



COUN 5354, CRN 10810, Group Procedures for Counselors

Spring 2021 rev. 1.13.2021

Texas A&M University-Central Texas

Spring 2021

INSTRUCTOR AND CONTACT INFORMATION

Instructor: *Levi McClendon, Ph.D., LPC, NCC, NCSC, Registered Play Therapist*

Office: *Virtual*

Email: *lmccclendon@tamuct.edu*

Virtual Office Hours: 11:00am-3:00pm Mondays, 12:00pm-4:30pm Wednesdays

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

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 = 70%, Asynchronous = 30%

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/>

Access to Course Videos is at: https://tamuct.libguides.com/er.php?course_id=65978

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 Overview and description:

A study of group development, dynamics, and theories in relation to group guidance, group counseling, and group therapy. Leadership styles, techniques and roles are explored, and ethical and legal issues related to group interventions are discussed. This course will introduce the basic theories and procedures of group counseling. Lecture, class discussion, demonstration and video-taped material will be utilized. Upon course completion, class participants should be able to demonstrate an understanding of theories and procedures used in group settings

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features.
2. Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.
3. Student will demonstrate participation in a minimum of 10 weekly group sessions.

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

(IIF6: Group Work)- Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

STUDENT LEARNING OUTCOMES (SLO’s):		
1. Students will demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features.		
2. Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.		
3. Student will demonstrate participation in a minimum of 10 weekly group sessions.		
CACREP Standard	Activity	SLOs
Common Core for all students:		
a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Group Proposal	SLO 1 & 2
b. Multicultural counseling competencies (IIF2c);	Group Proposal	SLO 1 & 2



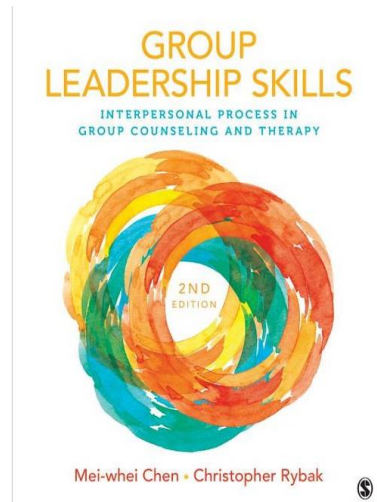
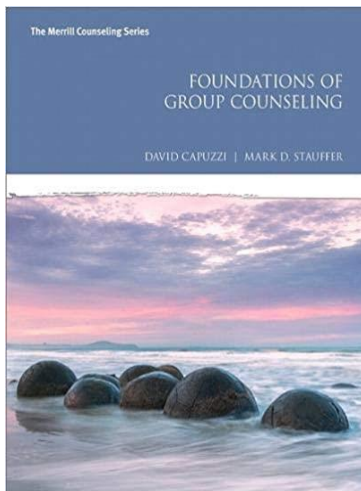
c. Help-seeking behaviors of diverse clients (IIF2f);	Group Proposal	SLO 1 & 2
d. Counselors' roles in identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Group Proposal	SLO 1 & 2
d. Therapeutic factors and how they contribute to group effectiveness (IIF6c);	Group Participation	SLO 3
e. Therapeutic foundations of group counseling and group work (IIF6a);	Group Participation	SLO 3
f. Types of groups and other considerations that affect conducting groups in varied settings (IIF6f);	Group Proposal	SLO 1 & 2
f. Characteristics and functions of effective group leaders (IIF6d);	Group Participation	SLO 3
g. Dynamics associated with group process and development (IIF6b);	Group Participation	SLO 3
h. Approaches to formation, including recruiting, screening, and selecting members (IIF6e); and	Group Proposal	SLO 1 & 2
h. ethical and culturally relevant strategies for designing and facilitating groups (IIF6g); and	Group Proposal	SLO 1 & 2
i. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (IIF6h);	Group Participation	SLO 3
i. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Group Proposal	SLO 1 & 2
i. multicultural competencies and help-seeking behaviors of diverse clients (IIF2c & f);	Group Participation	SLO 3
i. the importance of research in advancing the counseling profession, and identification of evidence-based practices (IIF8a & b);	Group Proposal	SLO 1 & 2

Standards for Clinical Mental Health Counseling (CMHC) track		
1. Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:VC3b);	Group Proposal	SLO 1 & 2

Required Reading and Textbook(s)

Capuzzi, M., & Stauffer, M. (2019). *Foundations of Group Counseling.* Upper Saddle River: Pearson.

