

Texas A&M University – Central Texas
COUN 5350 Foundations of Counseling
Fall 2020

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Class Time: Tuesdays, 6:00 to 7:00 p.m.
Office: WH 318Q
Email: s.airhart-larraga@tamuct.edu
Office Hours: Virtual Hours – Tuesday 10:00 am to 2:00 pm & Thursday 2:00 pm to 6:00 pm; other days / times by appointment only

This course meets online with several classes conducted synchronously via a virtual platform (e.g., Webex, Zoom, or GoToMeeting), with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. Synchronous meetings will be designated as “SYNCHRONOUS” on the course calendar.

Student-instructor interaction:

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

WARRIOR SHIELD

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Description: Study individual and group counseling, testing career planning and placement, referral, and consultation. Examine related theories and concepts with emphasis on counseling skills, as well as history and ethical and professional issues.

Course Overview: This course is an introduction to the field of counseling. It includes an examination of the basic skills of counseling and therapy, the origins and applications of various therapeutic approaches, the professional roles and ethical issues that affect the practice of counseling and psychology. This course provides opportunities to explore various issues in counseling such as; career counseling and development, multiculturalism, school counseling, grief, suicide, child abuse, substance abuse, and other contemporary issues. This course is part of the Core Requirements for the Master of Science degree in Clinical Mental Health Counseling.

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate understanding of the role of a professional counselor as well as personal attitudes, values, and behaviors that often impact a person becoming a helping professional.
2. Students will demonstrate understanding of the various elements to professional organization in counseling, current issues in counseling, affiliation/membership requirements, advocacy for client, and various other counseling related topics.
3. Students will demonstrate basic understanding of the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Students shows basic knowledge of strategies and multicultural competencies to work with diverse populations individually, in groups, with families, and with the community.
5. Students will demonstrate an understanding of advocacy processes and how to identify the most recent research related to the counseling profession.
6. Students will gain a working knowledge of many aspects of the counseling profession the many roles counselors have in this profession.

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

(IIF1: Professional Orientation and Ethical Practice)- Studies that provide an understanding of all of the following aspects of professional functioning:

CACREP Standard	Activity	SLOs
Common Core for all students:		
History and philosophy of the counseling profession (IIF1a);	Counseling Interview	SLO 3
The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation (IIF1b);	Counseling Interview	SLO 3
Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c);	Counseling Interview	SLO 3
Self-care strategies appropriate to the counselor role (IIF1i);	Self-Reflection Paper	SLO 1
Role of counseling supervision in the profession (IIF1m);	Counseling Interview	SLO 3

Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Professional Affiliation	SLO 2
Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Counseling Interview	SLO 3
The role and process of the professional counselor advocating on behalf of the profession (IIF1d);	Professional Affiliation	SLO 5
Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e);	Professional Affiliation	SLO 5
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Counseling Interview	SLO 3
Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (IIF2a);	Counseling Interview	SLO 3
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. (IIF2d);	Diversity Interview	SLO 4
Multicultural counseling competencies (IIF2c);	Diversity Interview	SLO 4
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and the impact of technology on the counseling process (IIF5d; IIF5e);	Diversity Interview	SLO 4
Crisis intervention and suicide prevention models, including the use of psychological first aid strategies (IIF5m).	Counseling Interview	SLO 3
Theories and models of career development, counseling, and decision making. (IIF4a).	Self-Reflection Paper	SLO 1
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (IIF4b)	Self-Reflection Paper	SLO 1
Theoretical foundations of group counseling and group work (IIF6a)	Online Training	SLO 6
Dynamics associated with group process and development (IIF6b).	Online Training	SLO 6
Approaches to group formation, including recruiting, screening, and selecting members (IIF6e).	Online Training	SLO 6
Historical perspectives concerning the nature and meaning of assessments and testing in counseling (IIF7a)	Online Training	SLO 6
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide and procedures for identifying trauma and abuse and for reporting abuse (IIF 7c & d)	Online Training	SLO 6

Standards for Clinical Mental Health Counseling (CMHC) track		
Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (CMHC:5C2l); and	Ethics in the Discipline Presentations	SLO2
Understand the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:5C2k)	Ethics in the Discipline Presentations	SLO1

Required Reading and Textbook(s):

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. American Psychological Association.

DiAngelo, R. (2018). *White fragility*. Beacon Press.

Gladding, S. (2018). *Counseling: A comprehensive profession (8th ed.)*. Pearson.

