



**COUN 5352, Foundations of Professional School Counseling**

Fall 2020 rev. 03.02.2020

Texas A&M University-Central Texas

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** *Levi McClendon, Ph.D., LPC, NCC, NCSC, CSC*

**Office:** *Virtual*

**Email:** *[lmccleendon@tamuct.edu](mailto:lmccleendon@tamuct.edu)*

**Office Hours:** *11:00am-3:00pm Mondays, 12:00pm-4:30pm Wednesday. Virtual office hours by email.*

*WebEx Meeting available on request.*

**Course Time:** *6:00pm-8:45pm Wednesdays*

**Course Location:** *Online*

**Course Delivery:** *Blended, Synchronous Online (Online Class Meetings) and Asynchronous Online (Individual/Group Work)*

**Mode of instruction and course access:**

*This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. This course will require synchronous meetings (Online Group Meetings) and asynchronous (Online independent work) (see the course calendar). Synchronous meetings = 35%, Asynchronous = 65%*

**Mode of Communication:** *Please email me through the Canvas Online Management System. Canvas emails connect the student concern to the course. Email is checked daily during the weekdays (Monday-Friday) and is generally returned within 24 hours. An email sent on Friday after 4:00pm will be read and replied to the following Monday. Please provide at least two days request for an appointment outside of my office hours.*

**Access to the Canvas classroom is at:** <https://tamuct.instructure.com/>

**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:

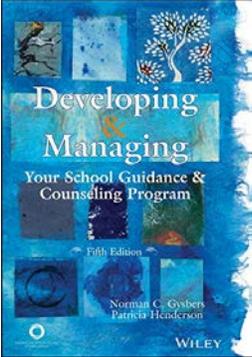
- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and 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.
  - o 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 Overview and Description:** This course serves as an introduction to the field of professional school counseling with emphasis on the historical and current trends in school counseling. Historical evolution from school counselor as a position to the school counselor as a mental health professional delivering a comprehensive school counseling program will be explored. Professional school counselor identity development, legal and ethical concerns in school counseling, and the comprehensive school counseling program implementation cycle is covered to foster the educational, career, social, and personal wellbeing of all students.

**Academic honesty statement:**

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty 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. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://catalog.tamuct.edu/registration-records/academic-honesty/>

<p><b>Required Reading and Textbook(s)</b></p>	<p>Gysbers, N.C. &amp; Henderson, P. (2012). <i>Developing and managing your school guidance program</i>. (5<sup>th</sup> ed.). Alexandria, VA: American Counseling Association.</p> <p>Texas Education Agency. (2018) <i>The Texas Model for Comprehensive School Counseling Programs, 5<sup>th</sup> ed.</i> The Texas Counseling Association.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Texas Counseling Association (2020). Texas evaluation model for professional school counselors (TEMPSC, 3<sup>rd</sup> ed.). Austin, TX: TCA (The pubtext was delayed by COVID-19). Will be required</p>
<p><b>Required Reading and Textbook(s) Provided in Canvas</b></p>	<p>Other required course readings will be provided on Canvas</p>
<p><b>Recommended Texts:</b></p>	<p>American Psychological Association (2019). <i>Publication manual of the American Psychological Association</i>. (7<sup>th</sup> ed.). Washington, D.C.: Author.</p>

**Certification Requirements:**

Students seeking school counselor certification must be admitted into the school counseling program (separate application process) in order for this course to count towards meeting certification standards. In accordance with Texas Administrative Code 239.15, Standards for School Counselor Certificate, students enrolled in the school counselor certification program will meet the following learner standards:



