

Internship
COUN 5386- 110 Spring 2019

Spring 2019 rev. 01.08.2019
Texas A&M University-Central Texas

Instructor: Caroline Norris, NCC, LPC, PhD

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Course Location: 303 WH

Office Hours:

The instructor will be available to meet with students by *appointment only* Monday through Thursday 10am-6pm. You are welcome to come by her office in the Community Counseling and Family Therapy Center without an appointment; however, that will not guarantee she will be available if you do not make an appointment. Please email her 24 hrs in advance to make an appointment.

Mode of instruction and course access:

This course utilizes didactic teaching, group discussions, group supervision, taped sessions, and research articles. Students are evaluated through taped sessions, site supervisor's evaluations of students, written summaries of research articles, and ability to compile a portfolio. This course meets weekly face-to-face, (with supplemental materials available online).

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., reading of assigned materials, coming prepared to discuss your own experiences with clients, contributing to class discussions). You must participate in 24 hours of group supervision as part of this course; therefore, you are allotted *only two absences*. Students who accumulate more than two absences will be required to attend and participate in a make-up supervision class held outside of the standard course meeting time, which will be offered at the end of the semester based on the instructor's availability. Students who are absent more than twice and do not make up the time will not pass the class.

Student-instructor interaction:

Class will be held every Tuesday from 5pm to 6:45pm in Warrior Hall 303 and students are expected to be on time. Students are welcome to meet with the instructor outside of class as needed by the request of the student through making an appointment. The instructor will **not** discuss confidential matters via email. Students should expect the instructor will respond to emails within 24 hrs during Monday- Thursday, and 48-72 hours Friday through Sunday.

COURSE INFORMATION

Course Overview

The purpose of COUN-5386-110 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. Over the course of their Internship experiences students are required to complete 600 clock hours, of which at least 240 are direct client contact. For this semester, you will be required to earn a minimum of 200 clock hours. Students will be expected to engage in weekly site supervision (individual/triadic) with their site supervisor and weekly group supervision is provided by the course faculty instructor.

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.

Students are typically held to a higher standard regarding what constitutes appropriate skills/behaviors when enrolled in Internship than they were when enrolled in Practicum

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 multicultural 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).

INTERNSHIP REQUIREMENTS (CACREP, 2016, Section III, J-M)

1. After successful completion of the practicum, students must complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (III.J) over the course of a minimum of two semesters. Students may enroll in a third semester of Internship if needed to complete their hours.
2. Internship students must complete a total of 240 clock hours of direct service (III.K) over the course of a minimum of two semesters. A minimum of 90 direct services hours are required to earn a passing grade in Internship during long semesters (Fall/Spring), and a minimum of 60

- direct service hours are required of students enrolled in Internship during the summer.
3. Internship students will have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor or (2) counselor education program faculty (III.L). Site supervisors typically provide this individual/triadic supervision, but faculty may be called upon to provide up to 50% of this supervision for students who work at sites that alternate between individual and group supervision.
 4. Internship students will participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member.

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:

Common Core for all students. Students will have knowledge of...	Standard	Activity	SLOs:
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 #5	2
Self-care strategies appropriate to the counselor role	II.F.1.l	Portfolio #5	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 #9	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 #9	1
Developmentally relevant counseling treatment or intervention plans	II.F.5.h	Portfolio #9	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 #13	1

Processes for aiding students in developing a personal model of counseling	II.F.5.n	Portfolio #16	2
Dynamics associated with group prices and development	II.F.6.b	Portfolio #16	2
Therapeutic factors and how the contribute to group effectiveness	II.F.6.c	Portfolio #16	2
Identification of evidence-based practices	II.F.8.b	Portfolio #16	2

Additional standards for students in a CMHC specialty area.	Standard	Activity	SLOs:
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 #9	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 #9	1
Techniques & interventions for prevention & trtmt. of a broad range of mental health is-sues	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

Required Reading:

- American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author

- Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2016). 2016 standards for accreditation. Alexandria, VA: Author
Other readings to be assigned (TBA) will be provided at no cost to you.

COURSE REQUIREMENTS AND ASSIGNMENTS

I. Supervision

Students will meet for a minimum of 1.5 hours/week of group supervision provided by the faculty supervisor (CACREP, 2016, III.M). They will also receive weekly individual/triadic supervision that averages one hour per week throughout the internship (CACREP, 2016, III.L; this is usually performed by the onsite supervisor). 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). This can be found on the Canvas site as an attachment. Please read and add in your personal goals for supervision for the semester.

