

**COUN 5357-120 80616 Methods and Practices in Counseling**  
**Fall 2023**  
Texas A&M University – Central Texas

**Instructor:** Kimberly Lovejoy, M. S., LPC, NCC  
**Course Dates:** Wednesdays, 6:00 PM to 8:45 PM, WH 315  
**Office:** WH 318Q  
**Email:** [klovejoy@tamuct.edu](mailto: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 is a Web-Enhanced course. The majority of course activities are in the classroom but supplemented by online activities (11-49% online activity) conducted asynchronously (via Canvas Modules) or synchronously via a virtual platform (i.e., Microsoft Teams), 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](http://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>]

- [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

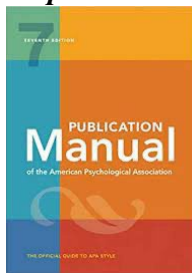
### Course Overview, Objectives, and Goals

This course is designed to introduce Counseling pre-interns to methodology that goes beyond building basic counseling skills and techniques. The course will also teach students the basics of professional documentation and treatment planning. It will also include legal issues related to counseling and psychological services and introduce basic business practices. Prerequisite: COUN 5350 or approval of Dean.

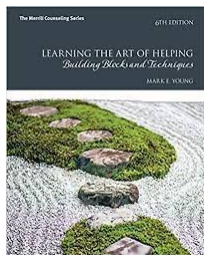
This course along with other counseling courses within this program will include the discussion, analysis, and application of the American Counseling Association Code of Ethics, the Texas Behavioral Health Executive Council and Texas State Board of Examiners of Professional Counselors Rules, the Multicultural 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)

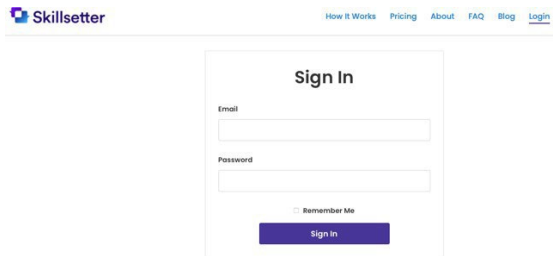
#### **Required:**



American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, D.C.: American Psychological Association.



Young, M. (2017). *Learning the art of helping: Building blocks and techniques (6th ed.)*. Pearson.



Skillsetter: <https://www.skillsetter.com> Steps:

- You will receive a request join class
- Click the link and create an account
- Pay associated fee (\$59.00 which is considered part of your textbook cost)

### Required Readings and Articles:

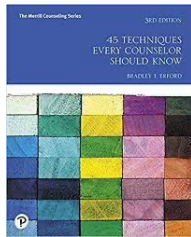
American Counseling Association (2014). ACA Code of Ethics:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Cameron, S. & Turtle-song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development* 80, 286-292.

Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling & Development* 88, 363-370.

### Recommended Textbook(s):



Erford, B. (2019). *45 techniques every counselor should know. (3rd ed.)*. Pearson.

### Student Learning Outcomes

1. Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients.
2. Students will demonstrate an understanding of crisis intervention and suicide prevention models, including the use of psychological first aid for at-risk suicidal clients.
3. Students will demonstrate understanding of counseling methods and techniques, including skills and appropriateness of intervention, insight into their limitations as a counselor, need for referral, and other related skills tied to best practice counseling.
4. Students will demonstrate counseling skills, techniques, and personality characteristics consistent with ethical counseling practice.

### COUNSELING PROGRAM MISSION STATEMENT

The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates from our Master's in counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program

emphasizes overall competency-based performance as well as the promotion of our students' optimal state of health and wellness to foster continuous professional growth.

