Texas A&M University - Central Texas
COUN 5313 – Crises Intervention and Management of Individuals
Summer 2019

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Class Time: Online
Office: WH 318Q
Email: s.airhart-larraga@tamuct.edu
Office Hours: Mondays & Tuesdays 1:00 pm to 5:00 pm; other days / times by appointment (virtual meetings available)

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

Student-instructor interaction:
Instructor will check email daily and reply to student emails within 48 hours (excluding weekends).

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.

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. [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [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.

COURSE INFORMATION

Course overview and description: This course is an examination of the dynamics, intervention strategies and treatment of a variety of crisis situations with individuals, couples, families, and communities including, but not limited to, suicide intervention, sexual assault, domestic violence, substance dependency, trauma, PTSD, grief, and natural and man-made disasters including a review of theories and approaches to crisis intervention and management.

STUDENT LEARNING OUTCOMES:
1. Develop understanding of fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis intervention.
2. Develop an understanding of the background, dynamics, and counseling intervention methodologies needed to effectively help individuals or groups in crisis.
3. Develop an understanding of the process of prevention, intervention, and postvention in crisis counseling.
4. Empower counselors to progress toward more proactive, preventive and creative initiatives in crisis intervention.

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>CACREP Standard</th>
<th>Activity</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core for all students:</td>
<td>Resources List</td>
<td>SLO3</td>
</tr>
<tr>
<td>a. The importance of counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);</td>
<td>Resources List</td>
<td>SLO3</td>
</tr>
<tr>
<td>b. The importance of strategies for personal and professional self-evaluation and implications for practice (IIF1k);</td>
<td>Weekly Reflection Papers</td>
<td>SLO4</td>
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<td></td>
<td>The importance of self-care strategies appropriate to the counselor role (IIF11);</td>
<td>Interview Project</td>
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<tr>
<td>d.</td>
<td>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (IIF3g);</td>
<td>Research Paper</td>
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<td>e.</td>
<td>Evidence-based counseling strategies and techniques for prevention and intervention (IIF5j);</td>
<td>Weekly Reflection Papers</td>
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<td>e.</td>
<td>Strategies to promote client understanding of and access to a variety of community based resources (IIF5k);</td>
<td>Resources List</td>
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<td>e.</td>
<td>Suicide prevention models and strategies (IIF5l);</td>
<td>Interview Project</td>
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<td>e.</td>
<td>Understands crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m);</td>
<td>Weekly Reflection Papers</td>
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<td>e.</td>
<td>Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (IIF7c);</td>
<td>Weekly Reflection Papers</td>
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<td>e.</td>
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<td>Weekly Reflection Papers</td>
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<td>i.</td>
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<td>Research Paper</td>
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<td>Multicultural counseling competencies (IIF2c)</td>
<td>Research Paper</td>
</tr>
<tr>
<td>i.</td>
<td>Help seeking behaviors of diverse clients (IIF2f)</td>
<td>Weekly Reflection Papers</td>
</tr>
<tr>
<td>i.</td>
<td>Systematic and environmental factors that affect human development, functioning, and behavior (IIF3f)</td>
<td>Research Paper</td>
</tr>
</tbody>
</table>

**Standards for Clinical Mental Health Counseling (CMHC) track**

|   | Understands the impact of crisis and trauma on individuals with mental health diagnoses (CMHC: 5C2f); | Research Paper | SLO1 |
Required Reading and Textbook(s):


Additional articles posted on Canvas

Recommended Textbook(s):


COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

Online Trainings (10 points each x 2 = 20 points): Each student will individually complete 2 online trainings (Counseling on Access to Lethal Means [CALM] and Psychological First Aid [PFA]) by the dates designated in the course schedule and on Canvas. These are designed to deepen students’ knowledge and skills in crisis intervention and disaster response and to provide students with an opportunity to earn certificates. Print the corresponding certificate of completion and turn in via Canvas.

CALM Training: https://training.sprc.org/enrol/index.php?id=20


Weekly Reflection Papers (3 points each x 10 = 30 points): Each student will individually complete 10 weekly reflection papers. The reflection paper will be 2-3 pages in length and will consist of the following sections: (1) summary of the assigned reading and lecture for the week, (2) summary of the assigned video for the week, (3) observations, reflections, and reactions to the assigned readings and videos, and (4) questions pertaining to the assigned readings and videos. The papers must follow APA formatting guidelines including citations, reference section, and cover page. An abstract is not necessary. Videos can be accessed online through the university library, databases, psychotherapy.net [http://www.psychotherapy.net/stream/tamuct]. Rubric for the assignment posted on Canvas.

