COUN 5389-125, CRN 60251, Sandtray Therapy
Summer 2020 rev. 5.20.2020
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Levi McClendon, Ph.D., LPC, NCC, NCSC, CSC
Office: Virtual
Email: lmcclendon@tamuct.edu
Office Hours: 3:00-5:00 pm Monday-Thursday Virtually, available by email. WebEx Meeting available on request.
Class Time: 6:00 pm-8:00 pm Tuesday/Thursday
Class Location: Online
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 (see the course calendar)
Student-instructor interaction:
Email is checked daily during the weekdays (Monday-Friday). An email sent on Friday will be read and replied to the following Monday. Please provide at least two days request for an appointment outside of my office hours.

COURSE INFORMATION
Course Overview and description:
This course is designed to provide students with extensive practical experience related to Sandtray as a therapeutic intervention for children, adolescents, adults, and families. This course uses both didactic and experiential methods to enhance student’s knowledge, skills and competence in using sandtray as a play therapy modality with clients. The curricula for this course include (1) knowledge of the literature of the discipline of sandtray in play therapy and (2) ongoing student engagement in professional play therapy practice

COLLEGE MISSION STATEMENT
The mission of the Texas A&M-Central Texas College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

COUNSELING PROGRAM MISSION STATEMENT
The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates from our Master’s in counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples’ lives as well as secure positions within the profession. The program emphasizes overall competency-based performance as well as the promotion of our students optimal state of health and wellness to foster continuous professional growth
COUNSELING PROGRAM OBJECTIVES:

1. Clinical Mental Health Counseling graduates will develop strong professional identities as counselors.
2. Clinical Mental Health Counseling graduates will establish helping relationships with diverse clients.
3. Clinical Mental Health Counseling graduates will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.
4. Clinical Mental Health Counseling graduates will use theories and models to guide their professional practice.
5. Clinical Mental Health Counseling graduates will abide by relevant ethics, laws and standards of professional practice.
6. Clinical Mental Health Counseling graduates will use leadership principles in their professional practice.
7. Clinical Mental Health Counseling graduates will advocate for clients and for their profession.
8. Clinical Mental Health Counseling graduates will incorporate the use of technology into their practice.
9. Clinical Mental Health Counseling graduates will experience and understand counseling practices worldwide.

Required Reading and Textbook(s)


Required Reading and Textbook(s) Provided in Canvas

Additional chapter readings from the following books (chapters on Canvas)

Recommended Texts:


Course Learning Outcomes and Standards
### Student Learning Outcomes

<table>
<thead>
<tr>
<th>CACREP 2016 Standards: Clinical Mental Health Counseling</th>
<th>Association for Play Therapy 2020 Competencies</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a sandtray containing durable and transportable sand, a tray, which conforms to best practice specifications, and miniatures with appropriate numbers and categories.</td>
<td>5.j Evidenced-based counseling strategies and techniques for prevention and intervention</td>
<td>Create your own sandtray assignment</td>
</tr>
<tr>
<td>Apply child centered play therapy techniques and basic counseling skills</td>
<td>5.j Evidenced-based counseling strategies and techniques for prevention and intervention</td>
<td>Sandtray Skill Building Sessions</td>
</tr>
<tr>
<td>Apply counseling theories that provide student with consistent models to conceptualize client presentation &amp; select appropriate counseling interventions</td>
<td>5.a theories and models of counseling, 5.g essential interviewing, counseling, and case conceptualization skills</td>
<td>Directive Case Conceptualization</td>
</tr>
<tr>
<td>Construct the historical development of Sandtray therapy &amp; theory infusion to development of personal style</td>
<td>1.a history and philosophy of the counseling profession and its specialty areas</td>
<td>Sandtray Experience Project</td>
</tr>
<tr>
<td>Choose a professional development CE to complete. Must be approved by APT</td>
<td>1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues</td>
<td>Sandtray APT Continuing Education Assignment</td>
</tr>
<tr>
<td></td>
<td>1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.f. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</td>
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</tr>
<tr>
<td></td>
<td>3.a Maintain play therapy credentials and involvement in professional play therapy organizations, 3.e Seek and integrate play therapy-specific continued education, research, and literature</td>
<td></td>
</tr>
</tbody>
</table>