**COUNSELING PROGRAM OBJECTIVES:**

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

**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 (**IIF5: Helping Relationships**):

CACREP Standard	Activity	SLO
<b>Common Core for all students:</b>		
1. A general framework for understanding exceptional abilities and strategies for differentiated intervention (IIF3h);	Tapescript 2 and Self-Assessment Journal	SLO 1
2. Counselor characteristics and behaviors that influence the counseling process (IIF5f);	Tapescript 2 and Self-Assessment Journal	SLO 1
3. Essential interviewing and counseling skills (IIF5g);	Tapescript 1 and Self-Assessment Journal; Tapescript 2 and Self-Assessment Journal; Skillsetter Modules	SLO 1
4. Crisis intervention, trauma informed, and community-based strategies such as Psychological First Aid (IIF5m);	Suicide Assessment Presentation	SLO 3

<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>		
1. Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC: C2f);	Suicide Assessment Presentation	SLO 3
2. Demonstrates appropriate use of cultural factors relevant to clinical mental health counseling (CMHC: C2j);	Skillsetter Modules; Suicide Assessment Presentation	SLO 4

**Students seeking school counselor certification must be admitted into the school counseling program (separate application process) in order for this course to count towards meeting certification standards.**

**In accordance with Texas Administrative Code 239.15, Standards for School Counselor Certificate, students enrolled in the school counselor certification program will meet the following learner standards:**

<b>Student Outcome</b>	<b>TAC 239.15 School Counselor Certificate Learner Standards</b>	<b>Activity</b>
Essential interviewing and counseling skills (IIF5g);	Standard III. Learner-Centered Process: (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;	Tapescript 2 and Self-Assessment Journal
Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC: C2f).	Standard I. Learner-Centered Knowledge (5) assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results.	Suicide Assessment Presentation

### **Teaching Strategies**

Please be aware that this course focuses on experiential learning and in-class activities. You are expected to participate in all class activities. Online instruction and videos will be used as well. Online PowerPoints and assigned readings are expected to be completed prior to class time.

A significant portion of most classes will be devoted to practice counseling skills. Students will work in triads, rotating among the following three roles: counselor, client, and observer. Some of these sessions may be videotaped and observed by the professor and class. Peer feedback will be offered on strengths and areas of further development. Please do not audiotape this class unless permission is granted by the instructor and peers, as some disclosures may be personal. Given the nature of this assignment, the importance of maintaining confidentiality is stressed. Some of the ideal characteristics of each role are described below.

**Counselor:** This role call for practice and demonstration of skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy, congruence, engagement in the process, and a willingness to take risks in the spirit of learning. Acceptance of positive feedback and constructive criticism is also important.

**Client:** A student in this role should exhibit genuineness, openness, and present orientation. In the role of client, students are asked to draw upon real life experiences, the content of which is totally within the student’s discretion. Students should take responsibility for determining and monitoring the level of self-disclosure that they contribute to the learning experience. Students may also choose to role play the part of “client,” with the understanding that such simulation may detract from the realism and quality of the learning experience. Also in this role, students will be expected to provide feedback to the individual in the “counselor” role.

**Observer:** This role calls for close attention to the process occurring between the counselor and the client and an ability to relate what occurs in the practice session to the learned material. It also calls for an ability to give constructive feedback. The person in this role may take notes as needed. A feedback form template will be provided.

To facilitate this process, each person in the group will identify an area of his or her life that he or she would like to change or improve upon. This will serve as a basis for having a first-hand experience with the self-reflection and change. Please select issues you are comfortable talking about and presenting with your classmates and instructor.

**When You Play the Role of Client in Practice Sessions:** You have the right and personal responsibility to share only as deeply as you want. All experiential exercises in this course are optional and you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course.

**Practice:** This is a class in which you will be learning many new skills. The more you can practice, the faster you will improve. While it is important to understand the material in the textbooks, it is crucial that you be able to demonstrate the required skills. Please practice between classes.

**\*\*\*Confidentiality Awareness:** An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes sexual harassment, sexual assault, dating violence, or stalking and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution’s Title IX coordinator or deputy Title IX coordinator.

