COUN 528: INTRODUCTION TO GROUP DYNAMICS AND PROCEDURE
Spring 2018
Wednesday 4:30-7:10
CHEC 220

INSTRUCTOR
Erika Schmit, Ph.D., LPC
Assistant Professor

Office: Binnion 219
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OFFICE HOURS
Monday 4:30-6:30; by appointment (CHEC)
Wednesday 7:10-8:00 (after class) by appointment only (CHEC)
Friday by appointment only (CHEC/Commerce)

COURSE INFORMATION

TEXTBOOK(S)

Required:

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and Practice* (10th ed.).
Belmont, CA: Brooks/Cole.

American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA:
Author.

Any supplemental articles will be placed online.

Recommended:

American Psychological Association. (2011). *Publication manual of the American
Psychological Association (6th ed.). Washington, D. C.: American Psychological
Association.*

Software Required
University E-College system

The *syllabus/schedule are subject to change.*

CATALOG DESCRIPTION OF COURSE
528. *Introduction to Group Dynamics and Procedures.* Three Semester Hours.
A study of group development, dynamics, and theories in relation to group guidance, group counseling, and group therapy. Leadership styles, techniques and roles are explored, and ethical and legal issues related to group interventions are discussed. Prerequisite: COUN 510 or consent of instructor with concurrent enrollment in COUN 510.

GENERAL COURSE INFORMATION
As one of the core courses in the TAMU-Commerce Counseling Program, this course should be taken early in the student's program, but not first. The course includes studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. A grade of "B" or higher must be earned in COUN 501, 510, 528, and 516 for admission to candidacy status (or its equivalent for those seeking school counselor certification only), which is required before practicum (COUN 551).

COURSE OBJECTIVES include, but are not limited to, the following.
Students will demonstrate an understanding of:
1. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; (6a)
2. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; (6b)
3. theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature; (6c)
4. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; (6d)
5. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; (6e)
6. professional preparation standards for group leaders;
7. ethical and legal considerations related to group work; and
8. students will become more conscious of their personal growth through participation as group members. (6e)

CONTENT AREAS include, but are not limited to, the following:
I.   Group dynamics
     A. Group process components
     B. Developmental stage theories
     C   Group members' roles and behaviors
     D. Therapeutic factors of group work
II. Group leadership styles and approaches
     A. Characteristics of various types of group leaders
     B. Leadership styles
III. Theories of group counseling
     A. Commonalties
     B. Distinguishing characteristics

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C. Pertinent research and literature
IV. Group counseling methods
    A. Group counselor orientations and behaviors
    B. Appropriate selection criteria and methods
    C. Methods of evaluation of effectiveness
V. Approaches used for other types of group work
    A. Task groups
    B. Psychoeducational groups
    C. Therapy groups
VII. Professional preparation standards for group leaders
VIII. Ethical and legal considerations related to group work

TExES COMPETENCIES THAT RELATE TO THIS COURSE *(TExES is the state examination required for school counselor certification.)*
Competency 001 (Human Development)
    The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.
Competency 002 (Student Diversity)
    The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
Competency 006 (Counseling)
    The school counselor understands how to provide effective counseling services to individuals and small groups.
Competency 010 (Professionalism)
    The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS

Course Format
This course includes lecture, discussion, and experiential components. The format of this course includes approximately an hour of lecture/discussion and approximately an hour and a half of group counseling sessions. This course requires at least 10 hours of group counseling. This will not be a substitute for personal counseling; rather, a training component of the counseling program.

Minimal Technical Skills Needed
You will need to utilize such technology as e-college and Microsoft Word

Attendance, participation, assignments, and classroom activities

All students are required to attend and actively participate in class. University guidelines regarding attendance policy will be followed. Due to the nature of this course, you should attend ALL classes but I do understand that unforeseeable circumstances may happen. Please plan for the weeks in which we are participating in actual group counseling. Absences will not be

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excused during these weeks unless an emergency arises. If you cannot actively participate in the group, you should not be enrolled in this course during this semester. More than two absences will result in a letter grade reduction. Being excessively late to class and/or leaving early counts as an absence and will result in a possibility of a letter grade reduction as well. Students are expected to arrive to class on time and contribute to all discussions, activities, presentations, etc. Participation is a critical component to your learning outcome. Participation includes actively and respectfully interacting with the professor and your peers. This includes reading all course material before the class date in order to contribute to class discussions. Any student that noticeably does not participate in class will lose significant participation points. The professor will assign groups during the second week of class. Participation in these groups is key to your learning experience.

Activities outside of the classroom

In addition to participation in classroom discussions and activities, students are required to complete any homework assignments. All assignments must be completed by class time on the due date. Failure to do so will result in a 10% deduction per day late. In addition to this, students should become familiar with APA guidelines. Students must adhere to APA guidelines on all assignments.