Chen, Mei-whei., & Rybak, C. (2018). *Group leadership skills: Interpersonal process in counseling and therapy* (2nd ed.). Thousand Oaks: Sage.



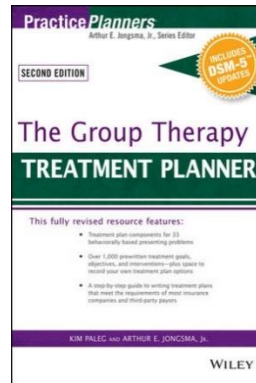
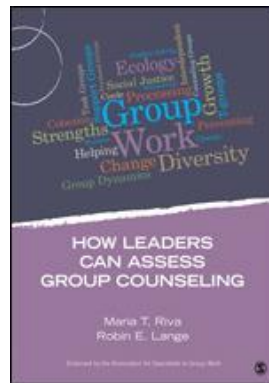
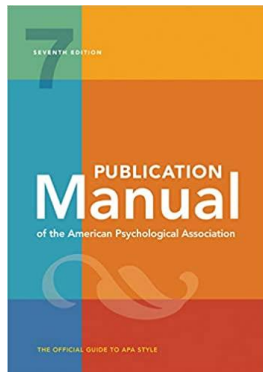
Additional Course Readings will likely be required in class.

Recommended Texts:

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, D.C.: American Psychological Association. (Note: All previous editions are obsolete.)

Paleg, K., & Jongsma, A. E. (2015). *The group therapy treatment planner (2nd ed.)*. Wiley.

Rivera, M.T., & Lange, R.E. (2014). *How group leaders can assess group counseling*. Thousand Oaks: Sage.



Course Connection to Portfolio:

The purpose of a portfolio is to document your work and achievements during your graduate counseling program experience. It may be helpful to think of your portfolio as the grand finale of your performance as a counseling student. You will be pulling together everything you have done during your coursework and at your practicum and internship site(s) to prepare you to be an effective counselor. Use your creativity to show different things that you have accomplished and showcase them not only for the purpose of this class, but perhaps for use with future employers. Your portfolio may be something that you may use to refer to when marketing yourself for jobs. It will also help you to remember all you've done and be proud of your achievements.

Portfolio Areas	Evidence	Course
Group Counseling Work	a. ASGW Best practices b. Group Journal (min 10 hours) c. Group Proposal	a-c: COUN 5354
Portfolio Areas	Evidence	Course

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/>

An open, curious, and honest attitude toward learning from others and about one's self will facilitate intellectual growth and development for everyone, including me. This is not a time to be shy. Conversely, it's also not a forum to dominate and monopolize. Exercising *social awareness* is essential.

Confidentiality is essential. Due to the experiential nature of the course, any information obtained during class will be held in confidence. Any breach of confidentiality will be considered an ethical violation and may result in dismissal from the program. Continuation in this course is contingent upon acceptance of these conditions.

COURSE REQUIREMENTS

1. **Syllabus Quiz: (1%)** You will complete a syllabus quiz for the class. No future assignments will be accepted without completion of the quiz. The purpose of the quiz is to ensure you understand the policies and course expectations.
2. **Group Participation (9%):** Students will participate in a facilitated Group Participation session where the emphasis will be on engaging with and understanding group processes and dynamics. Attendance is required. Missing more than one group meeting will result in a 50% reduction of your group participation grade. After the third absence, your group participation grade will be 0. The Group Participation will be completed by meeting at the scheduled time (will be discussed the first night of class) with a clinician who will be hosting it. I will be tracking group attendance which will begin on Monday nights during scheduled class time. This synchronous portion of the class and is mandatory to receive credit for the course. I will send out a link via WebEx for you to log into the course at the specified time for your group counseling participation and the therapist will also log into this link. I will make any necessary announcements and take attendance and will mute my camera and volume so that you can participate without my presence. At the end of the session, class time with the instructor will begin. There will be 10 group sessions in total.
3. **Group Participation Journal (10%):** Students will maintain a weekly journal (10 journals total) that describes their reflection on group participation. Student performance in the group is not graded, but you will be asked to turn in five journals random points during the semester. The purpose of the journal is to detail "your personal reflection (inner voice: feelings, emotions, thoughts) and voices of others and to critically reflect on interpersonal dimensions of group practice with open-mindedness, discernment, moral principles, and creativity" (Chen & Rybak, 2018, p. 486). *Use Chen and Rybak's (2018) framework for Writing A Reflective Journal Easily (p. 488).* Each of the five journal assignments will be



announced in class at the end of that week’s Group Meeting. You cannot make up group sessions missed. Thus, if you are absent the week a Group Participation Journal is due, then your grade for the assignment will be 0.

