

Texas A&M University - Central Texas
COUN 5307 Abnormal Behavior

INSTRUCTOR AND CONTACT INFORMATION



Instructor: Levi McClendon, Ph.D., LPC, NCC, NCSC, RPT

Class Time: Wednesdays, 6:00 p.m. to 9:00 p.m., Synchronous Online

Office: WH 318E

Email: lmclendon@tamuct.edu

Office Hours: Virtual Hours – Monday 11:00 am to 1:00 p.m., Wednesday 12:00 pm to 4:00 pm

In-Person Office Hours: Tuesdays 2:00 p.m. to 4:00 p.m.

Meetings after 4:00 p.m. by appointment

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/]

Student-instructor interaction:

I will check email Monday through Friday between 8 a.m. and 5 p.m. and reply to student emails within 48 hours. Emails received Saturday and Sunday will be addressed on Monday.

Office Hours:

I invite students to use the office hours option. Why use office hours? To discuss material you are struggling with, to discuss obstacles that you want to overcome related to class or the counseling program, to discuss what classes to take next semester, for professional advice, to establish a relationship, to discuss practicum / internship, and / or to inquire about potential research opportunities.

For appointments with me, please book using the following link:

<https://outlook.office365.com/owa/calendar/CounselingPsychologyDepartment@tamuct.onmicrosoft.com/bookings/s/0wcNOmm1L0yE4pMis1z2dw2>

Attendance

This is a hybrid online course. This means that we will meet both synchronously and asynchronously. As such the expectation is that every student will engage in the required material each week.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push

notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Description and Overview: Counselors need to understand the construct of abnormal behavior is a social construction and thus may be defined differently by cultures, families, and society. We will examine the theories of abnormal psychology, current research through the lens of a socio-cultural model. We will also examine social and group dynamics that can elicit abnormal behavior from “normal” people. Prerequisite(s): COUN 5350 or permission of department chair.

Student Learning Outcomes

1. Students will demonstrate the ability to explain the historical definitions of abnormal behavior and psychopathology.
2. Students will demonstrate understanding of diagnostic approaches in psychopathology.
3. Students will demonstrate understanding of treatment options and techniques for behavioral change.
4. Students will demonstrate a current understanding of the research supporting treatment options.
5. Students will discuss, analyze, and apply the American Counseling Association Code of Ethics, the Texas Behavioral Health Executive Council and Texas State Board of Examiners of Professional Counselors Rules, The Texas State Board of Educator Certification Standards for School Counselor Certificate, the Multicultural and Social Justice Counseling Competencies, and the American School Counselor Association Ethical Standards for School Counselors.

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

CACREP Standard	Activity	SLOs
Common Core for all students		
a. Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (CACREP II.F.1.c).	Research Report	SLO 1
b. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.e).	Research Report	SLO 1
c. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP II.F.2.h).	Research Report	SLO 1
d. Theories of normal and abnormal personality development (CACREP II.F.3.c).	Weekly Assignments Research Report	SLO 1
e. Theories and etiology of addictions and addictive behaviors (CACREP II.F.3.d).	Weekly Assignments	SLO 1
f. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP II.F.3.e).	Weekly Assignments Abnormal Behavior Report	SLO 2
g. Systemic and environmental factors that affect human development, functioning, and behavior (CACREP II.F.3.f).	Weekly Assignments Research Report Abnormal Behavior Report	SLO 2

h. A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP II.F.3.h).	Weekly Assignments Research Report	SLO 2
i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP II.F.3.i).	Weekly Assignments Research Report	SLO 4
j. Essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g).	Weekly Assignments Research Report	SLO 4
k. Developmentally relevant counseling treatment or intervention plans (CACREP II.F.5.h).	Weekly Assignments Abnormal Behavior Report	SLO 3 and 4
l. Evidence-based counseling strategies and techniques for prevention and intervention (CACREP II.F.5.j).	Weekly Assignments Research Report Abnormal Behavior Report	SLO 3 and 4
m. Strategies to promote client understanding of and access to a variety of community - based resources (CACREP II.F.5.k).	Weekly Assignments Research Report Abnormal Behavior Report	SLO 3 and 4
n. Use of assessments for diagnostic and intervention planning purposes (CACREP II.F.7.e).	Weekly Assignments Abnormal Behavior Report	SLO 2
o. Use of environmental assessments and systematic behavioral observations (CACREP II.F.7.j).	Weekly Assignments Abnormal Behavior Report	SLO 2