Other requirements

Students need to have access to and be proficient in navigating the Internet. Furthermore, students should check their Leo email often, and ensure that they have access to their e-college account. This is crucial, as myself and other members of the department periodically update these platforms on any changes or issues. Also, please frequent the department website as updates are posted here as well.

Communication with Professor

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, calls will be returned at my earliest convenience. Therefore, email is the best way to reach me. I will attempt to answer all emails within 24-48 hours Monday-Friday. When emailing, please use your university email and address me with courtesy and respect.

Confidentiality

Because of the nature of this course, students are required to lead/co-lead and participate in actual counseling groups. As a result, you and your peers may share personal information concerning the group topics. However, confidentially is of the utmost importance for this course, and a responsibility of not only the professor, but also of you, as a counseling student. Breaking this confidentiality will not be tolerated.

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Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. You are expected to actively participate in all activities and discussions. This is crucial to your learning. My approach to learning is that you (as the student) are responsible for your own learning, while I am responsible for the learning environment. As a graduate student, you need to be active in class, be a critical thinker, and be respectful and engaging.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Attend class and be on time. Learning cannot fully happen if you are not present.
9. Appropriately participate in the experiential group. If you think that you cannot participate in these groups, you should not be enrolled in COUN 528 at this time. These groups are NOT a substitute for counseling. Please see your instructor if you need a referral source for counseling.
10. Be open to the process. This degree takes time, work, effort, and growth.

Guidelines for Group
1. Your group will serve as two-fold: (1) to gain experience as a group member in counseling and (2) to begin training on how to facilitate a group.
2. As a group (the class), you all will develop a general goal for the semester. This is an important component of a cohesive group. I will provide suggestions (see below), but it is up to you all to talk this through during your first group session.
   - Utilizing an overall topic for the semester such as relationships, stress, etc.
   - Having a more general goal of personal growth
   - Using your group time as a process group verbalizing current experiences
3. During your first session, in addition to goals, you will also develop group norms/rules (see chapter 6).
4. During your group experience, you (as the group member) will be expressing your experiences, observations, feelings, and thought. In addition, you will give and receive feedback to other group members.
5. Be your authentic self during sessions.
6. Only share what you are comfortable sharing. Please note that while I hold confidentiality, I am also bound by ethics. As such, will need to report any inappropriate behaviors (i.e., abuse) and severe emotional issues (i.e., suicidal ideations) to the appropriate authorities (i.e., department chair, program coordinator, University police).
7. Clinical courses such as this sometimes bring up emotional difficulties for students. If you need any support throughout the semester, please talk to your professor, your advisor, or a counselor.

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Overview of Assignments

1. **Group Proposal Paper (100 points)**

   The purpose of this paper is to develop a counseling group that you would like to facilitate in the future. Choose a group population that interests you and create a 6-8 session group. This paper will include the following: (a) comprehensive literature review on the topic of choice; (b) a description of your group including type, setting, group members, issues (c) logistics including selection of members, exclusion/inclusion criteria, duration/length, (d) complete AT LEAST a 6-8 session plan outlining each group session (each session on a separate page and (e) end goal; what you wish to achieve; what group members will achieve. The literature review should include key components of the topic and setting, rationale behind the need for that specific group, any research on the specific population, and any successes/solutions with that specific issue. The session plan should be detailed and clearly flow from initial stages of group to final stages of group. In other words, walk me through the hows, whats, and whys of your group. Your proposal should include AT LEAST 10 references from counseling, peer-reviewed journals. Examples of these journals are provided at the end of the syllabus. You may also use books. The entire group proposal paper should be 20-25 pages in length (including title page and references). You must follow APA 6th edition guidelines. Examples will be provided in E-College.

   a) **Literature Review**
      - A literature review gives the reader an overview of a particular topic and includes summary (important information) and synthesis (re-organization of that information).
      - Your literature review should between roughly 8-10 pages, which does not include the title and reference pages.
      - Your literature review should include at least 10 references from peer-reviewed journals.
      - Make sure that your review is in 6th edition, APA format.
      - Utilize headings and subheadings for organization (review APA).

   b) **Group Sessions**
      - This proposal is YOUR group. While you are including literature, you are not presenting someone else's group.
      - A description of your group including type, setting, group members, issues. Describe the type of group that you plan to run. What setting will your group be in? (e.g. school, clinical); What ages? (e.g. adults, adolescents, children) Who are your group members? What issue(s) are your members experiencing? What is your ultimate goal for this group?
      - Logistics including selection of members, exclusion/inclusion criteria, duration/length. How do you plan to select/screen group members? What are your criteria for inclusion and exclusion of potential participants? How long is each session and how often would you meet? Ensure you have enough sessions to cover your topic of choice. You should be able to see change in group members.
      - 6-8 session plan outlining each group session. Each session should be on a separate page. Walk me through your group. This should be detailed and

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clearly flow from the initial stages of group to the final stages of group.
- End goal. As the group leader what do you wish to achieve and what may group members achieve? Do you believe your group plan would reach your ultimate goal (based on literature that you read)?