Student Learning Outcomes	TAC 239.15 School Counselor Certificate Learner Standards	CACREP 2016 Standards: School Counseling	Assignment
<p>Recognize the theoretical basis for comprehensive school counseling</p> <p>Identify school counseling as a profession with its specialized identity, literature and organizations;</p>	<p>Standard I. Learner-Centered Knowledge: (1) the history of counseling</p>	<p>SC Foundations: G. 1: a, b, c, d, e G.2: a, b, c, d, e, f, I, l, m, n</p>	<p>Quizzes</p>
<p>Apply principles of organizing and managing a comprehensive school counseling program</p>	<p>Standard I. Learner-Centered Knowledge: (7) learners' developmental characteristics and needs and their relevance to educational and career choices; Standard II. Learner-Centered SkillsⓈ6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process; Standard III. Learner-Centered Process: (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;</p>	<p>G. 1.: b, c, d, e 2 G.3: c, d, e, f, g</p>	<p>Program Framework Activity</p>
<p>Identify critical elements in a comprehensive school counseling program via needs assessment, evaluation and accountability</p>	<p>Standard I. Learner-Centered Knowledge: (11) the integration of the guidance and academic curricula; Standard II. Learner-Centered Skills: (2) provide a proactive, developmental guidance program based on the needs of students; (10) advocate for a developmental guidance and counseling program that is responsive to all students. Standard III. Learner-Centered Process: (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;</p>	<p>G. 1: b, c, d, e G.3: a, b, c, d, e, f, g, h, I, j, k, l, m, n, o</p>	<p>Program Framework Paper</p>
<p>Critically evaluate the appropriate role for the school counselor</p>	<p>Standard I. Learner-Centered Knowledge: (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; Standard V. Learner-Centered Communications:</p>	<p>G.2: a, j G.3: a, b</p>	<p>Counselor/Principal Interview</p>



	(1) demonstrate effective communication through oral, written, and nonverbal expression;		
Create a list of local school counseling resources	Standard II. Learner-Centered Skills: (5) coordinate resources for students within the school and community; Standard III. Learner-Centered ProcessⓈ4) implement effective referral procedures to facilitate the use of special programs and services. Standard V. Learner-Centered CommunicationsⓈ4) facilitate learners' access to community resources;	G.2: b, k	Referral Source Report
Critically evaluate the appropriate role for the school counselor	Standard I. Learner-Centered Knowledge (13) counseling-related research techniques and practices.	G.2: e,g, h, I	Research Project
Analyze current, critical issues facing the school counselor practicing in a multicultural society	Standard I. Learner-Centered Knowledge: (8) legal and ethical standards, practices, and issues; Standard IV. Learner-Centered Equity and Excellence for All LearnersⓈ1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners; (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures. Standard VI. Learner-Centered Professional Development: (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.	G.2: l, m, n	Ethical Decision Making Activity
Integrate the school counseling program improvement process utilizing data from an example school district;  Build a personal school counseling program model based on the Texas Model for Comprehensive School Counseling Programs	Standard I. Learner-Centered Knowledge: (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs; Standard II. Learner-Centered Skills: (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program; Standard V. Learner-Centered Communications: (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.	G. 1: b, c, d, e G.3: a, b, c, d, e, f, g, h, I, j, k, l, m, n, o	Program Framework Paper



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\*The school counseling program is not accredited by CACREP. The CACREP Standards are listed for alignment purposes only.

### COURSE REQUIREMENTS

#### Grading Criteria and Course Assignments

Assignments/Requirements	Due Dates	Points	%
<b>Ethical Decision Making Activity</b>	9/9	4	4%
<b>Research Project Idea:</b> Students will submit their research project idea for instructor approval	9/9	1	1%
<b>Counselor/Principal Interview:</b> Students will interview a PK-12 school counselor and principal. Students will submit a written report that includes the interviewees' description of the campus' guidance program, guidance program standards in place, perception of school counselor roles, and a personal reflection of the interview.	9/16 (Counselor) 9/23 (Principal) 9/30 (Reflection)	5 5 5	15%
<b>Research Project &amp; Presentation:</b> Students will use APA format to effectively research and organize a presentation regarding COVID-19 (school emergency planning, bullying, etc. in relation to appropriate school counselor responsibilities)	11/11 (written) 11/18 (presentation)	5 10	15%
<b>Referral Source Report:</b> Each student will identify and visit at least two community agencies and use as a referral source in a group-produced resource guide.	10/28	2.5	2.5%
<b>District/School Counselor Program Audit/Critique and Reflection</b>	10/14	5	5%
<b>Service Delivery Components Activity:</b> Students will plan, develop, and present an activity that addresses identified student needs through an assigned service delivery component of a comprehensive school counseling program.	12/02	10	10%
<b>Professional Development Plan</b> – Students will create a professional development plan in preparation to attend a professional counseling conference	12/02	5	5%
<b>Program Framework Paper (Final Project):</b> As a culminating semester activity, students will develop and write their own comprehensive program framework utilizing the Texas Model as a template.	12/09	30	30%
<b>Quizzes:</b> At least four quizzes will be given over the course of the semester. Quiz content will primarily focus on assigned reading, lectures, and class discussion, and cover the following: <ol style="list-style-type: none"> <li>1. History and evolution of Counseling and School Counseling</li> <li>2. School counselor professional competencies</li> <li>3. School counseling delivery components</li> <li>4. School Counseling Program Scope and Sequence</li> </ol>	1. 9/02 2. 9/16 3. 11/04 4. 11/18	10	10%