p. Use of symptom checklists, and personality and psychological testing (CACREP II.F.7.k).	Weekly Assignments Abnormal Behavior Report	SLO 2
q. Use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP II.F.7.l).	Weekly Assignments Abnormal Behavior Report	SLO 2
Standards for Clinical Mental Health Counseling (CMHC) Track		
r. Use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP II.F.7.l).	Weekly Assignments Abnormal Behavior Report	SLO 2
s. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CAREP CMHC:C.1.c).	Weekly Assignments, Abnormal Behavior Report	SLO 2
t. Neurobiological and medical foundation and etiology of addiction and co-occurring Disorders (CACREP CMHC: C.1.d).	Weekly Assignments, Research Report	SLO 4
u. Psychological tests and assessments specific to clinical mental health counseling. (CACREP CMHC:C.1.e).	Weekly Assignments, Abnormal Behavior Report	SLO 2
v. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC:C.2.b).	Weekly Assignments, Research Report, Abnormal Behavior Report	SLO 3 and 4
w. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACERP CMHC:C.2.c).	Weekly Assignments, Research Report, Abnormal Behavior Report	SLO 3 and 4

x. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP CMHC:C.2.d).	Weekly Assignments, Abnormal Behavior Report	SLO 2
y. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP CMHC:C.2.e).	Weekly Assignments, Abnormal Behavior Report	SLO 2 and SLO 3
z. Impact of crisis and trauma on individuals with mental health diagnoses (CACREP CMHC:C2.f.).	Weekly Assignments, Abnormal Behavior Report	SLO 2
Impact of biological and neurological mechanisms on mental health (CACREP CMHC:C.2.g).	Weekly Assignments, Abnormal Behavior Report	SLO 2
Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP CMHC:C.2.h).	Weekly Assignments, Abnormal Behavior Report,	SLO 2 and SLO 3
Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP CMHC:C.2.d).	Weekly Assignments, Abnormal Behavior Report	SLO 2
Potential for substance use disorders to mimic and/or co- occur with a variety of neurological, medical, and psychological disorders	Weekly Assignments, Abnormal Behavior Report	SLO 2 and SLO 3

(CACREP CMHC:C.2.e).		
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP CMHC:C.3.a).	Weekly Assignments, Abnormal Behavior Report,	SLO 2 and SLO 3
Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP CMHC:C.3.b).	Weekly Assignments, Abnormal Behavior Report	SLO 3
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP CMHC:C.3.a).	Weekly Assignments, Abnormal Behavior Report,	SLO 2 and SLO 3
Strategies for interfacing with integrated behavioral health care professionals (CACREP CMHC:C.3.d).	Weekly Assignments, Journal Submissions	SLO 1
Strategies to advocate for persons with mental health issues (CACREP CMHC:C.3.e).	Weekly Assignments, Research Report	SLO 4

Required Reading and Textbooks.

Kress, V. E, & Paylo, M. J. (2018). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment* (2nd ed.). Columbus, OH: Pearson.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders*, (5th ed.). Washington, DC: Author. ISBN-13: 978-0890425558

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). ISBN-13: 978-1433805615

Johnson, S. (2017). *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning* (3rd ed.). Academic Press.

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

***** ALL ASSIGNMENTS ARE DUE WEDNESDAYS AT 11:59 P.M. *****

Grading Criteria and Conversion

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

Activity	Points
Professionalism	20 points
Research Report	50 points
Abnormal Behavior Report (<i>Presentation of Research Report</i>)	20 points
Discussion Posts (In-Class Discussions)	30 points
Journal Submissions	20 points
Midterm Exam	30 points
Final Exam	30 points
Total	200 points

Grade Equivalent

A = 180 to 200 points

B = 160-179.99 points

C = 140-159.99 points

D = 120 to 139.99 points

F = 0 to 119.99 points

Research Report (50 points)

Students will work in groups and submit a full report covering both diagnostic impressions and treatment plan options. Reports should be based on peer reviewed journal articles and secondary sources (e.g., course textbooks, etc.). Reports must be in APA format.

A. Your group will be assigned a disorder category below and choose 1 movie listed:

- *Neurodevelopmental Disorders* (Rain Man, I am Sam, What's Eating Gilbert Grape?, Forrest Gump)
- *Bipolar Disorders* (Mr. Jones, The Hours)
- *Depressive Disorders* (Prozac Nation)
- *Obsessive-Compulsive and Related Disorders* (What About Bob?, As Good as it Gets)
- *Disorders of Behavior and Impulse Control* (Lady Sings the Blues, Leaving Las Vegas)
- *Personality Disorders* (The Aviator, Fatal Attraction)

- *Schizophrenia Spectrum and Other Psychotic Disorders* (A Beautiful Mind)
- *Dissociative Disorders* (Me, Myself, & Irene; Sybil)

