountable for your own personal wellness as you continue your clinical work in subsequent semesters. This assignment needs to include a cover page, a reference page if applicable, and be at least 3 pages in duration but not more than 4.

**IX. Hour Log:** The purpose of the log is to provide a record of all time spent in practicum/internship activities. The log serves as evidence that the student has met the content and time requirements of the internship. The log is to be signed by the appropriate supervisor and by the student. Logs should be submitted for review/signature on a weekly basis. At the end of the semester, students will complete a summary of all hours earned during the semester. Originals should be given to your faculty supervisor; you are advised to keep your own copies.

**X. Evaluations:** At the end of the semester each student will provide evaluations of their supervisors and of their external sites (if applicable). Students will be provided with summative evaluations at the end of the semester (CACREP, 2016, III.C). Originals should be given to your faculty supervisor; you are advised to keep your own copies.

**XIII. Clinical Experiences:** Students seeing clients in the TAMUCT CCFTC have the opportunity to become familiar with a variety of professional activities and resources, including technological resources (e.g., recording equipment, Titanium client-management software). Clinical experiences in the clinic include individual adult and child counseling (children ages 6-17), couples counseling, family counseling, and group counseling. Note: Students who do not get an opportunity to lead or co-lead a group during Practicum will need to seek out this experience during Internship. (CACREP, 2016, III.D&E).

**XI. Portfolio:** As part of the evaluation for the semester, students will assemble a e-portfolio documenting their learning from their involvement in the following activities. This portfolio will be built digitally; as you accrue the required documents/files, you will be saving them to a thumb drive (issued to you by faculty). Documents that do not exist in digital format (e.g., brochures) should be scanned and converted to pdf format. Minimally the portfolio should include the following components:

1. Course syllabus
2. Supervision contract
3. ACA Code of Ethics & at least one other Code (example, Texas LPC code of ethics).
4. Proof of your liability insurance
5. Counselor/Client Agreement: Copies of forms you use (not with client information on them)
6. Transcript of a counseling session
7. Your formal case conceptualization PowerPoint presentation
8. Outline and description of group counseling that you conducted for a special population or for a special type of problem
9. Summary of assessments used at your setting
10. Description of counseling services (brochures, forms, handouts, descriptions of counseling activities, etc.)
11. Listing of referral resources and other community agencies where there is collaboration with counselors in your setting
12. Description of any presentation or workshop that you planned or attended (*\*if you attended, not required but strongly encouraged*)
13. Brochures from professional meetings you attended (*\*if you attended, not required but strongly encouraged*)
14. Signed log. Log must indicate total hours, Direct and Indirect Hours.
15. Copies of any evaluations you received.
16. Class Handouts.
17. Reflection Paper

At your midterm evaluation, your portfolio should be **at least %50 complete**. **NOTE:** Do not include any information in your portfolio that could be used to identify a client. You will retain a copy of the portfolio files and they will be refined and added to during your Internship.

### Grading

Students will be evaluated on the basis of the following:

1. 30%—Appropriate level of primary counseling skills and competencies as demonstrated in the presentation of taped counseling sessions, report of site supervisor, and other direct evidence of counseling. This will be evaluated using Part I of the Counselor Competencies Scale (CCS).
2. 30%—Appropriate level of professional disposition and behaviors as demonstrated in the supervision sessions, report of site supervisor, and other direct evidence of disposition. This will be evaluated using Part II of the Counselor Competencies Scale (CCS).
3. 40%—Completeness and quality of portfolio.

**\*Note1: Receiving a score of “1—Harmful” in any category on the CCS-R for your end-of-semester evaluation from a supervisor may result in an additional grade reduction if the supervisor believes you are not ready to advance to Internship.**

**\*Note2: Passing this course also requires completion of the minimum number of clock hours**

**Late work policy**

If you turn in an assignment after the due date, you will receive a grade reduction of 20% for each day it's late. **Nothing will be accepted after 5 days.**

**Success in the Clinical Mental Health Counseling Program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for failure of Practicum and immediate dismissal from the Clinical Mental Health Counseling Program:**

1. Dishonesty (cheating, plagiarism, etc.)
2. Unauthorized disclosure of confidential information
3. Negligence or misconduct
4. Mistreatment of clients, fellow students, research participants, or faculty
5. Abusing a client, fellow student, faculty member, or staff member
6. Violations of the rules, regulations, and principles in the Code of Ethics and Standards of Practice as identified by the American Counseling Association and Texas A&M University - Central Texas Code of Student Affairs.
7. Receipt of a Failing grade in Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, or examinations.
9. Willful conduct that may cause injury to self or others.
10. Sexual harassment and/or violence in the workplace as defined by Texas A&M University - Central Texas University.