Attendance & Class Participation: Participation on Synchronous class days	12/9	2.5	2.5%
TOTAL POINTS		100	100%

**Grade Equivalent:**

90 - 100 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

59 - Below = F

**Posting of Grades and Feedback**

- Student grades will be posted on the Canvas Grade book
- Generally, grades will be posted within two weeks of the due date.

**INSTRUCTOR POLICIES**

**Methods of Evaluation:** I evaluate students across multiple domains. As future professional school counselors and clinicians, your skill development in these areas is crucial:

- A) Work individually (as if in schools or private practice)
- B) Work as a part of a small group (as if consulting in schools, meetings, hospital, treatment center; staffing of cases)
- C) Work as a cohort (providing feedback to a group, leading workshops)
- D) Course projects and assignments

**Instructional Methods**

To achieve the objectives of this course and address the course content, I will employ the following teaching interventions: discussion, individual and small-group projects, lectures, role plays, facilitated reflection, and simulated activities.

**Professionalism (Confidentiality & Ethics)**

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. A student colleague may say something personally important and confidential. It is your ethical obligation to maintain confidentiality. Homework assignments should disguise the nature of any person whom you have interviewed. When videotaping, ensure that you have permission on tape for the interview to proceed. You are expected to abide by the American Counseling Association (2014) Code of Ethics, the American School Counselor Association (2016) Ethical Standards for School Counselors, International Association of Marriage and Family Counselors (2017) Code of Ethics, and the National Association of School Psychologists (2010) Principles for Professional Ethics, also see Texas A & M Central Texas (2018) Student Conduct

**Grading policy:** You are responsible for reviewing the rubric in Canvas for course assignments.

**Attendance policy:** Class attendance is required and crucial to your development as a student and future counselor. Please email me before class if you will be absent. Each synchronous class will be recorded through WebEx. Please



review the recorded class if you are absent prior to the next class meeting. The recording will be available in Canvas. There will be a grade reduction (5-point deduction to the final course grade) for each unexcused absence after the first. Two or more in-class lecture absences may result in a grade of "F" (at the instructor's discretion). Arriving 10 or more minutes late or leaving 10 or more minutes early is considered an absence.

**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 NOT 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.

\*\* All dates and content are tentative; professor reserves the right to make changes as needed.

DATE	TOPICS	READINGS/LECTURES DUE	ASSIGNMENTS DUE
August 26  <b>Asynchronous</b>	Introduction to this course Syllabus Review  <b>PowerPoint/Audio Lectures:</b>  1. History & development of the school counseling profession  2. Professional Counseling associations (ACA, TSCA, MidTex, APT, TPT)  3. School Counseling Internship  4. Texas Model Introduction	G&H Chapter 1; Texas Model p. 1-17	None
September 2  <b>Synchronous</b> <b>1.5 hours</b>	1. Laws and Ethics: Texas Education Code, Texas Family Code, ACA Code of Ethics, ASCA Ethical Standards, and Texas Educator Code of Ethics  2. Select COVID-19 research project topic	ACA Code of Ethics ASCA Ethical Standards for School Counselors  G & H Chapter 2  PowerPoint/Audio: Lecture Laws and Ethics	Quiz 1 – SC History: Creative Art Project
September 9  <b>Asynchronous</b>	1. Using the TX A&M University – Central Texas Library for research  2. School Counselor Roles and the Texas Evaluation Model for School Counselors  3. Clients of Comprehensive School Counseling Program	Texas Model Section I p. 19-32  TEMPSC III Introduction  G & H Chapter 3  1. PowerPoint/Audio Lectures: Texas Model Presentation Section II, TEMPSC III/Clients of Program	Submit COVID-19 SC Research Topic (special topics)  Ethical Decision Making Activity
September 16  <b>Asynchronous</b>	1. The Program Implementation Cycle	Texas Model 35-44 G&H Chapter 4  PowerPoints/ Audios Texas Model Presentation Section III	Counselor Interview due  Quiz 2 SC Competencies



