

Texas A&M University - Central Texas
COUN 5354 - Group Procedures for Counselors
Fall 2023

INSTRUCTOR AND CONTACT INFORMATION



Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Vita: [Dr. Airhart-Larraga's CV](#)
Pronouns*: She, Her, Ella
Class Time: Thursdays 6 pm to 8:45 pm, WH 306
Office: WH 318D
Email: s.airhart-larraga@tamuct.edu
Office Hours: Wednesdays 9 a.m. to 2 p.m. (virtual or face to face)
Thursdays 11 a.m. to 2 p.m. (virtual only)
For other days / hours, email the instructor.
[For a face-to-face appointment, click here](#)
[For a virtual appointment, click here](#)

Importance of Pronouns: <https://pronouns.org/what-and-why>

This course meets face-to-face with several classes held synchronously and asynchronously; supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].



canvas
BY INSTRUCTURE



Student-Instructor Interaction:

I 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 are addressed on Monday.

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 links.

[For a face-to-face appointment, click here](#)
[For a virtual appointment, click here](#)

OFFICE
HOURS

© CanStockPhoto.com



-  **HELP**
For when you need non-emergency assistance.
-  **FIRST AID CALL**
For when you need medical assistance.
-  **EMERGENCY**
If you feel threatened or need urgent assistance.
-  **MASS NOTIFICATIONS**
If there is an incident, be the first to know.
-  **CHECK-IN**
For lone working, share your position with security personnel for your personal safety.
-  **PRIVACY**
SafeZone® does not reveal your identity unless you call for help.



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>]
 - Android Phone / Tablet
[<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/>]

COURSE INFORMATION

Course overview and description: Explore group therapy and group procedures with special emphasis on the development of group counseling skills with children, adolescents, adults, special populations, and related ethical concerns while supervised.

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 hours of 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:

CACREP Standard	Activity	SLOs
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Group Proposal	SLO 1 & 2
Multicultural counseling competencies (IIF2c);	Group Proposal; Role Plays	SLO 1 & 2
Help-seeking behaviors of diverse clients (IIF2f);	Group Proposal	SLO 1 & 2
Counselors' roles in identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Group Proposal	SLO 1 & 2
Therapeutic factors and how they contribute to group effectiveness (IIF6c);	Group Participation	SLO 3
Therapeutic foundations of group counseling and group work (IIF6a);	Group Participation	SLO 3
Types of groups and other considerations that affect conducting groups in varied settings (IIF6f);	Group Proposal	SLO 1 & 2
Characteristics and functions of effective group leaders (IIF6d);	Group Participation; Role Plays	SLO 2 & 3
Dynamics associated with group process and development (IIF6b);	Group Participation	SLO 3
Approaches to formation, including recruiting, screening, and selecting members (IIF6e); and	Group Proposal	SLO 1 & 2
ethical and culturally relevant strategies for designing and facilitating groups (IIF6g);	Group Proposal	SLO 1 & 2

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
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Group Proposal	SLO 1 & 2
multicultural competencies and help-seeking behaviors of diverse clients (IIF2c & f);	Group Participation	SLO 3
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		
Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:VC3b);	Group Proposal	SLO 1 & 2

Required Books and Textbook(s):

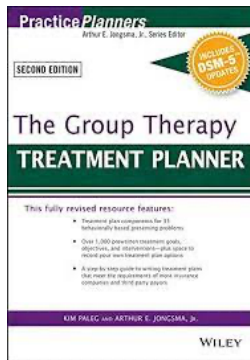
GROUP LEADERSHIP SKILLS INTERPERSONAL PROCESS IN GROUP COUNSELING AND THERAPY



Mei-whei Chen • Christopher Rybak

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

Recommended Textbook(s):

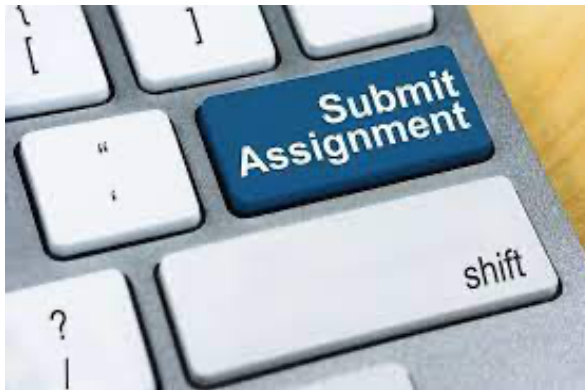


Paleg, K., & Jongsma, A. E. (2015). *The group therapy treatment planner* (2nd ed.). Wiley.