### COURSE CALENDAR

Week	Activity / Topic	2016 CACREP Standard	Assignments Due
August 26, 2019	Overview of Class Syllabus Review Case Presentation Dates Supervision Contracts	II.F.1.m	
September 2, 2019	<b>LABOR DAY – UNIVERSITY CLOSED</b>		
September 9, 2019	Self-Care Self-Care Assessment	II.F.1.1	<b>Hour Log</b> <b>Supervision Contract(s)</b>
September 16, 2019	Suicide / Crisis Intervention	II.F.5.f/n	<b>Hour Log</b>
September 23, 2019	Case Conceptualization & Treatment Planning Counseling Theories	II.F.5.d/h/i II.F.1.i II.F.2.b V.C.1.b V.C.3.b	<b>Hour Log</b>
September 30, 2019	Ethical Issues in Counseling (ACA COE, LPC COE) Decision Making Models	II.F.5.d. V.C.2.1	<b>Hour Log</b> <b>Recording Self-Evaluation Form 1</b>
October 7, 2019	Diversity and Multicultural Counseling Competencies	II.F.2.b II.F.5.a V.C.2.j	<b>Hour Log</b>
October 14, 2019	Case Presentation: _____	V.C.1.c V.C.2.j V.C.3.a	<b>Hour Log</b>
October 21, 2019	Case Presentation: _____	V.C.1.c V.C.2.j V.C.3.a	<b>Hour Log</b>
October 28, 2019	Case Presentation: _____	V.C.1.c V.C.2.j V.C.3.a	<b>Hour Log</b>
November 4, 2019	Case Presentation: _____	V.C.1.c V.C.2.j V.C.3.a	<b>Hour Log</b> <b>Recording Self-Evaluation Form 2</b>
November 11, 2019	<b>VETERAN’S DAY – UNIVERSITY CLOSED</b>		
November 18, 2019	Case Presentation: _____	V.C.1.c V.C.2.j V.C.3.a	<b>Hour Log</b>
November 25, 2019	Terminating and Transitioning Clients	II.F.5.k	<b>Hour Log</b>

	Referrals		
December 2, 2019	Counseling Philosophy	II.F.5.f	<b>Hour Log</b> <b>Reflection Paper</b>
December 9, 2019			<b>Hour Log</b> <b>Final Evaluations</b>



## IMPORTANT UNIVERSITY DATES

August 12, 2019	Classes Begin for Minimester
August 23, 2019	Classes End for Minimester
August 26, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week Classes. \$25 fee assessed for late registrants
August 26, 2019	Classes Begin for Fall Semester
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 2, 2019	Labor Day (University Closed)
September 3, 2019	Deadline to Drop First 8-Week Classes with No Record
September 11, 2019	Deadline to drop 16-Week Classes with No Record
October 4, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
October 4, 2019	Deadline for Graduation Application for Ceremony Participation
October 18, 2019	Classes End for First 8-Week Session
October 18, 2019	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 21, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 fee assessed for late registrants
October 21, 2019	Classes Begin for Second 8-Week Session
October 21, 2019	Class Schedule Published for Spring Semester
October 23, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 28, 2019	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2019	Deadline for GRE/GMAT Scores to Graduate School
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 22, 2019	Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate School for Fall Semester
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline to Clear Thesis Office for Fall Semester
December 23, 2019 - January 1, 2020	Winter Break (University Closed)
January 13, 2020	Classes Begin for Spring Semester

## 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>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

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

### Canvas Support

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

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

### Other Technology Support

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

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

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

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reporting-form.php?TAMUCentralTexas&layout_id=0), [[https://cm.maxient.com/reporting-form.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reporting-form.php?TAMUCentralTexas&layout_id=0)].

### Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 519-5797. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

### Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to

pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

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## **Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albert-green@tamuct.edu](mailto:deeadra.albert-green@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

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## **University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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-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](#). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

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## **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

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## **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 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].