- Use the following topic subheadings in the weekly reflection papers:
  - Summary of Reading & Lecture
  - Summary of Video
  - Observations, Reflections, and Reactions
  - Questions

Research Paper (25 points): Each student will individually complete an 7-9 page (not counting title page, abstract, reference page) APA-style paper summarizing the latest research (minimum of 10 sources) in one of the following subject areas listed below (or an area not listed with the instructors approval). Students will email the instructor with the research topic by the end of week 1 of the course. Each paper will have three main sections: (1) latest research in this topic area, (2) multicultural considerations related to the topic, and (3) evidence-based counseling strategies recommended for the topic area. Rubric for the assignment posted on Canvas.

- Suicide (Select an age cohort such as adolescent, college aged, mid-life, elderly);
- Trauma (Select an age cohort such as adolescent, college aged, mid-life, elderly);
- Grief (Select an age cohort such as adolescent, college aged, mid-life, elderly);
- PTSD
- The role of spirituality/religion in adaptation to trauma;
- Compassion fatigue and trauma;
- Trends in victimology;
- Survivor/victim issues associated with one of the following categories: homicide, domestic battery, relationship violence including stalking, sexual assault as adult or child, hate crimes;
- Disaster response.

- Address the following main sections in your research paper:
  - Latest research in the topic area;
  - Multicultural considerations related to the topic area;
  - Evidence-based counseling strategies recommended for the topic area.
Resource List (10 points): To further increase your exposure to real-world knowledge related to crisis intervention, each student individually will compile a list of twelve (12) local resources for individuals in crisis (e.g., shelters, food banks, youth services). The list should include contact information, what services they provide, what consumers they serve, and what cost (if any) is associated with the services. The resource list does not need to follow APA formatting.

Interview Project (15 points): Each student individually will interview a licensed professional counselor (LPC) in the area. Students may not interview any of the current faculty in the CMHC program. The focus of the interview will be on the professional’s experience in managing crisis, trauma, and / or grief in their roles as professional counselors. Students will write a 2-3 page paper summarizing the interview and must follow APA formatting guidelines including cover page, citations, and a reference section. An abstract is not necessary. Rubric for the assignment posted on Canvas.

Use the following interview guide:
- What qualities or characteristics might enhance your ability to manage crisis interventions effectively?
- What professional training experiences are important in learning to manage crisis situations effectively?
- What suicide prevention models and strategies do you use?
- How often do you encounter a crisis situation in the work that you do as a professional counselor?
- How do you manage the stress associated with working with crises, trauma, and/or grief counseling?
- What self-care strategies do you engage in that help you manage potential vicarious trauma?
- What professional supports aid you in managing the stress associated with crisis, trauma, and / or grief counseling?

**Alternative Assignment (3 points):** APA formatting is required throughout this course and other courses in the CMHC program. Students can earn 3 points this semester by visiting the University Writing Center with a rough draft of a paper and meet with a UWC tutor to review APA formatting as well as professional writing techniques. These points can be used in lieu of a weekly reflection paper. To receive credit for one weekly reflection paper (3 points), the student must email the instructor with the date, time, and name of tutor they met with at the UWC and the rough draft that was reviewed. [https://www.tamuct.edu/coas/coas-special-topics/uwc.html](https://www.tamuct.edu/coas/coas-special-topics/uwc.html)

Grading Criteria and Conversion
Grades will be determined by how many points are earned over the semester. The menu of evaluations and their points appears next:

**Nature of Activity Point Potential**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALM Training</td>
<td>10 points</td>
</tr>
<tr>
<td>PFA Training</td>
<td>10 points</td>
</tr>
<tr>
<td>Weekly Reflection Papers (3 pts each x 10)</td>
<td>30 points</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Resource List</td>
<td>10 points</td>
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<tr>
<td>Interview Project</td>
<td>15 points</td>
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<tr>
<td>Total</td>
<td>100 points</td>
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</tbody>
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Grade Equivalent:
90 - 100 = A
80 - 89 = B
70 – 79 = C
60 – 69 = D
59 – Below = F

Posting of Grades:
Grades will be posted on the Canvas Gradebook. Grades will be posted within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.
**Late work policy:** No late work will be accepted.

### COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity / Topic</th>
<th>Assigned Readings / Video</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3, 2019</td>
<td>Module 1 on Canvas</td>
<td>Jackson-Cherry &amp; Erford: Chapters 1, 2, &amp; 3</td>
<td>Weekly Reflection # 1 Due</td>
</tr>
<tr>
<td></td>
<td>Crisis Intervention &amp; Risk Assessment</td>
<td>Video: When Helping Hurts: Sustaining Trauma Workers</td>
<td>Research Paper Topic Due</td>
</tr>
<tr>
<td>June 10, 2019</td>
<td>Module 2 on Canvas</td>
<td>Jackson-Cherry &amp; Erford: Chapters 4 &amp; 5</td>
<td>Weekly Reflection # 2 Due</td>
</tr>
<tr>
<td></td>
<td>Crisis Intervention &amp; Risk Assessment</td>
<td>Video: Understanding and Preventing Suicide</td>
<td>CALM Training Due</td>
</tr>
<tr>
<td>June 17, 2019</td>
<td>Module 3 on Canvas</td>
<td>Briere &amp; Scott: Chapters 1 &amp; 2</td>
<td>Weekly Reflection # 3 Due</td>
</tr>
<tr>
<td></td>
<td>Treating Trauma &amp; PTSD</td>
<td>Article: <em>Trauma Competency: An Active Ingredients Approach to Treating Posttraumatic Stress Disorder</em></td>
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<td></td>
<td></td>
<td>Video: Living with PTSD: Lessons for Partners, Friends, and Supporters</td>
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<tr>
<td></td>
<td></td>
<td>Video: Explaining PTSD: Lessons for Mental Health Professional</td>
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</tr>
<tr>
<td>June 24, 2019</td>
<td>Module 4 on Canvas</td>
<td>Briere &amp; Scott: Chapters 3 &amp; 4</td>
<td>Weekly Reflection # 4 Due</td>
</tr>
<tr>
<td></td>
<td>Treating Trauma &amp; PTSD</td>
<td>Article: <em>Using Creative Techniques With Children Who Have Experienced Trauma</em></td>
<td>Resource List Due</td>
</tr>
<tr>
<td>July 1, 2019</td>
<td>Module 5 on Canvas</td>
<td>Briere &amp; Scott: Chapter 11</td>
<td>Weekly Reflection # 5 Due</td>
</tr>
<tr>
<td></td>
<td>Treating Trauma &amp; PTSD</td>
<td>Video: PTSD in Children: Move in the Rhythm of the Child</td>
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</tr>
<tr>
<td>July 8, 2019</td>
<td>Module 6 on Canvas</td>
<td>Jackson-Cherry &amp; Erford: Chapter 7</td>
<td>Weekly Reflection # 6 Due</td>
</tr>
<tr>
<td></td>
<td>Special Issues in Crisis Intervention</td>
<td>Video: Voices of Suicide: Learning from Those who Lived</td>
<td>PFA Training Due</td>
</tr>
<tr>
<td>July 15, 2019</td>
<td>Module 7 on Canvas</td>
<td>Jackson-Cherry &amp; Erford: Chapters 8 &amp; 9</td>
<td>Weekly Reflection # 7 Due</td>
</tr>
<tr>
<td></td>
<td>Special Issues in Crisis Intervention</td>
<td>Video: The Abused Woman: A Survivor Therapy Approach</td>
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</tr>
<tr>
<td>July 22, 2019</td>
<td>Module 8 on Canvas</td>
<td>Jackson-Cherry &amp; Erford: Chapters 10 &amp; 11</td>
<td>Weekly Reflection # 8 Due</td>
</tr>
<tr>
<td></td>
<td>Special Issues in Crisis Intervention</td>
<td>Weekly Reflection # 8 Due</td>
<td>Interview Project Due</td>
</tr>
<tr>
<td>July 29, 2019</td>
<td>Module 9 on Canvas</td>
<td>Jackson-Cherry &amp; Erford: Chapter 12</td>
<td>Weekly Reflection # 9 Due</td>
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<tr>
<td></td>
<td>Grief &amp; Loss Counseling</td>
<td>Article: <em>Grief – Going Beyond Death Stages</em></td>
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</table>
### Student Learning Outcomes (SLOs) Grading Rubrics

