

COUN 5350-110 80279 Foundations of Counseling
Fall 2023
Texas A&M University – Central Texas

Instructor: Kimberly Lovejoy, M. S., LPC, NCC
Course Dates: Tuesdays, 6:00 PM to 8:45 PM, WH 315
Office: WH 318Q
Email: klovejoy@tamuct.edu
Office Hours: Virtual - Mondays and Thursdays 8:00 AM to 10:00 AM
Face to Face/Virtual - Wednesdays 1:00 PM to 6:00 PM



Mode of Instruction and Course Access

This course will be primarily in-person and utilize lecture approach and experiential learning techniques. There may be occasions in which the course will meet online; in the event that an in-person meeting moves to an online format, Microsoft Teams will be used and students will be notified via Warrior Student Email.

Student-instructor interaction

This course meets face to face, with supplemental materials made available online through the A&M – Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Students can email questions and concerns via Warrior Email, please allow for 24-48 hours to for response. Exceptions may include weekends and holidays. Please request appointments via email or Microsoft Bookings and refer to office hours identified above. Additional days/times may be arranged upon request.

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:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [<https://apps.apple.com/app/safezone/id533054756>]
 - o [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 Overview, Objectives, and Goals

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

This course is an introduction to the field of counseling and examines basic skills of counseling and therapy, origins of therapeutic approaches, professional roles, and ethical issues affecting the practice of counseling and psychology. This course provides opportunities to explore various issues related to counseling such as: career counseling and development, multiculturalism, school counseling, grief, suicide, child abuse, substance use disorders, and other contemporary issues. This course is part of the Core Requirements for the Master of Science degree in Clinical Mental Health Counseling.

This course along with other counseling courses within this program will include the discussion, analysis, and application of the American Counseling Association Code of Ethics, the Texas Behavioral Health Executive Council and Texas State Board of Examiners of Professional Counselors Rules, the Multicultural and Social Justice Counseling Competencies, and the American School Counselor Association Ethical Standards for School Counselors. Some topics of discussion throughout the course and program may be sensitive or triggering, and even controversial; nonetheless, sensitive topics often relate to core competencies and will be addressed in accordance with the guidelines outlined by resources listed above.

Required Reading and Textbook(s)

Required:

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, D.C.: American Psychological Association.

Gladding, S. (2018). *Counseling: A comprehensive profession (8th ed.)*. Upper Saddle River: Pearson/Merrill.

Student Learning Outcomes

1. Students will demonstrate understanding of the role of a professional counselor as well as personal attitudes, values, and behaviors that often impact a person becoming a helping professional.
2. Students will demonstrate understanding of the various elements to professional organization in counseling, current issues in counseling, affiliation/membership requirements, advocacy for client, and various other counseling related topics.

3. Students will demonstrate basic understanding of the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Students shows basic knowledge of strategies and multicultural competencies to work with diverse populations individually, in groups, with families, and with the community.
5. Students will demonstrate an understanding of advocacy processes and how to identify the most recent research related to the counseling profession.
6. Students will gain a working knowledge of many aspects of the counseling profession the many roles counselors have in this profession.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

In accordance with CACREP best practices and 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:		
1. History and philosophy of the counseling profession (IIF 1a);	Counseling Interview	SLO 3
2. The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation (IIF 1b);	Counseling Interview	SLO 3
3. Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF 1c);	Counseling Interview	SLO 3
4. Self-care strategies appropriate to the counselor role (IIF 11);	Self-Reflection Paper	SLO 1
5. Role of counseling supervision in the profession (IIF 1m);	Counseling Interview	SLO 3
6. Professional organizations, including membership benefits, activities, services to members, and current issues (IIF 1f);	Professional Affiliation	SLO 2
7. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF 1g);	Counseling Interview	SLO 3
8. The role and process of the professional counselor advocating on behalf of the profession (IIF 1d);	Advocacy Project and Presentation	SLO 5
9. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF 1e); and	Advocacy Project and Presentation	SLO 5
10. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF 1i);	Counseling Interview	SLO 3

11. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (IIF2a);	Counseling Interview	SLO 3
12. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others (IIF2d);	Diversity Interview	SLO 4
13. Multicultural counseling competencies (IIF2c);	Diversity Interview	SLO 4
14. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and the impact of technology on the counseling process (IIF5d; IIF5e);	Diversity Interview	SLO 4
15. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies (IIF5m);	Counseling Interview	SLO 3
16. Theories and models of career development, counseling, and decision making (IIF4a);	References and Literature Review	SLO 5
17. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (IIF4b);	Self-Reflection Paper	SLO 1
18. Theoretical foundations of group counseling and group work (IIF6a);	Online Work	SLO 6
19. Dynamics associated with group process and development (IIF5b);	Online Work	SLO 6
20. Historical perspectives concerning the nature and meaning of assessments and testing in counseling (IIF7a);	Online Work	SLO 6
21. Historical perspectives concerning the nature and meaning of assessments and testing in counseling (IIF7a);	Online Work	SLO 6
22. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide and procedures for identifying trauma and abuse and for reporting abuse (IIF7c & d);	Online Work	SLO 6
23. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice and the identification of evidence-based counseling practices (IIF8a & b).	Advocacy Project & Presentation	SLO 5
Standards for Clinical Mental Health Counseling (CMHC) track		
1. Roles and setting of clinical mental health counseling (CMHC: VC1a);	Counseling Interview	SLO 3
2. Knows the roles and setting of clinical mental health counselors (CMHC: VC2a);	Counseling Interview	SLO 3
3. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial	Counseling Interview	SLO 3