II. Ethical and Professional Conduct

Internship students must behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including having a professional disposition towards all counseling related matter, attire appropriate to professional counseling, with special attention 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 recording of sessions in the field setting is completed in accordance with the regulations of the internship field site and the Field Site Supervisor. The intern should record (video or audio tape) as many client sessions as possible. The recordings should be used for self-evaluation, peer group presentations, and instructor evaluation of the intern's direct service skills. Students will turn in a minimum of 2 tapes for evaluation as assigned by the professor. 1 tape will be presented during the case presentation/treatment plan presentation. ***The second tape will be submit on March 26, 2019.*** You can turn in the audio or video recording on your flash drive so the instructor can review it at a time outside of class time and provide you written feedback about your performance. Permission forms must be signed by the client for taping. Each submission must include (A) Tape (audio or video, must be loud enough to hear easily), (B) signed permission form (two forms, one for your professor and one for you), (C) Tape Critique Form. If a site is unable to allow students to create recordings of client interactions, students will make arrangements with their faculty supervisor to record an alternate interaction (e.g., role play with classmate). Recordings must be current (i.e., from interactions that take place during the semester when the student is enrolled in Internship).

V. Transcript of Counseling Session

You will need to transcribe a sufficient portion of a counseling session to demonstrate your use of primary counseling skills and your awareness of essential counseling processes; you must transcribe a minimum of 10 minutes or 10 exchanges (use Transcript Template found on Canvas) 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. If a site is unable to allow students to create recordings of client interactions, students will make arrangements with their faculty supervisor to record an alternate interaction (e.g., role play with classmate). Recordings must be current (i.e., from interactions that take place during the semester when the student is enrolled in Internship).

VI. Article Reviews

Students will complete 2 reviews of empirical articles that report on the examination of the effectiveness/efficacy of a counseling technique/approach during their Practicum/Internship experience. If a student previously received a passing grade for article re-views during Practicum or an earlier Internship, they will not be required to repeat this assignment, and should be added to the student’s portfolio.

VII. Counseling Philosophy Statement

To encourage you to thoughtfully explore your development as a mental health care professional, you will be asked to submit one essay during the course of the semester. It should be approximately 600-1000 words and it should be typed and double-spaced, and include a cover page. The essay should address the following questions: (a) What role do you see yourself playing when working with counseling/therapy clients? (b) What do you believe is the primary mechanism of change for clients in counseling/therapy? and (c) What do you need to improve on most to fulfill your role and promote change? Students may revise and resubmit an earlier version of this assignment if they completed it during Practicum or an earlier Internship.

VIII. Case Conceptualization and Treatment Plan

Students will present a formal case conceptualization and treatment plan for each client recording they present (1 required this semester) using de-identified client information, using the Case Presentation PowerPoint template (on Canvas). You will present this conceptualization/treatment plan during group supervision at a time to be determined by your faculty supervisor. Your conceptualization/plan must be completed on a current client (i.e., from interactions that take place during the semester when the student is enrolled in Internship).

IX. Weekly Journal

The purpose of the journal is for students to write a weekly report of their internship activities. In these weekly reports students will:

- (a) highlight the major counseling activities and accomplishments of the week (e.g., started a new process group...),
- (b) provide a self-appraisal of their progress (e.g., became more aware of my tone of voice with clients today...), and
- (c) identify what self-care strategies they have employed (e.g., journaled in my personal diary).

You will be responsible for creating a minimum of 10 weekly Journal entries during the semester. While these will not be turned in weekly, the instructor reserves the right to do a journal audit at any point, where you will be asked to submit to her via email the entries you have created thus far. Although journaling of events in one’s personal life and the associated emotions can be an effective self-care strategy, this is NOT the purpose of this assignment. These journal entries will be included in the portfolio you submit for review and must be typed

onto a word document, so the entries can be included in the portfolio digitally in one consolidated document.

X. 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. Your site supervisor will sign off on all hours related to work done with/for clients at the site. Your faculty supervisor will sign off on the same hour logs documenting the faculty group supervision they provided and other indirect hours relevant to course requirements. Originals should be given to your faculty supervisor; you are advised to keep your own copies.

XI. Technique Presentation

Each student will prepare a brief in-class presentation on a therapy technique of their own choosing during Internship. They will share with their classmates all relevant information about the technique (developmental population the technique is appropriate for, ways the technique can be adapted, counseling theory that the technique emerged from, etc.). The students should verbally present this information, and demonstrate the technique in some way (You Tube video, in class role play where they demonstrate the use of the technique). This presentation should be approx. fifteen minutes in duration. Each student should provide peers with an opportunity to ask questions about the technique.

XII. Evaluations

At the end of the semester each student will provide evaluations of their supervisors and of their external sites. Students will be provided with formative evaluations at midterm and 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. Students will submit to their site supervisors printed copies of the CCS-R Parts 1 and 2 and submit them to the instructor at mid-semester and the end of semester (see course calendar for due dates).