**SLO 1**

<table>
<thead>
<tr>
<th>Research Paper</th>
<th>Competence</th>
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<tbody>
<tr>
<td>Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (IIF3g);</td>
<td>No</td>
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<td>Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a)</td>
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<tr>
<td>Multicultural counseling competencies (IIF2c)</td>
<td></td>
</tr>
<tr>
<td>Systematic and environmental factors that affect human development, functioning, and behavior (IIF3f)</td>
<td></td>
</tr>
<tr>
<td>Understands the impact of crisis and trauma on individuals with mental health diagnoses (CMHC: 5C2f);</td>
<td></td>
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</tbody>
</table>

**SLO 2**

<table>
<thead>
<tr>
<th>Interview Project</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of self-care strategies appropriate to the counselor role (IIF11);</td>
<td>No</td>
</tr>
<tr>
<td>Suicide prevention models and strategies (IIF5l);</td>
<td></td>
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</tbody>
</table>

**SLO 3**

<table>
<thead>
<tr>
<th>Resources List</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
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</tbody>
</table>
The importance of counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);

Strategies to promote client understanding of and access to a variety of community based resources (IIF5k);

<table>
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<tr>
<th>SLO 4 Weekly Reflection Papers</th>
<th>Competence</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>The importance of strategies for personal and professional self-evaluation and implications for practice (IIF1k);</td>
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</table>

Important University Dates:

March 18, 2019     Advising Begins for Summer Semester
March 18, 2019     Class Schedule Published For Summer Semester
April 1, 2019      Deadline for Scholarship Applications for the Summer Semester
April 4, 2019      Priority Deadline for International Student Summer Admission Applications
April 22, 2019     Priority Deadline for VA Certification Request
May 13, 2019       Classes Begin for Minimester
May 20, 2019       Priority Deadline for Summer Admissions Applications
May 27, 2019       Memorial (University Closed)
May 31, 2019       Deadline for Tuition and Fee Payments (10-, 8-, and First 5-Week Classes)
May 31, 2019       Minimester ends
June 3, 2019       Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. $25 fee assessed
June 3, 2019       Classes Begin for First 5-, 10-, and 8-Week Session
June 6, 2019       Deadline to Drop First 5-Week Classes with No Record
June 10, 2019      Deadline to Drop 8-Week Classes with No Record
June 18, 2019      Deadline to Drop 10-Week Classes with No Record
June 21, 2019      Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)
June 21, 2019  
Student End of Course Survey Opens (First 5-Week Classes)

July 1, 2019  
Deadline for Teacher Education and Professional Certification Applications (i.e. Principal,

July 4, 2019  
Independence Day (University Closed)

July 5, 2019  
Classes End for First 5-Week Session

July 5, 2019  
Deadline for Graduation Application for Summer Ceremony Participation

July 5, 2019  
Deadline to Withdraw from the University for First 5-Week Classes

July 8, 2019  
Add, Drop, and Late Registration Begins for Second 5-Week Classes. $25 fee assessed for late

July 8, 2019  
Classes Begin Second 5-Week Session

July 8, 2019  
Student End of Course Survey Opens (First 5-Week Classes)

July 9, 2019  
Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)

July 11, 2019  
Deadline to Drop Second 5-Week Classes with No Record

July 12, 2019  
Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)

July 12, 2019  
Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of

July 12, 2019  
Student End of Course Survey Opens (8-Week Classes)

July 19, 2019  
Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)

July 26, 2019  
Classes End for 8-Week Session

July 26, 2019  
Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)

July 26, 2019  
Deadline to Withdraw from the University for 8-Week Classes

July 26, 2019  
Student End of Course Survey Opens (10- and Second 5-Week Classes)

July 29, 2019  
Student End of Course Survey Closes (8-Week Classes)

July 30, 2019  
Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)

August 1, 2019  
Deadline for GRE/GMAT Scores to Office of Graduate Studies

August 9, 2019  
Classes End for 10- and Second 5-Week Sessions

August 9, 2019  
Deadline for Applications for $1,000 Tuition Rebate for Summer Graduation (5pm)

August 9, 2019  
Deadline for Summer Degree Conferral Applications to the Registrar’s Office. $20 Late Appli-

August 9, 2019  
Deadline to Withdraw from the University for 10- and Second 5-Week Classes

August 10, 2019  
Commencement Ceremony Bell County Expo Center (TBD)

August 12, 2019  
Student End of Course Survey Closes (10- and Second 5-Week Classes)

August 13, 2019  
Deadline for Faculty Submission of 10-Week and Second 5-Week Final Class Grades (due by

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
   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

Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the 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].
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].

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 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 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, 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. DeEdra Albert-Green at deedra.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.

**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 WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

**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].
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].