treatment and aftercare, and the mental health counseling services networks (CMHC: VC2c);		
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC: VC2k);	Professional Affiliation	SLO 2
5. Is aware of legal and ethical considerations specific to clinical mental health counseling (CMHC: VC21);	Online Work	SLO 6
6. Understands the record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC: VC2m);	Counseling Interview	SLO 3
7. Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC: VC2f);	Online Work	SLO 6
8. Cultural factors relevant to clinical mental health counseling (CMHC: VC2j);	Diversity Interview	SLO 4
9. Applies knowledge of legislation and government policy relevant to clinical mental health counseling (CMHC: VC2i);	Online Work	SLO 6
10. Understands effective strategies for interfacing with integrated behavioral health care professionals (CMHC: VC3d);	Counseling Interview	SLO 3
11. Strategies to advocate for persons with mental health issues (CMHC: VC3e).	Counseling Interview	SLO 3

COURSE REQUIREMENTS

All Assignments must be in standard APA 7 formatting. If you do not submit your assignments in this style, your grade will be lowered. Rubrics and guidelines for each of the assignments for this course will be provided on Canvas prior to the due date of the assignment.

Self-Reflection Paper (10 points)

The purpose of this paper is for you to identify and explore personal attitudes, values, and behaviors that often impact a person becoming a helping professional. It is expected that your self-reflection or personal exploration will be an in-depth rather than a superficial analysis. Length is 3-5 pages. Possible items to consider are (but definitely not limited to):

- *What is your motivation for studying counseling or for becoming a helping professional?*
- *What experiences have you had that might influence your becoming a helping professional?*
- *How would these experiences positively or negatively influence your effectiveness as a helping professional?*
- *What is your value orientation? What do you value? Where do these values come from? How will they affect your work?*
- *What biases or predispositions (positive or negative) do you hold regarding working with certain types of people, issues, etc.?*
- *What are your strengths? What areas do you need to improve?*
- *What would you want from a counseling session/counselor?*
- *How do you plan to maintain your effectiveness and wellness as a counselor long-term?*

Diversity Interview Paper and Presentation (30 points)

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

- *A description of yourself and the various groups with which you identify;*
- *A description of the interview and the person (no names) to whom you spoke;*
- *Observations, reactions, and reflections about this process. Reactions can include what you learned about yourself and the other person, what you have learned about different cultures, and what you would still like to learn.*

Students will complete a presentation not to exceed 10 minutes about their experience.

Counseling Professional Interview (20 points)

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

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

Professional Affiliation (5 points)

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

HIPAA Training (5 points)

An ethical counselor understands the need for confidentiality. To accomplish this, you will be required to attend an online training for HIPAA. The link will be provided on Canvas. You will earn a completion certificate, which you can submit online as proof of your training.

Advocacy Project & Presentation (30 points)

Students will be asked to research an underserved population who may receive counseling services. Students are to consider potential advocacy needs of this population. Using a brochure,

newsletter, or other information dissemination outlet, students are to advocate for this client population by identifying the following information:

- Presence of this underserved population in the local community;
- Relevant statistics about this client population;
- Institutional or social barriers that may impede access and equity of services for the client population;
- Local agencies or organizations that may have outreach for this client population; and
- Other important information that helping professionals may not have previously known, or places/sites/sources that they can use to receive additional information.

*****Extra Credit Assignment (3 points)***

APA formatting is required throughout this course and other courses in the CMHC program. Students may earn 3 points toward their final grade this semester by visiting the **University Writing Center** with a rough draft of a paper and meet with a **UWC** tutor to review APA formatting as well as professional writing techniques. To receive credit, the student must email the instructor with the date, time, and name of tutor they met with at the UWC and the rough draft that was reviewed. The UWC has online appointments available. Please visit their website for more information: <https://www.tamuct.edu/coas/coas-special-topics/uwc.html>

Grading Criteria Rubric and Conversion

Grade Distribution

Self-Reflection Paper:	10 points
Diversity Interview and Presentation:	30 points
Professional Interview:	20 points
Professional Affiliations:	5 points
HIPAA Training:	5 points
Advocacy Project & Presentation:	30 points
Total:	100 points

Grade Equivalent:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 - Below = F

Posting of Grades:

Grades will be posted on the Canvas Gradebook. Grades will be posted within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

Late work policy:

10% off the total grade for each day that an assignment is late; no assignments accepted after 5 days past due date.

Attendance:

Attendance and participation in the classroom are extremely important to your learning in this

course. As such, you are allowed one free absence; each subsequent absence without prior arrangement may negatively impact your grade, up to the loss of a letter grade for each class absence.

