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 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).

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:

<table>
<thead>
<tr>
<th>Common Core for all students. Students will have knowledge of…</th>
<th>Standard</th>
<th>Activity</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</td>
<td>II.F.1.i</td>
<td>Portfolio #3</td>
<td>2</td>
</tr>
<tr>
<td>Strategies for personal and professional self-evaluation and implications for practice</td>
<td>II.F.1.k</td>
<td>Portfolio #9</td>
<td>2</td>
</tr>
<tr>
<td>Self-care strategies appropriate to the counselor role</td>
<td>II.F.1.l</td>
<td>Portfolio #9</td>
<td>2</td>
</tr>
<tr>
<td>The role of counseling supervision in the profession</td>
<td>II.F.1.m</td>
<td>Portfolio #1</td>
<td>2</td>
</tr>
<tr>
<td>Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>II.F.2.a</td>
<td>Group supervision</td>
<td>1</td>
</tr>
<tr>
<td>Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</td>
<td>II.F.2.b</td>
<td>Portfolio #8</td>
<td>1</td>
</tr>
<tr>
<td>Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>II.F.2.c</td>
<td>Group supervision</td>
<td>1</td>
</tr>
<tr>
<td>Help-seeking behaviors of diverse clients</td>
<td>II.F.2.f</td>
<td>Group supervision</td>
<td>1</td>
</tr>
<tr>
<td>Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</td>
<td>II.F.2.h</td>
<td>Group supervision</td>
<td>1</td>
</tr>
<tr>
<td>Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</td>
<td>II.F.5.d</td>
<td>CCS-R</td>
<td>1, 2</td>
</tr>
<tr>
<td>Counselor characteristics and behaviors that influence the counseling process</td>
<td>II.F.5.f</td>
<td>CCS-R</td>
<td>1</td>
</tr>
<tr>
<td>Essential interviewing, counseling, and case conceptualization skills</td>
<td>II.F.5.g</td>
<td>Portfolio #7</td>
<td>1</td>
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<tr>
<td>Developmentally relevant counseling treatment or intervention plans</td>
<td>II.F.5.h</td>
<td>Portfolio #7</td>
<td>1</td>
</tr>
<tr>
<td>Development of measurable outcomes for clients</td>
<td>II.F.5.i</td>
<td>Group supervision</td>
<td>1</td>
</tr>
<tr>
<td>Strategies to promote client understanding of and access to a variety of community-based resources</td>
<td>II.F.5.k</td>
<td>Portfolio #11</td>
<td>1</td>
</tr>
<tr>
<td>Processes for aiding students in developing a personal model of counseling</td>
<td>II.F.5.n</td>
<td>Portfolio #17</td>
<td>2</td>
</tr>
<tr>
<td>The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</td>
<td>II.F.8.a</td>
<td>Portfolio #7</td>
<td>2</td>
</tr>
</tbody>
</table>
### Additional standards for students in a CMHC specialty area.

<table>
<thead>
<tr>
<th>Standard Activity</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.C.1.b Recordings</td>
<td>1</td>
</tr>
<tr>
<td>V.C.1.c Portfolio #7</td>
<td>1</td>
</tr>
<tr>
<td>V.C.2.j Recordings</td>
<td>1</td>
</tr>
<tr>
<td>V.C.2.l CCS-R</td>
<td>2</td>
</tr>
<tr>
<td>V.C.3.a Portfolio #7</td>
<td>1</td>
</tr>
<tr>
<td>V.C.3.b CCS-R</td>
<td>1</td>
</tr>
<tr>
<td>V.C.3.c CCS-R</td>
<td>1</td>
</tr>
</tbody>
</table>

### 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 Reading

- Other readings to be assigned (TBA) will be provided at no cost to you

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

### Technological Requirements & Support

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

- Logon to A&M-Central TexasCanvas [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 technological or computer issues, students should contact Help Desk Central 24 hours a day, 7 days a week:
  - Email: helpdesk@tamu.edu
  - Phone: (254)-519-5466
  - Online chat: http://hdct.tamu.edu

*When calling for support please let your support technician know you are a TAMUCT student.*

For issues related to course content and requirements, contact your instructor.
Course Requirements & Assignments

I. Supervision
Students will meet for a minimum of 1.5 hours/week of group supervision provided by the faculty supervisor at the Community Counseling and Family Therapy Center (Dr. Norris) (CACREP, 2016, III.I); this is considered site supervision. They will also receive weekly individual/triadic supervision that averages one hour per week throughout the internship from their faculty supervisor (Dr. Berry) (CACREP, 2016, III.H). If they are completing hours outside the Community Counseling and Family Therapy Center, they will also receive weekly supervision that averages one hour per week from their site supervisor. 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 not 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 You will submit at least 1 other recording for review by your faculty instructor by the 7th week of the semester to help inform a formative 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 Winnentonka”…change to “The abuse started when I was at camp”). Your 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 notation. You will be evaluated on your employment of primary counseling skills as well as your awareness of the presence/absence of skill implementation.

