



Department of Counseling and Psychology

COUN 5367, CRN 10815, Play Therapy

Spring 2021 rev. 1-13-2021

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: *Levi McClendon, Ph.D., LPC, NCSC, Registered Play Therapist*

Office: 318E

Email: lmccclendon@tamuct.edu

Virtual Office Hours: 11:00am-3:00pm Mondays, 12:00pm-4:30pm Wednesdays

Class Time: 6:00pm-8:45 Wednesdays

Course Location: Online

Course Delivery: Synchronous Online (Online Class Meetings)

Mode of instruction and course access:

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. This course will require 70% synchronous meetings.

Mode of Communication: *Please email me through the Canvas Online Management System. Canvas emails connect the student concern to the course. Email is checked daily during the weekdays (Monday-Friday) and is generally returned within 24 hours. An email sent on Friday after 4:00pm will be read and replied to the following Monday. Please provide at least two days request for an appointment outside of my office hours.*

WARRIOR SHIELD

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

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must

observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Course Overview and description:

Learn play therapy with an emphasis on developing counseling skills using play as the means of communication and understanding. Study background, history, various play techniques, and related ethical concerns.

Prerequisite(s): COUN 5350 or permission of department chair

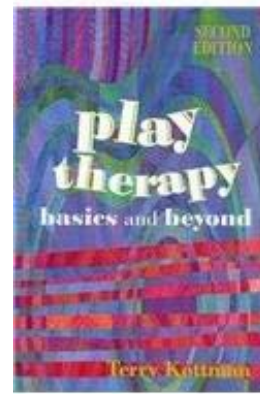
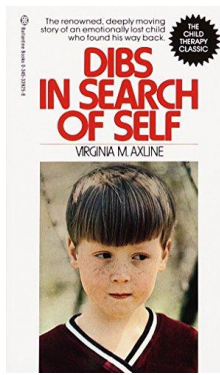
To gain the most out of this course you will have also taken COUN 5304 and COUN 5357

Required Texts:

Dibs: In search of self. *Boston: Houghton Mifflin.*

Kottman, T. (2014). Play therapy: Basics and beyond (2nd ed.). Alexandria: American Counseling Association.

*Instructor will require additional readings posted in Canvas.



Course Format: This seminar class includes online lectures/PowerPoint presentations, narrative presentations, video presentations, whole class discussions & practical exercises, self-selected inquiries, and research presentations. Evaluation consists of professor assessments, including critiques of play therapy knowledge and skills, research paper, and case presentations.

Course Content:

- ⌘ Overview and history of the profession
- ⌘ Introduction to the major theories of the profession
- ⌘ Introduction to the practices of the profession
- ⌘ Introduction to the dynamics of the therapeutic relationship
- ⌘ Presentation of the role and responsibilities of the Play Therapist
- ⌘ Presentation of legal and ethical issues of the Play Therapist
- ⌘ Application of skill development
- ⌘ Discussion of the future/multicultural trends of the profession of Play Therapy

Participation:

I expect the following from all students:

1. You will demonstrate *quality class participation*. This means discussing and sharing information that is relevant to the overall learning experience of the class. You are expected to have read the material prior to class and be able to reflect and critique the material in discussions. In addition, you are expected to augment your class participation with relevant and related professional articles, as they relate to class topics. Additionally, due to the experiential nature of course instruction, I have expectancy that you will be open to opportunities for self/professional growth.
2. *Self-directed Inquiry/Reading:* You are encouraged to read materials, attend professional development workshops, conduct online and library searches that are personally meaningful. The content of the basic texts and other pertinent articles and books will be emphasized by the instructor according to her perceived level of interest or needs of the class.
3. *Simulation Activities:* You will be expected to participate in group and individual activities designed to facilitate the understanding requisite to achieving the course objectives.

Student Learning Outcomes:

- Students will identify developmentally and theoretically appropriate play therapy toys and materials for the purposes of both assessment and treatment.
- Students will conceptualize a client's presenting mental health issue(s) and psychosocial problem(s) through a developmental and theoretical play therapy framework.

- Students will compare and contrast the legal and ethical issues that are unique to play therapy and those shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries and duty to warn and protect, use of touch.
- Students will demonstrate basic play therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting.