B. Create a Case History

- Develop a case history of the client including the following information: (you may infer to some degree to clarify your view of this client)
 - Demographic information (e.g., sex, age, ethnic background, physical characteristics, disability)
 - Developmental milestones
 - Social context(s) in which she/he grew up
 - Significant events in infancy, childhood, adolescence, adulthood
 - What he/she was like as a child, adolescent, adult
 - Relationships with parents and any siblings, past and present
 - Peer relationships, past and present
 - Significant others/partners
 - Sexuality
 - Favorite memories/most unpleasant memories
 - Educational history
 - Spirituality
 - Vocational history
 - Family history re: health, including mental health
 - Date of onset of each symptom
 - How she/he describes herself/himself
 - Mental status type information
 - Presenting complaint
 - Hobbies, priorities, habits, how he/she spends his/her time
 - Anything else that you think is important to know in order to understand one's frame of reference

C. Develop a Treatment Plan (using the I CAN START format presented in the text)

D. Provide information of empirically supported treatment(s) for the disorder category (minimum of 5 research articles to support this section)

E. Discuss challenges/difficulties in working with such a client specifically (from the movie) and a client in general diagnosed with such a disorder (e.g., things to avoid, things to be mindful of, and common misconceptions) (minimum of 3 research articles to support this section)

F. Group Project Summary: Provide the instructor with your group's chosen movie, a brief summary of the identified character to be diagnosed, and a complete diagnosis.

Abnormal (Research) Behavior Report (Presentation) (20 points possible).

Your group will provide a PowerPoint presentation of your Research Report (no more than 2 pages of slides) presenting your client to the class (basically presenting the parts of your paper). Provide a hand-out to the class and instructor that contains a Reference Page containing at least 5 resources for working with a client with that particular disorder (*Example: Client is diagnosed with Major Depressive Disorder. Your group may provide a resource on treating this disorder*). Provide video clips to enhance your presentation. (Minimum of 5 scholarly research sources beyond your paper).

Discussion Posts (In-Class) 30 points possible). Throughout the semester there will be

various topics that students will need to submit their thoughts on the topic. For each assignment students will complete the activity in pairs. Each student will need to submit a separate copy of the assignment completed in class. ***Students that miss in-class discussion posts must complete the assignment individually. The discussion post will be due the following week of class. Discussion Assignments will include one of the following each week. The instructor will assign the specific activities to each group.***

1. "5 Things You Can Do" (to learn more) Announcement

- Each student will be assigned to provide an announcement for a chapter. The announcement will serve as a student resource tool related to the assigned topic. The announcement will be accompanied by a one-page handout and will include:
 - One publication that can be utilized to assist in treatment planning.
 - One online resource that can be utilized to gain more information on the topic.
 - A workshop or training to gain increased knowledge, skills, and competencies.
 - Information on an advocacy effort on the community level related to this topic.
 - Information on an advocacy effort on the national level related to this topic

2. Treatment Plan Assignment

- Part I: Develop a case vignette (like the ones at the start of each chapter). Please make sure the case vignette presents a DSM diagnosis with all criteria outlined in the narrative. This section should be around 2 pages in length.
- Part II: Construct a Treatment Plan using the I-CAN-START model (like the ones at the end of each chapter). Please make sure the treatment plan outlines an evidence-based approach to treating that mental health diagnosis and provides sufficient SMART goals (for a review, see Chapter 1). Be sure to address the "I" aspect of the model.

3. Use of Assessment Data: Case Presentation

- Select one disorder from the chapter.
- One student will be the counselor, and the other student will be the client. Students will engage in a 15-minute (live or video-recorded) mock session that will feature core characteristics of the selected diagnosis and the utility of an intake assessment and the mental status examination. Following the role-play, the students will facilitate a discussion that addresses the following categories:
 - Identifying information (e.g., age, gender, and race/ethnicity)
 - Chief complaint
 - Symptoms

- Client history (e.g., substance use, childhood, education, employment, spirituality/religion, current stressors, coping, support, and strengths)
- Mental status examination
- Diagnosis
- Treatment recommendations

Journal Submissions (20 points possible)

- Each student will turn in a weekly reaction post following the assigned reading. The reflection must be APA style. In each post, the student will provide a score for the following question: On a scale from 1-100%, how comfortable do I feel working on issues covered within this chapter with a future client?
- In addition, the student will provide a rationale for their score to address growing edges (e.g., reducing bias and gaining knowledge on topic) and their strengths (e.g., personal experience and extensive knowledge on topic).