*** You are not required to purchase books at the university bookstore – I encourage you to shop around to find the best deals! ***

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

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



Professionalism (25 points): As students enrolled in graduate training programs designed to prepare you for careers as professionals in the mental health field, your developing skill set should include a variety of abilities and dispositions generally referred to as “professionalism.” In this course, your professionalism will be evaluated based on your ability to meet deadlines for course assignments, class participations, the technical quality of your writing, and your demeanor when interacting with the instructor, your colleagues, and the clinician leading group sessions. *Rubric posted on Canvas.*

Group Participation (25 points): Students will participate in weekly 1.5-hour facilitated group participation sessions on Thursday nights where the emphasis will be on engaging with and understanding group processes and dynamics. *Attendance is required. Beyond the first absence, missing additional group meetings will result in a 2.5-point reduction of your group participation grade for each absence.* 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. There will be 12 group sessions in total.

Group Experience Journal (2 points each x 12 = 24 points total): As you will read about in chapter 15 of Chen and Rybak’s (2018) text, reflective writing on the group experience has many benefits. “Using the time between group sessions to do reflective journaling empowers members to build upon the growing awareness when they return to the group” (Chen & Rybak, 2018, p. 489). Students will submit via Canvas a weekly journal (12 journal entries total) that describes their reflection on group participation. You will be graded on completion and not on the content of what you write in the journal. APA 7 formatting is not required. *Rubric posted on Canvas.*

Journal responses should include:

1. *Your reaction to your experience regarding the group;*
2. *How the group experience coincides with your assigned readings;*
3. *What you learned about yourself;*
4. *What you learned about the process of group facilitation;*
5. *Questions you have regarding the group procedures.*

Skills Role Plays (10 points each x 6 = 60 points): This assignment was designed to give you an opportunity to practice some micro skills relevant to leading groups and get feedback on your development. You will be presented with a series of prompts describing possible situations that could arise in a group, and you will make a video recording of how you would respond if you were the group leader in that situation. You will submit your videos via Canvas. *Rubric posted on Canvas.*

Group Proposal Presentation: (66 points) [GROUP ASSIGNMENT] 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 your potential counseling or mental health work setting. This activity is designed to help you gain these competencies and involves your preparing a proposal describing a group you might conduct in your desired work setting (e.g., communication skills for adolescents in a residential setting, parenting skills training for incarcerated adults, a reality training group for residents of a nursing home, etc.). You should provide sufficient information such that administrators at a potential site for this group would be able to determine if (a) this group would be likely to be helpful to their clients, (b) the group experience described is theoretically grounded and in keeping with best practices, and (c) it is real-world feasible that this group could be conducted. You must use a minimum of 5 peer-reviewed sources (i.e., journal articles) to support your group proposal. Please submit the PowerPoint and the reference page via Canvas. Presentations should be 15 to 20 minutes in length. *Rubric posted on Canvas.*

At minimum you should include:

- a. a description of the type of group proposed and the context/setting in which it would be conducted;
- b. a data-informed rationale for why the group is needed and why it would be effective;
- c. an explanation of how a particular theory (of your choosing) will inform goals, processes/exercises, techniques, and group leadership style;
- d. what overarching goals will be served by participation in the group;
- e. your plans for recruitment, screening, consent, orientation and other pre-group issues;
- f. session outlines for each planned group session that include (for each session) goals/objectives, materials required, primary planned tasks/processes/activities;
- g. description of methods you will use to evaluate the group;
- h. a budget for expected costs to facilitate the group;

Please consult the rubric posted in Canvas before you begin.

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	25 points
Group Participation and Attendance	25 points
Group Experience Journal (12 X 2 points = 24)	24 points
Skills Role Plays (6 X 10 points = 60)	60 points
Group Proposal Presentation	66 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

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.

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): <https://www.tamuct.edu/student-affairs/student-counseling.html>

Some Thoughts About This Course

What an exciting opportunity. For many of you this will be one of the last prerequisite courses you need to complete before beginning your fieldwork courses...working with real clients! You are transitioning from a focus primarily on theoretical underpinnings and foundational knowledge to an integration of this knowledge with the development of counseling skills. You are not expected to be “expert counselors” at this stage; you are expected to be committed to growth and skill development. Take advantage of this time to learn from each other and from the group experience.

Professionalism (Confidentiality & Ethics)

In this course, you are entering an experience that involves a fair amount of role-playing as well as clinical experiences. A student colleague may say something personally important and confidential. It is your ethical obligation to maintain confidentiality. 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 Code of Conduct.

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 the course 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.