2. Group Experience (20 points)

All students will actively participate in groups during the second half of classes. Students will be (a) a leader, (b) a "client", or (c) an observer (depending on class/group size). Students will have the chance to participate in all three of these roles at least once (depending on class/group size). You will each lead/co-lead (depending on class/group size) a 60-90 minute group. The leaders will facilitate the group topic. All students who are considered group members for that day are required to participate (i.e., talk) in the group topic. Students who observe the group for that day critique both the leaders and group process. Group leaders will be graded based on attempted group leadership skills and participation. Since this is a learning experience, group leaders will not necessarily be graded on execution of group skills. Group members will not be evaluated on content of session. In addition to this, you will be participants of groups led by doctoral students.

3. Weekly journals (60 points)

Throughout this program you will experience a personal awareness journey of yourself and others. This is an important process to go through and understand. Journaling provides a medium for you to reflect on personal experiences as well as deepen you knowledge of the group process. You will turn in a 2-4 page journal entry each week (beginning week 2). You will focus on the previous week's group session. Prompts for your entry according to your role that week are below. You have a total of 12 journals.

Everyone
  a) Summarize the group topic.
  b) Describe any techniques you noticed.
  c) What is one thing you learned from this week's group?
  d) Please connect what you learned this week to your potential settings. Give examples.
  e) Discuss anything else that you noticed of importance this week.
Group Leader
  a) What was it like to be the leader?
  b) What were some challenges you noticed?
  c) What are some of your strengths as the group leader?
  d) What are some of your growth areas?
  e) What is one thing you would do different?
Group Participant
  a) What was it like to be a participant this week?
  b) Describe your comfort level with the group topic and group process this week.
Group Observer (if applicable)
  a) How involved/active was the group this week? Describe.
  b) Describe what you thought the group leaders did well this week?
  c) What would you have done differently if you were the leader this week?

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4. Final Exam (100 points)

The final exam will include information learned throughout the semester. It will include 50 multiple-choice questions each worth 2 points.

5. Growth Reflection Paper (10 points)

Write a 2-4 page reflection paper on the course. Summarize your experiences in this course. Discuss what you learned in the course and what you learned about yourself. Think about your personal and professional growth during this semester. Think about your strengths and growth areas and discuss these. Think about how you have grown personally and professionally and include this in the paper. Discuss how growth in this class may influence your future group experience.

6. Participation and Professionalism (10 points)

Final Grading

Participation	10 points
Final Group Proposal Paper	100 points
Group Experience	20 points
Weekly Journals	60 points
Final Exam	100 points
Growth Reflection Paper	10 points
Total	**300 points**

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures).

Students are expected to maintain integrity at all times. Plagiarism is presenting others' work as your own and will not be tolerated in this course. Please remember to always cite authors' work and never directly copy from any source. When in doubt please do not be afraid to ask.

Any act of academic dishonesty may result in a grade of "0" on the assignment and/or course and will be reported to the department chair.

As a courtesy to your professor and peers please refrain from using your cell phone in this class.

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If you have a family emergency, please step outside of class to address it. You are allowed to use laptops for professional use only (i.e., taking notes). You are not allowed to utilize your laptop for checking personal emails, Facebook, Twitter, etc. This is disrespectful to your professor and those around you.

APA Style and Formatting

All assignments submitted should follow APA 6th edition guidelines. I strongly suggest students to buy the APA manual. There are also many Internet sites that can be utilized if you are not familiar with APA style.

DISCRIMINATION FREE ENVIRONMENT
A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

UNIVERSITY CLOSING DUE TO WEATHER
Check http://www.tamu-commerce.edu/http://www.tamu-commerce.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

Resources for Assignments

Counseling Journal List (not limited to only these):

Journal of Counseling & Development (JCD)
Adultspan Journal
The Career Development Quarterly (CDQ)
Counseling and Values (CVJ)
Counselor Education and Supervision (CES)
Journal of Addictions & Offender Counseling (JAOC)