Course Outline and Calendar

Week	Class Meeting Schedule *Synchronous Meetings are Tuesdays 6:00 – 7:00 PM	Assigned Readings for the Week	Assignments Due *Assignments due day of class at 11:59 PM
Week 1: August 28-September 2, 2023	Face to Face Class August 29, 2023	Chapter 1 (Gladding, 2018)	
Week 2: September 3-September 9, 2023	Face to Face Class September 5, 2023	Chapter 2 (Gladding, 2018)	
Week 3: September 10-September 16, 2023	Face to Face Class September 12, 2023	Chapter 3 (Gladding, 2018)	HIPAA Training
Week 4: September 17-September 23, 2023	Face to Face Class September 19, 2023	Chapter 4 (Gladding, 2018)	Self-Reflection Paper
Week 5: September 24-September 30, 2023	Face to Face Class September 26, 2023	Chapter 5 (Gladding, 2018)	
Week 6: October 1-October 7, 2023	Face to Face Class October 3, 2023	Chapter 6 (Gladding, 2018)	Professional Counselor Interview
Week 7: October 8-October 14, 2023	Synchronous October 10, 2023	Chapter 7 (Gladding, 2018)	
Week 8: October 15-October 21, 2023	Face to Face Class October 17, 2023	Chapter 8 (Gladding, 2018)	
Week 9: October 22-October 28, 2023	Face to Face Class October 24, 2023	Chapter 9 (Gladding, 2018)	
Week 10: October 29-November 4, 2023	Asynchronous	Chapter 10 (Gladding, 2018)	
Week 11: November 5-November 11, 2023	Face to Face Class November 7, 2023	Chapters 11 & 12 (Gladding, 2018)	Diversity Interview and Presentation
Week 12: November 12-November 18, 2023	Synchronous November 14, 2023	Chapters 13 & 14 (Gladding, 2018)	
Week 13: November 19-November 25, 2023	Asynchronous	Thanksgiving	
Week 14: November 26-December 2, 2023	Face to Face Class November 28, 2023	Chapters 15 & 16 (Gladding, 2018)	Advocacy Project and Presentation
Week 15: December 3-December 9, 2023	Asynchronous	Chapters 17 & 18 (Gladding, 2018)	
Week 16: December 10-December 15, 2023	Synchronous December 12, 2023		Professional Affiliations; *Extra Credit Assignment

Academic Calendar and Registration Schedule

August 1, 2023	Summer 2024 Admissions Application Opens
August 11, 2023	Priority Deadline for Admissions Applications
August 25, 2023	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
August 28, 2023	Classes Begin for Fall Semester
August 28, 2023	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 30, 2023	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 1, 2023	Superintendent Program Application Deadline
September 1, 2023	Educator Preparation Program (Teacher and Principal) Application Deadline
September 5, 2023	Deadline to Drop First 8-week Classes with No Record
September 13, 2023	Deadline to drop 16-week Classes with No Record (Census)
October 6, 2023	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
October 6, 2023	Student End of Course Survey Opens (First 8-Week Classes)
October 13, 2023	Deadline for Admissions Applications
October 15, 2023	Deadline for Clinical Teaching Applications
October 20, 2023	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 20, 2023	Classes End for First 8-week Session
October 20, 2023	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 20, 2023	Student End of Course Survey Closes (First 8-Week Classes)
October 23, 2023	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 23, 2023	Classes Begin for Second 8-Week Session
October 23, 2023	Class Schedule Published For Spring and Summer Semester
October 23, 2023	Deadline to Drop First 8-week Classes with No Record
October 23, 2023	Advising Begins for Spring Semester
October 24, 2023	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 25, 2023	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 27, 2023	Deadline for Graduation Application for Fall Ceremony Participation
October 30, 2023	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2023	Educator Preparation Program Application Deadline
November 1, 2023	Clinical Teaching Placement Form Deadline
November 1, 2023	School Counselor Program Application deadline (Spring)
November 1, 2023	Deadline for GRE/GMAT Scores to Graduate School Office
November 6, 2023	Registration Opens for Spring Semester
November 9, 2023	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 10, 2023	Veteran's Day
November 17, 2023	Priority Deadline for International Student Admissions Applications
November 17, 2023	Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office
November 23-24, 2023	Thanksgiving
December 1, 2023	Deadline for Scholarship Applications for the Spring Semester
December 1, 2023	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 1, 2023	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 1, 2023	Priority Deadline for VA Certification Request (Spring)
December 15, 2023	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 15, 2023	Fall Semester Ends
December 15, 2023	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 15, 2023	Deadline for Fall Degree Conferral Applications to the Records and Admissions Office \$20 Late Application Fee
December 15, 2023	Fall Commencement Ceremony Bell County Expo 3 pm
December 19, 2023	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 19, 2023	Deadline for Theses to Clear Graduate School Office for Fall Semester
December 19, 2023	Student End of Course Survey Closes (16- and Second 8-Week Classes)

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, 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/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.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>].

Please be aware that that under [Title IX, Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<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) [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) [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 [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, 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.

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***This syllabus is eligible for review and can be changed with prior notice.**