VI. Formal Case Conceptualization Presentation
Students will create a formal case conceptualization presentation using the PowerPoint template provided using only de-identified client information. This presentation has three main components that are outlined in the PowerPoint template: 1) Your conceptualization of your client and your clinical work 2) a treatment plan for this client 3) a selected ten-minute session of your live work with the client you are presenting where you are demonstrating intentionality and clinical skill in your work. This will count as 1 of your counseling recordings. This presentation will be presented in group supervision with Dr. Norris and your faculty instructor will be made available to view this presentation by in person attendance or a recording of the presentation performance to review at a later date. You will sign up to present the first week of 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 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.

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.
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 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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC/ACTIVITY</th>
<th>2016 CACREP STANDARD</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of class; Supervision contracts</td>
<td>II.F.1.m</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>Suicide/crisis intervention; Counseling Philosophy</td>
<td>II.F.5.l/m</td>
<td>Hour Log; Supervision Contract Due</td>
</tr>
<tr>
<td>3</td>
<td>Documentation Ethics</td>
<td>II.F.5.f/n II.F.5.d/ II.F.1.i</td>
<td>Hour Log;</td>
</tr>
<tr>
<td>4</td>
<td>Counselor/Client Agreements</td>
<td>II.F.5.d</td>
<td>Hour Log</td>
</tr>
<tr>
<td>5</td>
<td>Review of counseling theories</td>
<td>II.F.5.a</td>
<td>Hour Log; Midterm evaluations; Portfolios due for 50% check</td>
</tr>
<tr>
<td>6</td>
<td>Case conceptualization and treatment planning; Formal Case Conceptualization Presentation</td>
<td>II.F.5.g/h</td>
<td>Hour Log; Recording Self-Evaluation Form #1</td>
</tr>
<tr>
<td>7</td>
<td>Assessment Formal Case Conceptualization Presentation</td>
<td>II.F.5.g/i</td>
<td>Hour Log Recording #2 Due for all</td>
</tr>
<tr>
<td>8</td>
<td>Diversity &amp; Multicultural Counseling Competencies Formal Case Conceptualization Presentation</td>
<td>II.F.2.a/b/c/f/h II.F.5.d/f</td>
<td>Hour Log Transcript Assignment Due.</td>
</tr>
<tr>
<td>9</td>
<td>Child abuse and Adult (elder) abuse Formal Case Conceptualization Presentation</td>
<td>II.F.5.k</td>
<td>Hour Log Reflection Paper Due</td>
</tr>
<tr>
<td>10</td>
<td>Liability Insurance; Hour Requirements; Professional Counseling Associations; TRANSITIONING CLIENTS Formal Case Conceptualization</td>
<td>II.F.1.f/g</td>
<td>Summary Hour Log; Portfolio; Final evaluations</td>
</tr>
</tbody>
</table>
Academic Honesty Policy

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. My interactions with you are based on an expectation of mutual trust and honor. You are required to do your own work on assignments (unless I explicitly say otherwise), and it is expected that you know how to appropriately cite material sources in your writing. Violation of this trust will result in an F in this course in addition to whatever consequences the administration deems appropriate.

Library Services
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].

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 webpage [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 webpage [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, 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.

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. 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 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**Tutoring**
Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Visit [www.tamuct.edu/AcademicSupport](http://www.tamuct.edu/AcademicSupport) and click "Tutoring Support" for tutor schedules and contact information. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5830/5836, or by emailing Cecilia.morales@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 TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on [https://www.tamuct.edu/departments/academicsupport/tutoring.php](https://www.tamuct.edu/departments/academicsupport/tutoring.php).

**University Writing Center**
The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

**Drop Policy**
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.

**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).

###large portions of this syllabus were blatantly pirated from a wide variety of sources###

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