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Journal of College Counseling (JCC)
Journal of Employment Counseling (JEC)
Journal of Humanistic Counseling (JHC)
Journal of Multicultural Counseling and Development (JMCD)
Counseling Outcome Research and Evaluation (CORE)
Measurement and Evaluation in Counseling and Development (MECD)
Journal of Professional Counseling: Practice, Theory, and Research
The Family Journal
Journal of Child and Adolescent Counseling (ACAC)
Journal of Creativity in Mental Health (ACC)
Journal of LGBT Issues in Counseling (ALGBTIC)
Journal of Mental Health Counseling (AMHCA)
Journal of Military and Government Counseling (MGCA)
Journal for Social Action in Counseling and Psychology (CSJ)
Journal for Specialists in Group Work (ASGW)
Measurement and Evaluation in Counseling and Development (AARC)
Professional School Counseling (ASCA)
Rehabilitation Counseling Bulletin (ARCA)

Course Calendar

Date	Topic	Readings	Assignments
1/17/18	Introductions; Course Overview and Expectations; Review of Syllabus; Introduction to the Class		
1/24/18	Introduction to Group Work	Chapter 1	**Doc Led Group 1**
1/31/18	The Group Counselor	Chapters 2	**Doc Led Group 2 Journal 1 Due**
2/7/18	Ethics in Group Work	Chapters 3	**Doc Led Group 3 Journal 2 Due**
2/14/18	Group Counseling Theories	Chapter 4	**Doc Led Group 4 Journal 3 Due**
2/20/18	Stages: Forming the Group	Chapter 5	**Doc Led Group 5 Journal 4 Due**
2/28/18 **NO CLASS TACES Conference**	NO CLASS	NO CLASS	NO CLASS
3/7/18	Stages: Initial	Chapter 6	**Student Group 1 Journal 5 Due**
3/14/18 **NO CLASS SPRING BREAK**	NO CLASS	NO CLASS	NO CLASS
3/21/18	Stages: Transition	Chapter 7	**Student Group 2**

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			Journal 6 Due
3/28/18	Stages: Working	Chapters 8	**Student Group 3 Journal 7 Due**
4/4/18	Stages: Final	Chapter 9	**Student Group 4 Journal 8 Due**
4/11/18	Groups In Schools	Chapter 10	**Student Group 5 Journal 9 Due Group Proposal Due 4/11**
4/18/18	Groups in the Community	Chapter 11	**Student Group 6 Journal 10 Due**
4/25/18 **ACA Conference**	Group Only	Group Only	**Doc Led Group 6 (Last Group) Journal 11 Due**
5/2/18	Last Class; Closing		**Journal 12 Due 5/2 Course Reflection Paper Due By 5/9**

Syllabus may be amended by the professor throughout the semester as necessary.

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders*
    (5th ed.). Washington, DC: Author.
Corey, G. (2005). *Theory and practice of counseling and psychotherapy* (7th ed.). Belmont,
        Grove, CA: Brooks/Cole.
Council for Accreditation of Counseling and Related Educational Programs. (2009). *CACREP   2009 Standard.*
Granello, P. F. (2012). *Wellness Counseling*. New Jersey: Pearson
Greenberg Jerrold S. (2011). *Comprehensive Stress Management* (11th ed.). New York:
    McGraw Hill.
Kottler, J. A. (2003). On being a therapist. San Francisco: Jossey Bass.
Seligman, L. & Reichenberg, L. W. (2007). *Selecting effective treatments: A comprehensive,
    systematic guide to treating mental disorders (3rd Ed.).* San Francisco: Jossey-Bass.
Stahl, B., & Goldstein, E. (2010). *A mindfulness-Based Stress Reduction Workbook.* Oakland:
    New Harbinger.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    o 512 MB of RAM, 1 GB or more preferred
    o Broadband connection required courses are heavily video intensive
    o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

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- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.
    Pop-ups are allowed.
    JavaScript is enabled.
    Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
    - Adobe Reader https://get.adobe.com/reader/
    - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    - Adobe Shockwave Player https://get.adobe.com/shockwave/
    - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

The *syllabus/schedule are subject to change.*

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.   http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

The *syllabus/schedule are subject to change.*

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

PEARSON COURSES	**App Title:**	**iPhone** – Pearson LearningStudio Courses for iPhone **Android** – LearningStudio Courses - Phone
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android	https://play.google.com/store/apps/details?id=com.pearson.lsphone

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App URL:	

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View course filters on activities
• View link to Privacy Policy
• Ability to Sign out
• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

I answer my emails fairly quickly as this is the quickest way to reach me. Additionally, I will attempt to grade all assignments within a week.

The *syllabus/schedule are subject to change.*

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Please see above.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

The *syllabus/schedule are subject to change.*

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safet yOfEmployeesAndStudents/34.06.02.R1.pdf

The *syllabus/schedule are subject to change.*

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The syllabus/schedule are subject to change.