Student Learning Outcomes	CACREP 2016 Standards: Clinical Mental Health Counseling	Association for Play Therapy 2020 Competencies	Assignment
Recall Play Therapy origins, concepts, applications, and skills	<i>1a.</i> History and development of clinical mental health counseling, <i>1b.</i> theories and models related to clinical mental health counseling	<i>1a.</i> Demonstrate knowledge of the history of play therapy, <i>1b.</i> Demonstrate understanding of the therapeutic powers of play, <i>1c.</i> Demonstrate knowledge of the therapeutic relationship in play therapy, <i>1j</i> Demonstrate an understanding of the diverse impacts of childhood trauma (e.g., neurobiological, systemic, social) and the implications for play therapy	Spontaneous Celebrations of Knowing
Create a theoretically consistent play therapy tote bag including toys and materials	<i>1b.</i> theories and models related to clinical mental health counseling, <i>2b.</i> theories and models of multicultural counseling, cultural identity development, and social justice advocacy <i>2f.</i> the impact of spiritual beliefs on the clients' and counselors' worldviews	<i>2.a</i> Apply and articulate the therapeutic powers of play, <i>2h.</i> Demonstrate understanding of own cultural identity and exhibit cultural competence and inclusion through a culturally sensitive playroom and play therapy process	Totebag Playroom
Critically evaluate a historical play therapy case detailing child developmental stages/needs, assessment issues, diagnostic and treatment considerations, clinical impressions, and your personal and professional reaction.	<i>3.a</i> theories of individual and family development across the lifespan, <i>3c.</i> theories of normal and abnormal personality development <i>3e.</i> biological, neurological, and physiological factors that affect human development, functioning, and behavior. <i>3f.</i> systemic and environmental factors that affect human development, functioning, and behavior. <i>1.a</i> history and philosophy of the counseling profession and its specialty areas, <i>2b.</i> Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders, <i>3d.</i> diagnostic process, including differential diagnosis and the use of the current diagnostic classification systems in including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	<i>1.d</i> Demonstrate knowledge of seminal/historically significant play therapy theories and models, <i>1.e</i> Apply theories and stages of childhood development in play therapy, <i>2.c</i> Apply assessments that highlight various aspects of the child and/or system and the play therapy process (e.g., conceptualization, diagnosis, family dynamics, treatment sustainability and effectiveness, termination).	DIBS Reactions Paper
Create an APT Credentialing Binder complete with requirements specified in the RPT Standards and Application.	<i>1g.</i> professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	<i>3.a</i> Maintain play therapy credentials and involvement in professional play therapy organizations,	APT Credentialing Assignment

<p>Create a case conceptualization presentation based on an identified play therapy theory</p>	<p>1a. history and development of clinical mental health counseling theories, 1b models related to clinical mental health counseling, 3a. theories of individual and family development across the lifespan,</p>	<p>1c. Demonstrate knowledge of the therapeutic relationship in play therapy 1d. Demonstrate knowledge of seminal/historically significant play therapy theories and models 1e. Apply theories and stages of childhood development in play therapy 1h. Demonstrate knowledge of family & systemic theories in play therapy 1k. Demonstrate knowledge of assessment in play therapy 2a. Apply and articulate the therapeutic powers of play 2d. Articulate and explain the play therapy process and codes 3e. Seek and integrate play therapy-specific continued education, research, and literature</p>	<p>Play Therapy Case Conceptualization</p>
<p>Discuss play therapy seminal positions, ethical standards, and codes</p>	<p>1f ethical standards of professional counseling organization and accrediting bodies, and applications of ethical and legal considerations in professional counseling</p>	<p>1.f Identify and apply ethical practices in play therapy, 3b. Consistently evaluate and adjust play therapy practices to meet state and discipline ethical guidelines and codes, 3.c Apply ongoing integration of APT's guidelines within the Best Practices and Paper on Touch</p>	<p>Play Therapy Online Discussion Board Assignments</p>
<p>Conduct two video recorded centered play therapy sessions complete with child assessments, diagnosis, play therapy skills sheet, session summary, and treatment plan</p>	<p>5g. essential interviewing, counseling, and case conceptualization skills, 5h. developmentally relevant counseling treatment or intervention plans, 5i development of measureable outcomes for clients, 5j. evidenced-based counseling strategies and techniques for prevention and intervention, 7e. use of assessments for diagnostic and intervention planning purposes, 7l. use of assessment results to diagnose developmental, behavioral, and mental disorders</p>	<p>2.b Demonstrate relationship and rapport building skills (empathy, safety ,unconditional positive regard) by utilizing self in relationships with children, caregivers, stakeholders in play therapy, 1g. Demonstrate an understanding of the play therapy treatment process (e.g., treatment goals, plans, documentation, intake/termination, and tracking of treatment progress). 1k. Demonstrate knowledge of assessment in play therapy 2.e Demonstrate basic play therapy skills (e.g., tracking, reflection of feeling, limit setting, pacing), 2f. Identify play dynamics (e.g., types of play, themes, stages) and incorporate clinical considerations in treatment, 2.g Develop play therapy treatment goals and plans congruent with theoretical orientation, 2i Demonstrate play therapy treatment skills congruent with theoretical orientation (e.g., conceptualization, interventions)</p>	<p>Midterm/Final Play Therapy Sessions</p>