COURSE REQUIREMENTS / METHODS OF EVALUATION EMPLOYED

*** RUBRICS FOR ALL ASSIGNMENTS POSTED ON CANVAS ***

*** ALL ASSIGNMENTS MUST FOLLOW APA 7 FORMATTING ***

Self-Reflection Paper (10 points): The purpose of this paper is for you to identify and explore personal attitudes, values, and behaviors that often impact a person becoming a helping professional. It is expected that your self-reflection or personal exploration will be an in-depth rather than a superficial analysis. Length is 4-5 pages. Possible items to consider could be (but definitely not limited to):

- According to Holland (1997), specific personality types are attracted to and work best in certain vocational environments. The more aligned counselors' personalities are to their environments, the more effective and satisfied they will be. Take the the O'Net Inventory Profiler (www.onetcenter.org/IP.html?p=3). Compare your highest interest scores with those found in different occupations, including counseling. *What does this information reveal to you about how well you might fit into the environment of a helping profession?*
- *What is your motivation for studying counseling or for becoming a helping professional?*
- *What experiences have you had that might influence your becoming a helping professional?*
- *How would these experiences positively or negatively influence your effectiveness as a helping professional?*
- *What is your value orientation? What do you value? Where do these values come from? How will they affect your work?*
- *What biases or predispositions (positive or negative) do you hold regarding working with certain types of people, issues, etc.?*
- *What are your strengths? What areas do you need to improve?*
- *What would you want from a counseling session/counselor?*
- *How do you plan to maintain your effectiveness and wellness as a counselor long-term?*

Diversity Interview Paper and Presentation (15 points): Students will interview another person with a *background substantially different from their own* and submit a reflection paper. Examples of different backgrounds include race, religion, age, sexual orientation, gender, and disability. You must consult with the instructor for approval prior to conducting your interview. All interviews must be conducted virtually (e.g., FaceTime, Zoom, Telephone). The reflection paper should be 3-4 pages and include:

- *A description of yourself and the various groups with which you identify;*
- *A description of the interview and the person (no names) to whom you spoke;*
- *Observations, reactions, and reflections about this process. Reactions can include what you learned about yourself and the other person, what you have learned about different cultures, and what you would still like to learn.*
- *Students will complete a presentation not to exceed 10 minutes about their experience.*

Book Assignment and Reflection Paper (15 points): Students will be assigned to read the book "White Fragility" by Robin DiAngelo. Students will write a 2-3 page reflection paper including the following:

- *Overview of the book;*
- *Observation, reactions, and reflections about the book. Include what you learned about yourself and others through what is discussed in the book. This reflection should be an honest discussion about your reaction to the topic.*

Counseling Professional Interview and Presentation (15 points): Students will choose someone already working in the helping profession (students must choose someone who is a professional counselor (LPC) and preferably someone who is a member of a professional organization) and interview them. All interviews must be conducted virtually (e.g., FaceTime, Zoom, Telephone). The reflection paper should be 3-4 pages and include:

- *The nature of the counselor's work,*
- *Types of clients seen and presenting issues,*
- *How they handle crisis situations with clients,*
- *Supervision experiences,*
- *Ways they maintain wellness and effectiveness as counselors,*
- *What they do to stay informed and up to date with issues, techniques, and theories,*
- *What professional association(s) they are affiliated with, why they chose this one, and what they have gained from their professional affiliation.*
- *Students will write a 3-4 page reflection and give informal oral report to the class.*
- ****You must consult with the instructor for approval of the proposed person.*

Professional Affiliation (5 points): An essential part of developing a helping identity is being a part of a professional organization. This allows you to keep current on issues that are affecting the profession as well as help you network and meet other students and counselors. There are several organizations that are available depending on your professional goals and aspirations. Please see the instructor for appropriate associations. *Proof of membership is due no later than the last day of class.*

Attendance of a Counseling-Related Workshop (5 points): Throughout the semester, several professional organization (e.g., TCA, ACA, MTCA, or other with professor approval) offer workshops related to the counseling profession. Students are expected to attend one such workshop this semester and submit a certificate of completion via canvas.

Online Video & Reflection Paper (5 points each x 2 = 10 points): Students will watch the following videos during the course of the semester. Videos can be accessed through the university library and psychotherapy.net. Instructions for accessing the videos is posted on Canvas. Students will write a 1-2 page reflection paper *for each video* watched. The reflection paper must include the following: (1) overview of video, (2) how this applies to your future work as a counselor, (3) reactions to the topic.

- Video # 1: Developmental Aspects of Group Counseling: Process, Leadership, and Supervision
- Video # 2: Clinical Interviewing: Intake, Assessment, and Therapeutic Alliance

Suicide Prevention Conference Summary Paper (10 points): Students will attend the Mental Health Academy free virtual conference on suicide prevention. To receive credit for this assignment, students must attend 5 sessions and complete a summary. In the summary include the following: (1) title of sessions attended, (2) presenter(s) and their credentials (i.e., Ph.D., LPC), (3) what you learned about suicide, and (4) how you will apply this to your future work as a counselor. The summary paper should be 2-3 pages long and adhere to APA 7 formatting. You can either attend the live conference August 29 to August 30 or attend the “on-demand” sessions August 31 to September 20. Either way, you must register for this conference.