Posting of Grades: Grades will be posted on the Canvas Gradebook. I will do my best to post grades within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

Late work policy: *You can request one (1) 48-hour extension on an assignment.* Please send an email to request this extension. Assignments will have due dates posted in Canvas (typically Monday evenings 11:59pm). Rather than levying late penalties on assignments that are turned in late, submission of an assignment after the posted deadline will result in a loss of points for “professionalism.” However, assignments will not be eligible for credit (i.e., grade of 0 assigned) if they are not submitted within **one week of the posted deadline**. If significant (documented) life events (e.g., illness) interfere with your ability to meet a deadline, you and the instructor will discuss whether late submission will result in loss of points and/or if submission past the 1-week cutoff would be permissible. The final decision will be made by the instructor.

*****Attendance policy:** Class attendance is required and crucial to your development as a student and future counselor. Please send an email if you will be absent from any class. You will be allowed one absence with no penalty. *There will be a grade reduction in the total professionalism grade for additional absences.*

Plagiarism Note: Plagiarism constitutes using others’ ideas, words, or images without properly giving credit to those sources. If you turn in any work with your name attached to it, I assume that work is your own and that all sources are specified and acknowledged in the text (with quotations and/or proper citations). If this is not the case, I will follow university policy concerning plagiarism. All cases of plagiarism (intentional and unintentional) will be reported to student affairs and the student may receive a zero on the assignment. For more information on academic integrity, see the university webpage: <https://www.tamuct.edu/student-affairs/academic-integrity.html>.

ADDITIONAL LEARNER-CENTERED INFORMATION



We will be covering topics that could be potentially triggering in the course. As *always, self-care is very important*. I encourage you to engage in personal

counseling to remain well. The university offers counseling services to our students. Please see this link for the student wellness and counseling center: <https://www.tamuct.edu/student-affairs/student-counseling.html>

COURSE CALENDAR

All assignments due Wednesdays at 11:59 pm

****Professor reserves the right to amend the syllabus at any time**

Date	Topic	Readings	Assignments Due
Week 1 August 30	Introduction Developing Effective Treatment Plans Real World Treatment Planning: Systems, Culture, and Ethics	Ch. 1 Ch. 2	
Week 2 September 6	Safety-Related Clinical Issues and Treatment Planning	Ch. 3	Journal Reflection 1
Week 3 September 13	Depressive, Bipolar, and Related Disorders	Ch. 4	Journal Reflection 2
Week 4 September 20	Anxiety Disorders	Ch. 5	Journal Reflection 3
Week 5 September 27	Obsessive-Compulsive and Related Disorders	Ch. 6	Journal Reflection 4

Week 6 October 4	Trauma- and Stressor-Related Disorders	Ch. 7	Journal Reflection 5
Week 7 October 11	Substance-Related and Addictive Disorders	Ch. 8	Midterm Exam
Week 8 October 18	Personality Disorders	Ch. 9	Journal Reflection 6: Covers Trauma/Substance/Addictive Disorders
Week 9 October 25	Schizophrenia Spectrum and Other Psychotic Disorders	Ch. 10	Journal Reflection 7
Week 10 November 1 TCA	Feeding and Eating Disorders	Ch. 11	Journal Reflection 8
Week 11 November 8	Disruptive, Impulse-Control, and Conduct, and Elimination Disorders	Ch. 12	Journal Reflection 9
Week 12 November 15	Neurodevelopmental and Neurocognitive Disorders	Ch. 13	Journal Reflection 10
Week 13 November 22	Thanksgiving Holiday: University Closed. No Classes Held		
Week 14 November 29	Dissociative Disorders and Somatic Symptom and Related Disorders	Ch. 14	Final Exam
Week 15 December 6	Sleep Wake Disorders, Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	Ch. 15	Research Report Due

Week 16 December 13	Course Wrap Up		Abnormal Behavior Report Due (<i>Presentation of Research Report</i>)
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Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **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/>] by clicking on the "TAMUCT Online Canvas" tile. You will then log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

Texas A&M University-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 requires use of the Chrome web browser with their custom plug in installed.

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): [<http://hdc.tamu.edu>]

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The

center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct Office. 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 referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdyn-amicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students Rights and Accommodations

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit [Student Affairs](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You

may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under [Title IX](https://policies.tamus.edu/08-01-01.pdf), [Texas Senate Bill 212](https://policies.tamus.edu/08-01-01.pdf), and [System Regulation 08.01.01](https://policies.tamus.edu/08-01-01.pdf), [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[https://tamuct.libcal.com/appointments]. 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 workspaces, 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](#)

[https://tamuct.libguides.com/index]

University Writing Center

Located in Warrior Hall 416 and online, the University Writing Center (UWC) at Texas A&M University-Central Texas (A&M-Central Texas) is a free service open to all A&M-Central Texas students. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 12:00-3:00 p.m.

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 [WOnline](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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER 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 Wellness and 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.php?TAMUCentralTexas) online [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.