## ADDITIONAL LEARNER-CENTERED INFORMATION



We may cover topics with potentially triggering information 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>

## COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

### \*\*\*RUBRICS FOR ALL ASSIGNMENTS POSTED ON CANVAS\*\*\* ASSIGNMENTS DUE TUESDAYS AT 11:59 PM

#### ***Professionalism (20 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 participation, attendance, and your demeanor when interacting with the instructor and your colleagues. *Rubric posted on Canvas.*

#### ***Tapescript and Video Recording # 1 (25 points)***

Prepare a video recording of a pseudo counseling session with a student from class. Each video recording will be accompanied by a tapescript (written transcript). Note: The video recording will not be accepted and reviewed without its accompanying tapescript. This assignment will afford you opportunities to gain familiarity and comfort with various techniques covered during the semester. Each person in the dyad will assume both the counselor and client roles. In the client role, you will be asked to identify an area in your life you would like to change or improve upon. Please select an issue about which you are comfortable discussing and presenting with your classmates and instructor. The assignment will consist of the following:

- Video recording (uploaded on to canvas)
  - Video recording should be made with one of your peers from class and should be 30 minutes in length. Please transcribe either the **first or last 15 minutes** of your video. Indicate on the tapescript which of these you chose.
- Tapescript (submitted via canvas)
- Peer evaluation

#### ***Tapescript and Video Recording # 2 (40 points)***

Prepare a video recording of a pseudo counseling session with a student from class. Each video recording will be accompanied by a tapescript (written transcript). Note: The video recording will not be accepted and reviewed without its accompanying tapescript. This assignment will afford you opportunities to gain familiarity and comfort with various techniques covered during the course of the semester. Each person in the dyad will assume both the counselor and client roles. In the client role, you will be asked to identify an area in your life you would like to change or improve upon. Please select an issue about which you are comfortable discussing and presenting with your classmates and instructor. The assignment will consist of the following:

- Video recording (uploaded on to canvas)
  - The second tapescript and video recording should be made with one of your peers from class and be 30 minutes in length. Review the session and then transcribe your video in its entirety (**all 30 minutes**) as outlined in the guidelines.
  - \*\*\*You are strongly encouraged to conduct practice sessions and review your video recording before submitting it to be graded. \*\*\*

- Tapescript (submitted via canvas)
- Peer evaluation

***Self-Assessment Journal (5 points each x 2 = 10 points)***

For *each* digital recording, you will complete a self-assessment utilizing the Tapescript Rubric. Accurately identifying the skills you used, include areas of strength and areas of growth. In each area, describe how you plan to retain and/or improve these skills. Additionally, students will identify 2-3 specific community referral sources that may be helpful to the client. Upload these assignments together. Self-Assessment template posted on canvas.

***Case Note Practice Assignment (10 points)***

You will create a SOAP note for your mock client with *Tapescript 2* including all components of the note: Subjective, Objective, Assessment, Plan.

***Skillsetter Assignments (2 points each x 10 = 20 points)***

For each counseling skill learned in class you will complete a Skillsetter assignment.

***Suicide Assessment Presentation (10 points)***

GROUP ASSIGNMENT – each group will be assigned a suicide assessment and present it to the class via media: PowerPoint, Prezi, Canva, etc. Include the name of the assessment, structure of the assessment (questionnaire, semi-structured interview), reliability/validity data (e.g., cronbach’s alpha, etc.) and research supporting the efficacy of the instrument. Additionally, discuss the population the assessment is for, and any multicultural considerations of this assessment. Provide a case scenario describing an appropriate time to use this assessment with a client. The presentation is expected to be 15-20 minutes.

***\*\*Extra Credit Assignment (5 points)***

Students can watch on-demand webinars from NAADAC (<https://www.naadac.org/on-demand-webinars>) related to **Clinical Skills**. On the NAADAC web- site, click on the education tab, free webinars, on demand webinars, then click on clinical skills. For each webinar attended, students will receive 1 point toward their final grade (with up to 5 points total). To receive credit for attending the webinar, students must submit the following (for each webinar): (1) Name of Workshop, (2) Presenter(s) Name and Credentials, (3) Paragraph Describing the Workshop and What You Learned. You do not need to pay for the CE quiz. It’s sufficient that you view the webinar (which is free) and submit the required information for each webinar.