COURSE CALENDAR

all assignments due Thursdays 11:59 pm

Week	Group Schedule	Assigned Readings / Topics for the Week	Assignments Due
Week 1: August 31, 2023		<u>Assigned Reading</u> : Chapter 15 Topic(s): Syllabus Review, Course Introduction, ASGW Best Practices	
Week 2: September 7, 2023	Group 1: 7:00 to 8:30 p.m.	<u>Assigned Reading</u> : Chapter 1 Topic(s): Theories and Assumptions	
Week 3: September 14, 2023	Group 2: 7:00 to 8:30 p.m.	<u>Assigned Reading</u> : Chapter 2 Topic(s): Becoming a Group Leader	Journal 1 Due
Week 4: September 21, 2023	Group 3: 7:00 to 8:30 p.m.	<u>Assigned Reading</u> : Chapter 3 Topic(s): Types of Groups; Starting a Group	Journal 2 Due
Week 5: September 28, 2023	Group 4: 7:00 to 8:30 p.m.	<u>Assigned Reading</u> : Chapter 4 Topic(s): Skills for Group Facilitation	Journal 3 Due Skills Role Play 1 Due
Week 6: October 5, 2023	Group 5: 7:00 to 8:30 p.m.	<u>Assigned Reading</u> : Chapter 5 Topic(s): First Session; Forming State	Journal 4 Due
Week 7: October 12, 2023 *ASYNCHRO- NOUS CLASS - Recorded Lec- ture	Group 6: 7:00 to 8:30 p.m.	<u>Assigned Reading</u> : Chapter 6 Topic(s): Structured Group Sessions	Journal 5 Due Skills Role Play 2 Due
Week 8: October 19, 2023	Group 7: 7:00 to 8:30 p.m.	<u>Assigned Reading</u> : Chapter 7 Topic(s): Semi-Structured Group	Journal 6 Due

Week 9: October 26, 2023	Group 8: 7:00 to 8:30 p.m.	<u>Assigned Reading:</u> Chapter 8 Topic(s): Unstructured Groups	Journal 7 Due Skills Role Play 3 Due
Week 10: November 2, 2023	Group 9: 7:00 to 8:30 p.m.	<u>Assigned Reading:</u> Chapter 9 Topic(s): Tension and Conflict in Group	Journal 8 Due
Week 11: November 9, 2023	Group 10: 7:00 to 8:30 p.m.	<u>Assigned Reading:</u> Chapter 10 Topic(s): Taking Risks in Communication	Journal 9 Due Skills Role Play 4 Due
Week 12: November 16, 2023	Group 11: 7:00 to 8:30 p.m.	<u>Assigned Reading:</u> Chapter 11 Topic(s): Advanced Steps into the Here-and-Now	Journal 10 Due
Week 13: Thanksgiving Holiday - No Class or Group			
Week 14: November 30, 2023	Group 12: 7:00 to 8:30 p.m.	<u>Assigned Reading:</u> Chapter 12 Topic(s): Process Illumination	Journal 11 Due Skills Role Play 5 Due
Week 15: December 7, 2023		<u>Assigned Reading:</u> Chapter 13 Topic(s): Psychodrama Group Proposal Presenta- tions	Journal 12 Due Skills Role Play 6 Due
Week 16: December 14, 2023		<u>Assigned Reading:</u> Chapter 14 Topic(s): Termination Group Proposal Presenta- tions	

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

IMPORTANT UNIVERSITY DATES

ACADEMIC CALENDARS AND REGISTRATION SCHEDULES

The following calendar is proposed and **scheduled to change** without notice.

Date	Description
October 25, 2022	Fall Semester Admissions Application Opens
January 15, 2023	Priority Deadline for Federal Application for Financial Aid (FAFSA)
March 20, 2023	Advising for Summer and Fall Begins
March 20, 2023	Class Schedule Published for Fall Semester
April 3, 2023	Registration Opens for Fall Semester
June 1, 2023	Educator Preparation Program (Teacher and Principal) Application Deadline
June 23, 2023	Priority Deadline for International Student Admissions Applications
July 1, 2023	School Counselor Program Application deadline (Fall)
July 22, 2023	Priority Deadline for VA Certification Request (Fall)
July 26, 2023	Deadline for Scholarship Applications for the Fall Semester
August 1, 2023	Spring 2024 Admissions Application Opens
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	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 9, 2023	Deadline for Final Committee-Edited Theses with Committee Approval Signatures
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

TECHNOLOGY REQUIREMENTS AND SUPPORT

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, Linux, 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>]

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 be-

lieve 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/samlss&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>], 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 WCOonline [<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.

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>].

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 online

[<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team 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.