ASSIGNMENTS:

Total Points: 100

1. Participation (Complete/Incomplete)

I am only responsible for certain elements of class learning opportunities; the extent of your learning is up to your own personal investment and interest in the course. Participation is expected and will be determined based on your attendance and contributions to class discussions/activities. I would like to have all students participate in text-generated insightful discussions. Additionally, I would like to see all students participate in live practice and experiential activities.

2. Celebrations of Knowing and Doing (4 points)

The readings and our class practice sessions are essential for your understanding and application of course material. Throughout the semester, I will post Celebrations of Knowing on Canvas. You will also have Celebrations of Doing. Specifically, you will model specific play therapy skills in class. You will have four celebrations: two knowing and two doing. The Celebration of Knowing formats will be multiple choice or essay format if you have completed the readings (*or multiple guess/creative writing if you have not*) throughout the semester. These celebrations may cover material from *Play therapy: Basics and beyond*, *DIBS*, or from assigned course readings.

3. Tote-bag Playroom and Elevator Speech (10 points)

Compile your own Tote-bag Playroom for use with your “minipracticum” (i.e., Midterm/Final Play Therapy Sessions) play therapy client. It must include 4 or 5 toys representative of each of Landreth’s 3 categories. Bring your tote-bag to class. You will set up your kit and as I walk through you will need to be able to identify each category your toys represent according to Landreth’s categories. Your chapter readings will suggest how categories may be modified to be responsive to culture and environment of differencing populations. Adapt your tote-bag for culture and be able to discuss your choices.

4. DIBS Paper -- *Dibs: In search of self* (20 points) Critically evaluate a historical play therapy case, *DIBS*, detailing child developmental stages/needs, assessment issues, your play therapy theoretical orientation, diagnostic and treatment considerations, clinical impressions, and your personal and professional reaction. The paper should be from three to four pages, and contain your observations of what Dr. Axline uses in her therapeutic repertoire to work with *Dibs*. Use your textbook and other peer-reviewed articles to support *DIBS* developmental stages/needs, assessment issues, diagnostic and treatment considerations, and your clinical impressions.

5. Midterm Play Therapy Session (15 points, completed & documented)

The Midterm Play Therapy Session consists of several requirements: 1) conduct one video-taped play therapy session with an unrelated child of your choice, using your Tote-bag Playroom (audio and visual must work for a full grade, 2) complete a session summary and skills sheet for the session, 3) Fully Complete a Basic Play Therapy Skills Sheet.

6. APT Credentialing Assignment (20 points) See Rubric and instructions on the course rubrics document.

7. Final Play Therapy Session (15 points, completed & documented)

The Final Play Therapy Session consists of several requirements: 1) conduct one video-taped play therapy session with the same unrelated child from your Midterm Play Therapy Session using your Tote-bag Playroom (audio and visual must work for a full grade, 2) complete a session summary and skills sheet for the session, 3) Fully Complete a Basic Play Therapy Skills Sheet.

8. Play Therapy Case Conceptualization Presentation (10 points)

This activity will require an in-depth case conceptualization using one particular THEORY of play therapy for the child: *DIBS*. You may choose from any of the theories introduced in Kottman’s text (*Play Therapy: Basics and Beyond*). Use at least 4 references *in addition* to your text; at least two must be from original theory sources mentioned in Chapter 3. The presentation template will be provided to you. Come prepared to present and discuss your findings. There are several requirements for the presentation, so please review the rubric.