To register for this free conference:

<https://www.mentalhealthacademy.net/suicideprevention/amhca>

Counseling Experience Reflection (15 points): The field of counseling is an intense and demanding one. Many counselors experience burnout as a result of not prioritizing wellness and self-care. As a way to support overall student wellness and self-care students will be required to complete **at least 4 sessions of a counseling experience** with a licensed professional in any specialty. Student will also need to complete a 2-3 page reflection paper regarding their experiences in counseling.

****Extra Credit Assignment (3 points):** APA formatting is required throughout this course and other courses in the CMHC program. Students can earn 3 points toward their final grade 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. To receive credit, 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. The UWC has online appointments available. Please visit their website for more information: <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

Activity	Points
Self-Reflection Paper	10
Diversity Interview Paper and Presentation	15
Book Assignment and Reflection Paper	15
Counseling Professional Interview and Presentation	15
Professional Affiliation	5
Counseling-Related Workshop	5
Video # 1 & Reflection Paper	5
Video # 2 & Reflection Paper	5
Suicide Prevention Conference Summary Paper	10
Counseling Experience Reflection	15
Total	100

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: 20% off the total grade for each day that the assignment is late. Nothing accepted after 5 days.

Course Calendar

Week	Class Meeting Schedule *** Synchronous Meetings are Tuesdays 6:00 to 7:00 p.m.	Assigned Readings for the Week	Assignments Due *** Assignments due day of class at 11:59 p.m.
August 25, 2020	SYNCHRONOUS MEETING: Welcome and Introductions Syllabus Review	Chapter 1 (Gladding, 2018)	
September 1, 2020		Chapter 2 (Gladding, 2018)	Self-Reflection Paper
September 8, 2020	SYNCHRONOUS MEETING	Chapter 3 (Gladding, 2018)	
September 15, 2020		Chapter 4 (Gladding, 2018)	Book Assignment and Reflection Paper
September 22, 2020	SYNCHRONOUS MEETING	Chapter 5 (Gladding, 2018)	
September 29, 2020		Chapter 6 (Gladding, 2018)	Suicide Prevention Conference Summary Paper
October 6, 2020		Chapter 7 (Gladding, 2018)	
October 13, 2020	SYNCHRONOUS MEETING	Chapter 8 (Gladding, 2018)	
October 20, 2020		Chapter 9 (Gladding, 2018)	Video # 1 & Reflection Paper
October 27, 2020	SYNCHRONOUS MEETING: Counseling Professional Presentation	Chapter 10 (Gladding, 2018)	Counseling Professional Interview
November 3, 2020		Chapter 11 (Gladding, 2018)	Video # 2 & Reflection Paper
November 10, 2020	SYNCHRONOUS MEETING Diversity Interview Presenta- tion	Chapter 12 (Gladding, 2018)	Diversity Interview Paper
November 17, 2020	SYNCHRONOUS MEETING: Professional Counselor Panel	Chapter 13 & 14 (Gladding, 2018)	
November 24, 2020		Chapter 15 & 16 (Gladding, 2018)	Counseling Experience Reflection
December 1, 2020		Chapter 17 & 18 (Gladding, 2018)	Counseling-Related Workshop
December 8, 2020	SYNCHRONOUS MEETING		Professional Affiliation

IMPORTANT UNIVERSITY DATES

Academic Calendars and Registration Schedules - DRAFT COPY

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ACADEMIC CALENDARS AND REGISTRATION SCHEDULES

The following calendar is proposed and **scheduled to change** without notice.

Date	Description
August 10, 2020	Classes Begin for Minimester
August 21, 2020	Classes End for Minimester
August 24, 2020	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 24, 2020	Classes Begin for Fall Semester
August 26, 2020	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
August 31, 2020	Deadline to Drop First 8-week Classes with No Record
September 7, 2020	Labor Day (University Closed)
September 9, 2020	Deadline to drop 16-week Classes with No Record
October 1, 2020	Deadline for Teacher Education Program Applications
October 2, 2020	Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)
October 15, 2020	Deadline for Clinical Teaching/Practicum Applications
October 16, 2020	Classes End for First 8-week Session
October 16, 2020	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 19, 2020	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 19, 2020	Classes Begin for Second 8-Week Session
October 19, 2020	Class Schedule Published for Spring Semester
October 20, 2020	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 21, 2020	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 26, 2020	Deadline to Drop Second 8-Week Classes with No Record
October 30, 2020	Deadline for Graduation Application for Fall Ceremony Participation
November 1, 2020	Deadline for GRE/GMAT Scores to Graduate School Office
November 2, 2020	Registration Opens for Spring Semester
November 6, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2020	Veteran's Day (University Closed)
November 20, 2020	Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office
November 26-27, 2020	Thanksgiving (University Closed)
November 27, 2020	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)