- 4. Group Proposal (80%): Students will outline a group that they would implement and facilitate. One important goal of the course is that you learn to distinguish among the major approaches to group work (i.e., .., group therapy, group counseling, task, psychoeducational, etc.), under what conditions each is most applicable, and how group work may best be adapted to you potential counseling or mental health work setting. This activity to help you to gain these competencies involves your preparing a typewritten proposal describing a group you might conduct in your desired work setting (e.g., communication skills for a adolescents in a residential setting, parenting skills training for adults, group therapy for abuse victims, group counseling for children whose parents have recently separated or divorced, a reality training group for residents of a nursing home, a personal growth group for adults in a church setting, etc.). You should describe the group in detail, provide a rationale, identify group goals, present your plans for recruitment, quality screening process including assessments, consent, orientation and other pre-group issues, identify theoretical issues that will apply and techniques you may employ, include the entire group curriculum; and describe methods you will use to evaluate the group. In addition, you should provide a budget for expected costs to facilitate the group. Identify a nonprofit, clinic, school, facility/organization, etc. that you are hoping to have your proposal accepted as part of the materials provided at the facility/organization.

Grade Distribution

Table with 3 columns: Assignment, Points, Percent. Rows include Syllabus Quiz, Group Participation, Group Participation Journal, Group Proposal, and Total.

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

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. More than two in-class lecture absences will result in grade of F). 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.



Visual Presence

To attend class all students will have their camera on for the entire duration of class, and provide a background beyond their face that includes a stable and private location. Graduate class meetings are a professional activity. You are expected to sit up and that you should not participate from your bed or be seen moving in an out of buildings/rooms/vehicles at your location. Additionally, there should not be any other persons present in the room where you are participating since your participation includes your own specific feedback to what is being discussed and may involve client information or personal peer experiences. Being mindful of these behaviors will allow for you to be appropriately transparent to elicit the trust of your peers, group leader, and professor since sensitive content from about personal experiences is discussed throughout group. If you are not able to carry out the following behaviors listed above you will respectfully leave the session by logging off of Web Ex. You are still responsible for attending the minimal class hours for the semester and should make plans to eliminate disruptions to meet the listed criteria for attendance prior to the start of the group meeting time. Leaving your screen for a brief restroom breaks is okay during the meeting, but moving your computer through rooms of your home might lead to security breaches of peers, and your location, so you are allowed to turn off your screen if you briefly leave to use the restroom or to mitigate an additional disruption, but for those purposes only. Your peers see your screen for the duration of class even when a student's screen share is activated. Any behaviors that would diminish confidence of privacy will impact the trust within the virtual supervision session and consequently may adversely affect the group learning experience. Each student is independently responsible for their role in contributing to the safety of this virtual space.

COURSE OUTLINE AND CALENDAR

Date Meeting Type	Subject	Readings/Videos Due	Assignments Due
January 25 Week 1 Synchronous Online 1.5 hours	Review of Syllabus & Course Expectations	None	None
February 1 Week 2 Synchronous Online 2:45 hours	Group Participation Session 1 Theories and Assumptions of Group Work Writing as a Reflective Practice in Group Counseling	Chen & Rybak, Chapter 1 ASGW Best Practices Chen & Rybak, Chapter 15, p. 483-491	Syllabus Quiz Due