**Center for Play Therapy on-line Bibliography:** [http://www.coe.unt.edu/cpt/](http://www.coe.unt.edu/cpt/)

**Association for Play Therapy:** [http://www.a4pt.org](http://www.a4pt.org)

**Texas Association for Play Therapy:** [http://www.txapt.org](http://www.txapt.org)

**Central Texas Play Therapy Chapter:** [https://txapt.org/category/central-texas-chapter-of-play-therapy/](https://txapt.org/category/central-texas-chapter-of-play-therapy/)

**Course Format:** The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

**COURSE ASSIGNMENTS:** Total points: 100

1. **Sandtray Skill Building = 20 points** (5 per assignment)

Conduct six Sandtray sessions where you are the counselor. This will provide you with an opportunity to implement Sandtray responses. All sessions should have the *sandtray protocol and processing built into them (Homeyer & Sweeney chapters 5-6)*. Keep your skills sessions to less than 10 minutes. Use the client “Zoe” on page 243 of the Directive Play Therapy text as your client. You will need a person role-playing as Zoe.
**Skill 1: Humanistic Sandtray Skills:**
- **Required**
  - Reflection of content, Reflection of feelings, reflection of nonverbal client expression
  - **One additional skill required (choose from the following):** body awareness, bringing clients into the present moment, enhancing awareness, responding to polarities.

**Skill 2: Assessment and Session Summary (forms in Homeyer & Sweeney text)**
- **Required**
  - Submit a Sandtray Assessment Worksheet of your Humanistic Sandtray Session p. 137
  - Submit p. 130 OR p. 131 Sandtray Session Summary
  - Submit Self Evaluation p. 134

**Skill 3: Play Therapy Sandtray Skills**
- **Required**
  - Demonstrate Nonverbal Skills (Open, interested, comfortable, tone congruent with child's affect, therapist tone congruent with responses, succinct responses, rate of responses)
  - Demonstrate tracking and reflection of content (paraphrasing).
  - Demonstrate reflection of feeling.

**Skill 4: Advanced Play Therapy Skills**
- **Required**
  - Demonstrate any two of the following play therapy skills (Facilitating Decision Making, Returning Responsibility, Esteem Building/Encouraging, Facilitating Creativity/Spontaneity, Facilitating Relationship, Enlarging Meaning).
  - Demonstrate Limit Setting.

2. **Directive Play Therapy Case Conceptualization = 35 points**
The student will complete a critical examination of a Case Conceptualization (case will be provided) using a provided framework and a group selected Directive Play Therapy Theory. Include a 10 minute sandtray role play of your theory. Your Case Conceptualization options consist of any theory identified in the Directive Play Therapy text. Other play therapy theory interest as approved by professor.

3. **Create your own Sandtray: 25 points**
You will create your own sandtray following the requirements set by the Homeyer text. A syllabus rubric is provided.

4. **Sandtray APT Continuing Education Assignment = 10 points**
Any sandtray continuing education (contact or on-line). Evidence of participation can be a receipt of payment or completion certificate. **Must be an APT approved provider to count.** If you choose ACA or TCA, make sure the training is APT approved with an APT approved provider number.
http://www.coe.unt.edu/cpt/
Association for Play Therapy: http://www.a4pt.org
Texas Association for Play Therapy: http://www.txapt.org
Central Texas Play Therapy Chapter: https://txapt.org/category/central-texas-chapter-of-play-therapy/
American Counseling Association (ACA): https://aca.digitellinc.com/aca/
Texas Counseling Association (TCA): https://www.txca.org/online_learning.php

5. **Sandtray Experience Project = 10 points**
For this assignment you will create a sandtray of the significant information you have learned in the course. Highlight your personal take-away for Sandtray Theory & Practice. In other words, summarized what you have learned and
experienced (information, personal thoughts, feelings, etc.) in this course. Include information about the history of sandtray & play therapy, and discuss what particular theory (or theories) and techniques spoke to you.