**Grading Criteria Rubric and Conversion**

**Grade Distribution**

<b>Professionalism:</b>	20 points
<b>Tapescript and Video Recording # 1:</b>	20 points
<b>Tapescript and Video Recording # 2:</b>	30 points
<b>Self Assessment (5 points each x 2):</b>	10 points
<b>Case Note Practice Assignment (SOAP Note):</b>	10 points
<b>Skillsetter Assignments (2 points each x 10):</b>	20 points
<b>Suicide Assessment Presentation:</b>	10
<b>Total:</b>	<b>120 points</b>



**Grade Equivalent:**

108 - 120 = A  
 96 – 107.99 = B  
 84 – 95.99 = C  
 72 – 83.99 = D  
 0 – 71.99 = 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 crucial to your learning in this course, your development as a student, and as a future counselor. As such, you are allowed one free absence; please email me if you will be absent from any class. **There will be a grade reduction (2.5-point deduction to the professionalism grade) for each unexcused absence after the first.**

**Course Outline and Calendar**

<b>Week</b>	<b>Class Meeting Schedule</b> *Synchronous Meetings are Wednesdays 6:00 – 7:00 PM	<b>Assigned Readings for the Week</b>	<b>Assignments Due</b> *Assignments due day of class at 11:59 PM
Week 1: August 28-September 2, 2023	<b>Face to Face Class</b> August 30, 2023	Chapter 1 (Young, 2017)	
Week 2: September 3-September 9, 2023	<b>Face to Face Class</b> September 6, 2023	Chapter 2 (Young, 2017) Chapter 3 (Young, 2017)	
Week 3: September 10-September 16, 2023	<b>Face to Face Class</b> September 13, 2023	Chapter 4 (Young, 2017)	Skillsetter Assignments: Module 1 – How to Open a Session: Invitational Skills Module 2 – Open Questions
Week 4: September 17-September 23, 2023	<b>Face to Face Class</b> September 20, 2023	Chapter 5 (Young, 2017)	Skillsetter Assignment: Module 3 - Paraphrasing
Week 5: September 24-September 30, 2023	<b>Face to Face Class</b> September 27, 2023	Chapter 6 (Young, 2017)	Skillsetter Assignment: Module 5 – Reflecting Feeling
Week 6: October 1-October 7, 2023	<b>Face to Face Class</b> October 4, 2023	Chapter 7 (Young, 2017)	Skillsetter Assignment: Module 6 – Reflecting

			Meaning
Week 7: October 8- October 14, 2023	<b>Synchronous</b> October 11, 2023	Chapter 8 (Young, 2017)	Skillsetter Assignment: Module 7 – Summarizing
Week 8: October 15- October 21, 2023	<b>Face to Face Class</b> October 18, 2023	Chapter 9 (Young, 2017)	Skillsetter Assignment: Module 8 - Empathy
Week 9: October 22- October 28, 2023	<b>Face to Face Class</b> October 25, 2023	Chapter 10 (Young, 2017)	Tapescript & Video Recording # 1  Self-Assessment # 1
Week 10: October 29- November 4, 2023	<b>Asynchronous</b>	Chapter 11 (Young, 2017)	Skillsetter Assignment: Module 9 – Self- Disclosure
Week 11: November 5- November 11, 2023	<b>Face to Face Class</b> November 8, 2023	Chapter 12 (Young, 2017)	Skillsetter Assignment: Module 10 – Confrontation
Week 12: November 12- November 18, 2023	<b>Face to Face Class</b> November 15, 2023		Skillsetter Assignment: Module 12 – Bonus: Suicide Assessment
Week 13: November 19- November 25, 2023	<b>Asynchronous</b>	Thanksgiving	
Week 14: November 26- December 2, 2023	<b>Face to Face Class</b> November 29, 2023		Tapescript & Video Recording # 2 Self-Assessment # 2
Week 15: December 3- December 9, 2023	<b>Face to Face Class</b> December 6, 2023	Cameron & Turtle-song (2002) Granello (2010)	Case Note Practice Assignment
Week 16: December 10- December 15, 2023	<b>Face to Face Class</b> December 13, 2023		Suicide Assessment Presentations *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](mailto: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.*

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## 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](https://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](https://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](mailto: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](mailto: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](mailto:swacc@tamuct.edu), located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or [ssa@tamuct.edu](mailto: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](mailto: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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