XIII. Portfolio

As part of the evaluation for the semester, students will assemble a portfolio documenting their learning from their involvement in the following activities. Minimally the portfolio should include the following components:

1. Course syllabus
2. Supervision contract
3. ACA Code of Ethics & at least one other code
4. Proof of your liability insurance
5. Weekly Journal
6. Counselor/Client Agreement: Copies of forms you use (not with client information on them)
7. Transcript of a counseling session
8. Article Reviews
9. Your conceptualization PowerPoints
10. Outline and description of group counseling that you conducted for a special population or for a special type of problem
11. Summary of assessments used at your setting
12. Description of counseling services (brochures, forms, handouts, descriptions of

- counseling activities, etc.)
13. Listing of referral resources and other community agencies where there is collaboration with counselors in your setting.
 14. Description of any presentation or workshop that you planned or attended
 15. Brochures from professional meetings you attended
 16. Statement of your counseling philosophy
 17. Signed final log: Log must indicate total hours, Direct and Indirect Hours
 18. Copies of any evaluations you received.
 19. Agency administrative structure—decision making processes.
 20. Personnel policies related to evaluation.
 21. Class Handouts.

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. At the end of the semester you will submit your portfolio for review to your professor. Flash drives will be returned to you the following semester in your next internship course, or prior to graduation if this is your last semester in the program (pending passing this course). Note: the original copies of your time logs, summary time log, and evaluations will need to be given to your supervisor to keep at the end of the semester, so you should include copies of these in your portfolio.

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

INSTRUCTOR POLICIES.

Attendance

You must participate in 24 hours of group supervision as part of this course; therefore, you are allotted *only two absences* in this course. Students who accumulate more than two absences will be required to attend and participate in a make-up supervision class held outside of the standard course meeting time, which will be offered at the end of the semester based on the instructor's availability. Students who are absent more than twice and do not make up the time will not pass the class. Class will begin promptly at 5:00pm. If you arrive late, you missed time will be deducted from your two allotted absences. See Course schedule. Please contact me via email if you have an emergency and will be late or will miss class.

Late work policy

If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it's late (with a maximum reduction of 30%). However, credit will be awarded for assignments turned in more than 7 days past its due date. 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

16 x 1 hour and 45 min = 28 clock hours for group supervision. You must have a total of 24 hours of group supervision given by your instructor to pass this course.

Class	Topic/Activity	2016 CACREP Standard(s)	Due
Jan 15	Overview of class Supervision contracts <i>Begin weekly journal</i>	11.F.1m	Liability insurance past due. Logs
Jan 22	Suicide/crisis intervention; Counseling philosophy	11.F.5.d	Logs Weekly Journal

	<i>Technique Presentations</i>		
Jan 29	Case conceptualization and treatment planning <i>Technique Presentations</i>	11. F.5.g/h	Supervision contract due. Logs Weekly Journal
Feb 5	Documentation Ethics <i>Technique Presentations</i>	11. F.5.f/n 11.F.5.d 11.F.1.i	Logs Weekly Journal
Feb 12	Assessment Documentation Ethics <i>Case Presentations</i>	11. F.5.f/n 11.F.5.d 11.F.1.i	Logs Weekly Journal
Feb19	Professional Counseling Associations <i>Case Presentations</i>	11.F.5.g/i	Logs Weekly Journal
Feb 26	Diversity and Multicultural Counseling Competencies <i>Case Presentations</i>	11.F.2.a/b/c/f/h	Logs Weekly Journal Both Article Reviews Due
Mar 5	Counselor Burnout and Professional Self-Care <i>Case Presentations</i>	II. F.1.l	Logs Weekly Journal Counseling philosophy statement due. Mid-semester evaluations due.
Mar 12	<i>SPRING BREAK</i>	N/A	N/A
Mar 19	Counseling and Social Justice Issues <i>Case Presentations</i>	II. F.2.b/d/e	Logs Weekly Journal
Mar 26	The Role of Supervision <i>Case Presentations</i>	II. F. 1. m	Logs Weekly Journal Role Play or Real Client Session Recording #2 Due
Apr 2	Getting licensed <i>Case Presentations</i>		Transcript due for all students by today. Logs Weekly Journal
Apr 9	Liability insurance		Logs

	<i>Case Presentations</i>		Weekly Journal
April 16	<i>Case Presentations</i>		Logs Weekly Journal
Apr 23	<i>Case Presentations</i>		Logs Weekly Journal
Apr 30	<i>Case Presentations</i>		Logs Weekly Journal
May 7	Semester Conclusion <i>Case Presentations</i>		Final Summary Hour Log due. Final evaluations due. Portfolios due.

Important University Dates:

January 14, 2019	Classes Begin for Spring Semester
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January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
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January 21, 2019	Martin L. King Jr. Day (University Closed)
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January 30, 2019	Deadline to Drop 16-Week Classes with No Record
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March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
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March 11 -15, 2019	Spring Break – No Class (University Open)
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April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
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April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
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April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
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May 10, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)

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>]

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

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 message, and social media. All students are automatically enrolled in 911Cellular 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.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINE**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, 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

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) 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) 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.

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.albertgreen@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.

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.

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](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

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!

If you have any questions about the UWC, 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 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].

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>].

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