Grade Distribution

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandtray Skill Building Sessions</td>
<td>20 points</td>
<td>______/100 points</td>
</tr>
<tr>
<td>Directive Play Therapy Case Conceptualization</td>
<td>35 points</td>
<td></td>
</tr>
<tr>
<td>Create your own sandtray</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Sandtray APT Continuing Education Assignment</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Sandtray Experience Project</td>
<td>10 points</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Equivalent:**

- 90 - 100 = A
- 89 - 80 = B
- 79 – 70 = C
- 69 – 60 = D
- 59 – Below = F

**Posting of Grades**

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

**INSTRUCTOR POLICIES**

**Professionalism (Confidentiality & Ethics)**

In this course, you are entering an experience that involves a fair amount of role-laying 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
**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 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Type</th>
<th>Canvas Module Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Videos</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| June 2     | Asynchronous Online | 1                 | 1. Review of Syllabus & Course Expectations  
2. How to Use Modules  
3. Course Materials Needed  
5. Directive Case Conceptualization Theory Selection | Readings and Chapters are due on the date listed (e.g., Chapter 1 is due on Day 1 of class.) |        |                 |
<p>| June 4     | Asynchronous Online | 1                 | 1. Listen to PowerPoint Lectures (Audio/Visual): Introduction to Sandtray Work | Homeyer &amp; Sweeney Chapter 1-3                                               | Using Sandtray with Veterans | Directive Case Conceptualization Theory Selection |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Session Details</th>
<th>Reading Material</th>
<th>Videos/Signs/Forms</th>
<th>Skill Session</th>
</tr>
</thead>
</table>
| June 9     | Synchronous | 1. Sandtray Session Protocol  
2. Humanistic Sandtray with Children & Adolescents Practice | Homeyer & Sweeney Chapter 4-5  
Soto-Leggett & Boswell Chapter 9 | Humanistic Sandtray Videos  
Create Your Own Sandtray |                                    |
| June 16    | Synchronous | 1. Sandtray Session Processing Practice  
2. Humanistic Sandtray Practice | Turlock 1980 Inmediacy  
Garza & Timm: Gesalt Theory in Sandtray Processing | Watch all videos (about 30 minutes total) | Sandtray Skill Session 1 |
| June 18    | Asynchronous| 1. Sandtray Assessment  
3. Sandtray and Child Development | Homeyer & Sweeney Chapter 11, Appendix A-C  
Armstrong Chapter 4: Developmental Considerations |                                            |                                    |
| June 23    | Asynchronous| 1. Integrating Sandtray with different approaches  
2. Directive Play Therapy | Homeyer & Sweeney Chapter 7  
Soto-Leggett & Boswell Chapter 1  
Soto-Leggett & Boswell Appendix A-B |                                            | Sandtray Skill Session 2: Assessment |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day Type</th>
<th>Day</th>
<th>Activity Description</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
</thead>
</table>
| June 25    | Synchronous Online  | 4   | 1. Practice different approaches  
2. Practice Play Therapy Skills                                                   | Landreth Chapter 10                                                              | Child Centered Play Therapy: A Clinical Session                                  |
| June 30    | Synchronous Online  | 5   | 4. Practice Play Therapy Skills with Sandtrays                                        | Ray Chapter 2 Primer on Child Development  
Landreth Chapter 2 Meaning of Play                                             | Sandtray Skill Session 3                                                         |
| July 2     | Asynchronous Online | 5   | 1. Jungian Directive Sandtray  
2. Limit Setting                                                                     | Soto-Leggett & Boswell Chapter 2                                                 | Jungian Analytical Play Therapy: A clinical session and interview       |
| July 7     | Synchronous Online  | 6   | Practice Jungian Directive Sandtray  
Review Advanced Play Therapy Skills                                                | Ray Chapter 7 Play Therapy Themes                                                | Sandtray Skill Session 4                                                |
| July 9     | Synchronous Online  | 6   | Practice Advanced Sandtray Play Therapy Skills                                       | Limit Setting Handouts  
Ray 2004 Supervision of Basic and Advanced Play Skills                         |                                                                     |
| July 14    | Asynchronous Online | 7   | Directive Play Therapy Case Conceptualization Assignment                              | Read Soto-Leggett & Boswell Chapter on your chosen Directive Play Therapy Case Conceptualization | Sandtray APT Continuing Education Assignment                              |
| July 16    | Asynchronous Online | 7   | Directive Play Therapy Case Conceptualization Assignment                              | Homeyer & Sweeney Chapter 8-9                                                    |                                                                     |
| July 21    | Asynchronous (Online)| 8   | Directive Play Therapy Case Conceptualization Assignment                              | Homeyer & Sweeney Chapter 10, 12                                                  | Directive Play Therapy Case Conceptualization                         |
| July 23    | Asynchronous (Online)| 8   | Sandtray Experience Project                                                           |                                                                                   | Sandtray Experience Project                                           |
IMPORTANT DATES: List not exhaustive