<p>September 23</p> <p><b>Synchronous</b> 3 hours</p>	<p>1. Foundational Components: Mission Statement, Definition, Rationale, Assumptions</p> <p><i>*Important Class Activity</i></p>	<p>Texas Model 47-56 G &amp; H Chapter 5</p> <p>PowerPoint/Audio: Texas Model Presentation Section IV to Assumptions Slide (Slide 76), Designing Comprehensive Program</p>	<p>Principal Interview due</p>
<p>September 30</p> <p><b>Synchronous</b> 3 hours</p>	<p>2. Foundational Components: Goals, Priorities</p> <p><i>*Important Class Activity</i></p>	<p>Texas Model 57-73 G &amp; H Chapter 6</p> <p>PowerPoint/Audio Texas Model Presentation Section IV (Slide 77-83)</p> <p>PowerPoint/Audio “How Smart are your Smart Goals”</p>	<p>Reflection Paper Principal/Counselor Interview</p>
<p>October 7</p> <p><b>Synchronous</b> 3 hours</p>	<p>1. Foundational Components: Flex day</p> <p><i>*Important Class Activity</i></p> <p>2. Evaluation: Program Development Process, Improving an existing program</p>	<p>Texas Model p. 72, and Appendix F, p. 172-178 G &amp; H Chapter 7</p> <p>PowerPoints/Audio Texas Model Presentation Section IV (Slide 77-83), Program Evaluation</p>	
<p>October 14</p> <p><b>Asynchronous</b></p>	<p>1. Service Delivery Components – overview Guidance Curriculum</p> <p>2. Program Framework Assigned</p>	<p>Texas Model Section IV p. 74-89 G &amp; H Chapter 8</p> <p>PowerPoint/Audio Texas Model Presentation Section V (Slide 84-96)</p>	<p>District/School Counselor Program Audit/Critique and Reflection</p>
<p>October 21</p> <p><b>Asynchronous</b></p>	<p>Service Delivery Components: Responsive Services</p>	<p>Texas Model Section IV p. 89-95 G &amp; H Chapter 9</p>	



		1. PowerPoint/Audio Texas Model Presentation Section V (Slide 97-101)	
October 28 <b>Asynchronous</b>	Service Delivery Components: Individual Planning System Support	Texas Model IV p. 96-115 G & H Chapter 10  PowerPoint/Audio Texas Model Presentation Section V (Slide 102-115)	Referral Source Report due
November 4 <b>Asynchronous</b>	Non-counseling duties, Program Balance	Texas Model IV 116-127 G & H Chapter 11  PowerPoint/Audio Texas Model Presentation Section V (Slide 116-125)	Quiz 3: Components Video
November 11 <b>Asynchronous</b>	Program Curriculum	Texas Model 128-154  PowerPoint/Audio Texas Model Presentation Section V (Slide 126-131)	Written Research Project Due
November 18 <b>Asynchronous</b>	School Counseling in a COVID-19 Environment	Virtual Counseling Webinars 1 & 2 (ASCA)	Quiz 4: Scope and Sequence  Research Project Presentation Due
November 25	THANKSGIVING	THANKSGIVING	
December 2 <b>Synchronous</b> <b>3 hours</b>	Program Curriculum Overview Practice Building Curriculum		Professional Development Plan  Service delivery components presentation
December 9 <b>Synchronous</b> <b>3 hours</b>	Program Curriculum Presentations Framework Discussion and Presentation		Framework



## TECHNOLOGY REQUIREMENTS AND SUPPORT

*Online Course Classroom: The classroom will be in Canvas Learning Management System (LMS) under this course's name and section number. Access to Canvas is through the Texas A&M – Central Texas website. The course homepage provides a link for using the Canvas LMS. Please refer all technical problems to the Canvashelp desk; contact information is on the Canvas login page. Login to A&M-Central Texas Canvas [https://tamuct.instructure.com]. Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password Technology Support: For login problems, students should contact Help Desk Central. 24 hours a day, 7 days a week:*

### 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](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

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

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## 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=eaed95b9-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), [<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/reportingform.php?TAMUCentralTexas&layout_id=0), [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.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](https://tamuct.instructure.com/courses/717) 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) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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](mailto: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 [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **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.**

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## **OPTIONAL POLICY STATEMENTS**

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will



support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/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?TAMUCentralTexas&layout_id=2) online [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&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.

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### **Important Dates**

The university academic calendar may be found here:  
<https://www.tamuct.edu/registrar/academic-calendar.html>