<p>February 8 Week 3 Synchronous Online 2:45 hours</p>	<p>Group Participation Session 2 On Becoming a Group Leader</p>	<p>Dr. McClendon's Group Proposal Rubric Chen & Rybak, Chapter 2 Chen & Rybak, Appendix A Sample Group Proposal</p>	
<p>February 15 Week 4 Synchronous Online 2:45 hours</p>	<p>Group Participation Session 3 Types of Groups and How to Start One from Scratch</p>	<p>Chen & Rybak, Chapter 3</p>	<p>Group Proposal APA Style Outline (Headings and Subheadings)</p>
<p>February 22 Week 5 Synchronous Online 2:45 hours</p>	<p>Group Participation Session 4 Fundamental Skills for Group Facili- tation and Intervention</p>	<p>Chen & Rybak, Chapter 4</p>	<p>Group Proposal: Group In- troduction Due</p>
<p>March 1 Week 6 Synchronous Online 2:45 hours</p>	<p>Group Participation Session 5 The First Session and the Forming Stage</p>	<p>Chen & Rybak, Chapter 5</p>	<p>Group Proposal Rationale: Quantitative Group Need Due</p>
<p>March 8 Week 7 Synchronous Online 2:45 hours</p>	<p>Group Participation Session 6 Leading Structured Groups</p>	<p>Chen & Rybak, Chapter 6</p>	<p>Group Proposal Rationale: Qualitative Group Need Due</p>



<p>March 15 Week 8 Off</p>	<p>SPRING BREAK</p>		
<p>March 22 Week 9 Synchronous Online 2:45 hours</p>	<p>Group Participation Session 7 Leading Semi-structured Groups Unstructured Groups</p>	<p>Chen & Rybak, Chapter 7-8</p>	<p>Group Proposal: Proposes Group section Due</p>
<p>March 29 Week 10 Synchronous Online 2:45 hours</p>	<p>Group Participation Session 8 Working with Unspoken Tension and Open Conflict</p>	<p>Chen & Rybak, Chapter 9</p>	
<p>April 5 Week 11 Synchronous Online 2:45 hours</p>	<p>Group Participation Session 9 Taking Risks in Communication Advanced Steps Into the Here and Now</p>	<p>Chen & Rybak, Chapter 10-11</p>	<p>Group Proposal: Theoretical Group Conceptualization Due</p>
<p>April 12 Week 12 Synchronous Online 2:45 hours</p>	<p>Group Screening and Assessment Group Participation Session 10</p>	<p>Riva & Lange Chapter 3-4 (on Canvas) Chen & Rybak, Appendix B: Pre-group Orientation</p>	<p>Group Proposal: All Group Session Outlines Due</p>
<p>April 19 Week 13 (Asynchronous</p>	<p>Process Illumination</p>	<p>Chen & Rybak, Chapter 12</p>	<p>Group Proposal: Informed Consent Due</p>



Online)			Group Proposal: Recruitment Due
April 26 Week 14 Asynchronous (Online)	Using Psychodrama for Unresolved Pain	Chen & Rybak, Chapter 13	Group Proposal: Screening Due Group Proposal: Group Budget Due Group Proposal: Final Group Evaluation Due
May 3 Week 15 Asynchronous (Online)	Skills for Termination	Chen & Rybak, Chapter 14	Group Proposal: Screening Role-Play with Evidence Due
May 10 Week 16 Synchronous Online	Course Closure Each student will meet with Dr. McClendon for up to 20 minutes to discuss course closure and turn in documentation.		Completed Group Proposal Due Fitness to Practice Forms Due

Student Learning Outcomes (SLOs) Grading Rubrics

SLO 1 & 2	Competence				
	No	Some	Basic	Above Average	Superior
Group Proposal					



Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);					
Multicultural counseling competencies (IIF2c);					
Help-seeking behaviors of diverse clients (IIF2f);					
Counselors' roles in identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);					
Types of groups and other considerations that affect conducting groups in varied settings (IIF6f);					
Approaches to formation, including recruiting, screening, and selecting members (IIF6e);					
Ethical and culturally relevant strategies for designing and facilitating groups (IIF6g)					
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);					
The importance of research in advancing the counseling profession, and identification of evidence-based practices (IIF8a & b);					
Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:VC3b);					

SLO 3	Competence				
	No	Some	Basic	Above Average	Superior
Group Participation					
Therapeutic factors and how they contribute to group effectiveness (IIF6c);					
Therapeutic foundations of group counseling and group work (IIF6a);					
Characteristics and functions of effective group leaders (IIF6d);					
Dynamics associated with group process and development (IIF6b);					



Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (IIF6h);					
Multicultural competencies and help-seeking behaviors of diverse clients (IIF2c & f)					

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@tamuct.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamuct.edu): [<http://hdc.tamuct.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=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>].

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](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. 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 Spring 2021 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 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 [WCOOnline](https://tamuct.mywconline.com/) [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 Spring 2021, 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.

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/reporting-form.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reporting-form.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.