9. Play Therapy Online Discussion Board (30 points)

You will be required to post two thoughtful discussions after reading the following articles: “Why Play Therapy is Really, Really, Stupid” and “APT and Touch.” Make sure you review the rubrics for these assignments on Canvas

Grading

Assignment	Points	Percentage
Participation	0	Complete/Incomplete
Celebrations of Knowing and Doing	4	4%
Tote-Bag Playroom	10	10%
DIBS Paper	20	20%
Midterm Play Therapy Session	15	15%
APT Credentialing Assignment	20	20%
Final Play Therapy Session	15	15%
Play Therapy Case Conceptualization Presentation	10	10%
Play Therapy Online Discussion Board Postings	6	6%
Total Points Earned	100	100

Attendance policy: Class attendance is required and crucial to your development as a student and future counselor. Please email me before class if you will be absent. There will be a grade reduction (5-point deduction to the final course grade) for each unexcused absence after the first. Two or more in-class lecture absences may result in grade of “F” (at the instructor’s discretion). Arriving 10 or more minutes late or leaving 10 or more minutes early is considered an absence.

Late work policy: If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it’s late (with a maximum reduction of 30%). **However, credit will NOT be awarded for assignments turned in more than 7 days past its due date.**

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 Practicum 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.
9. Willful conduct that may cause injury to self or others.
10. Sexual harassment and/or violence in the workplace as defined by Texas A&M University - Central Texas University.

Web addresses for Play Therapy information

Association for Play Therapy: <http://www.a4pt.org>

Texas Association for Play Therapy: <http://www.txapt.org>

Central Texas Play Therapy Association: <http://centraltexasplaytherapy.org>

Date Meeting Type	Subject	Readings/Videos Due	Assignments Due
January 20 Week 1 Synchronous Online	Review of Syllabus & Course Expectations Introduction to Play Therapy	None	None
January 27 Week 2 Asynchronous Online	<i>Part I:</i> Basic Concepts History of Play Therapy	Kottman Chapter 1-2 Begin Reading DIBS	Celebration of Knowing 1: Syllabus
February 3 Week 3 Synchronous Online	Theoretical Approaches to Play Therapy	Kottman Chapter 3	
February 10 Week 4 Synchronous Online	<i>Part II:</i> Basic Skills Logistical Aspects of Play Therapy	Kottman Chapter 4	
February 17 Week 5 Synchronous Online	Winter Storm		Celebration of Knowing 2: History, Theories, and Logistical Aspects of Play Therapy
February 24 Week 6 Synchronous Online	Tracking Restating Content	Kottman Chapters 5-6	

<p>March 3</p> <p>Week 7</p> <p>Synchronous Online</p>	<p>Reflecting Feelings Setting Limits</p>	<p>Kottman Chapter 7-8</p>	<p>Tote Bag</p>
<p>March 10</p> <p>Week 8</p>	<p>Returning Responsibility to the Child Dealing with Questions</p>	<p>Kottman Chapter 9-10</p>	<p>DIBS Paper</p>
<p>March 17</p> <p>Off</p>	<p>SPRING BREAK</p>		
<p>March 24</p> <p>Week 9</p> <p>Synchronous Online</p>	<p>Integration of Basic Skills</p>	<p>Kottman Chapter 11</p>	<p>Celebration of Doing 3: Tracking, Restating Content, Reflecting Feelings</p>
<p>March 31</p> <p>Week 10</p> <p>Synchronous Online</p>	<p><i>Part III: Advanced Skills and Concepts</i> Recognizing and Communicating Through Metaphor</p>	<p>Kottman Chapter 12</p>	
<p>April 7</p> <p>Week 11</p> <p>Synchronous Online</p>	<p>Supervised Tape Review</p>		<p>Midterm</p> <ul style="list-style-type: none"> • Consent to Record • Tape • Skills Sheet • Session Summary
<p>April 14</p> <p>Week 12</p> <p>Synchronous Online</p>	<p>Advanced Play Therapy Skills</p>	<p>Kottman Chapter 13</p>	<p>APT Credentialing Assignment</p>

April 21 Week 13 Synchronous Online	Working with Teachers and Parents	Kottman Chapter 14	Celebration of Doing 4: Metaphor and Advanced Skills
April 28 Week 14 Asynchronous (Online)	Complete Discussion Postings	APT Touch/Why Play Therapy is Stupid	Play Therapy Discussion Board Postings
May 5 Week 15 Synchronous Online	Presentations		Play Therapy Case Conceptualization Presentation
May 12 Week 16 Synchronous Online	Professional Issues in Play Therapy Supervised Tape Review	Kottman Chapter 15	Final: <ul style="list-style-type: none"> • Tape • Skills Sheet • Session Summary

[Important University Dates](#)

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 or Firefox browsers. 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/>]. You will log in through our Microsoft portal.

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

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with

Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

Online Proctored Testing

A&M-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 also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

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

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

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

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. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. 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 report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 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 on Skype or in-person at the library. 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 work spaces, 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

OPTIONAL 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 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/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