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1, 2020</td>
<td>Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. $25 fee assessed for late registrants</td>
</tr>
<tr>
<td>June 1, 2020</td>
<td>Classes Begin for First 5-, 10-, and 8-Week Session</td>
</tr>
<tr>
<td>June 4, 2020</td>
<td>Deadline to Drop First 5-Week Classes with No Record</td>
</tr>
<tr>
<td>June 8, 2020</td>
<td>Deadline to Drop 8-week Classes with No Record</td>
</tr>
<tr>
<td>June 16, 2020</td>
<td>Deadline to Drop 10-Week Classes with No Record</td>
</tr>
<tr>
<td>June 19, 2020</td>
<td>Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)</td>
</tr>
<tr>
<td>July 3, 2020</td>
<td>Classes End for First 5-Week Session</td>
</tr>
<tr>
<td>July 3, 2020</td>
<td>Deadline for Graduation Application</td>
</tr>
<tr>
<td>July 3, 2020</td>
<td>Deadline to Withdraw from the University for First 5-Week Classes</td>
</tr>
<tr>
<td>July 6, 2020</td>
<td>Add, Drop, and Late Registration Begins for Second 5-Week Classes. $25 fee assessed for late registrants</td>
</tr>
<tr>
<td>July 6, 2020</td>
<td>Classes Begin Second 5-Week Session</td>
</tr>
<tr>
<td>July 9, 2020</td>
<td>Deadline to Drop Second 5-Week Classes with No Record</td>
</tr>
<tr>
<td>July 10, 2020</td>
<td>Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)</td>
</tr>
<tr>
<td>July 10, 2020</td>
<td>Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate School for Summer Semester</td>
</tr>
<tr>
<td>July 17, 2020</td>
<td>Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)</td>
</tr>
<tr>
<td>July 24, 2020</td>
<td>Classes End for 8-Week Session</td>
</tr>
<tr>
<td>July 24, 2020</td>
<td>Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)</td>
</tr>
<tr>
<td>July 24, 2020</td>
<td>Deadline to Withdraw from the University for 8-Week Classes</td>
</tr>
</tbody>
</table>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

Please contact Dr. McClendon if you are unable to access any video recording devices for your role play assignment.

911 Cellular:
Emergency Warning System for Texas A&M University-Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] 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.

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.

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.
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/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 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 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 Summer 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. - 4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th. 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-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.myconline.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].

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].

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, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team 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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