December 11, 2020	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 11, 2020	Fall Semester Ends
December 11, 2020	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 11, 2020	Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 11, 2020	Fall Commencement Ceremony Bell County Expo 7 pm
December 15, 2020	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 15, 2020	Deadline for Theses to Clear Graduate School Office for Fall Semester
December 24, 2020 - January 1, 2021	Winter Break (University Closed)
January 18, 2021	Martin Luther King, Jr Day (University Closed)
January 19, 2021	Add, Drop and Late Registration Begins for 16- and First 8-Week Classes \$25 Fee assessed for late registrants
January 19, 2021	Classes Begin for Spring Semester
January 21, 2021	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 26, 2021	Deadline to Drop First 8-Week Classes with No Record
February 3, 2021	Deadline to Drop 16-Week Classes with No Record
February 26, 2021	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2021	Deadline for Teacher Education Program Applications
March 12, 2021	Classes end for 1st 8-Weeks Session
March 15, 2021	Deadline for Clinical Teaching/Practicum Applications
March 16, 2021	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 15-19, 2021	Spring Break (No Classes - Administrative Offices Open)
March 22, 2021	Class Schedule Published for Summer Semester
March 22, 2021	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
March 22, 2021	Classes Begin for Second 8-Week Session
March 24, 2021	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 26, 2021	Deadline for Spring Graduation Application for Ceremony Participation
March 29, 2021	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2021	Deadline for GRE/GMAT Scores to Graduate School Office
April 5, 2021	Registration Opens for Summer Semester
April 16, 2021	Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Spring Semester to Graduate School Office
April 30, 2021	Deadline to drop Second 8-week Classes with a Quit (Q) or Withdraw (W).
May 14, 2021	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 14, 2021	Spring Semester Ends

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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 the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=caed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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://www.tamuct.edu/student-affairs/student-conduct.html>]. 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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

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 Student Affairs [<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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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-to-one session with a trained and experienced writing tutor by making an appointment via WOnline [<https://tamuct.mywconline.com/>]. 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) [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentral-Texas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentral-Texas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Portfolio: As part of the evaluation for the CMHC program, students will assemble an e-portfolio documenting their learning from their involvement in the following activities. This portfolio will be built digitally. The required portfolio items will be assignments in the different CMHC courses.

- 1) Professional Development
 - a) Professional Organization Membership (Foundations Course)
 - b) Workshop/Training Attendance or Presentation – (1 per long term)
 - c) LPC (s) Interview (Foundations, Family, Consultation, Crisis Courses)
 - d) Resume (Requires Career Center Evaluation – Group Course)
- 2) Wellness
 - a) Self-Care Plan (Assessment, plan, reflection) (Ethics Course)
 - b) Attend Four Counseling Sessions (Foundations Course)
- 3) Professional Practice
 - a) Theory Integration Paper (Theories Course)
 - b) Transcripts (Methods & Practicum Courses – 30 minutes)
 - c) Case Conceptualization (with theory in practice) (Family, Substance Abuse, Practicum, Internship 1&2 Courses)
 - d) Formative and Summative Assessments
 - i) CCS-R (Practicum / Internship 1&2 Courses)
 - e) Liability Insurance (Practicum / Internship 1&2 Courses)
 - f) Hours Logs (Practicum / Internship 1&2 Courses)
- 4) Multicultural Competence
 - a) AMCD Codes (Culture Course)
 - b) Diversity Interview (Foundations, Culture Courses)
 - c) CIA Project (Culture Course)
- 5) Group Counseling Work
 - a) ASGW Best Practices (Group Course)
 - b) Group Journal (min 10 hours) (Group Course)
- 6) Ethical Foundations
 - a) ACA Codes of Ethics (Ethics Course)
 - b) LPC Rules (Ethics Course)
 - c) Ethics and the Discipline Presentation (Ethics Course)
 - d) 2 Ethical Dilemma (Ethical Decision Making Models Paper) (Ethics Course)
- 7) Advocacy & Social Justice
 - a) Advocacy and Social Justice Competencies (Culture Course)
 - b) CIA Project (Culture Course)
 - c) Service Learning Project (Culture Course)