SOWK 4334,  
Sexual Assault and Sexual Abuse  
Spring 2021  
Texas A&M University-Central Texas  

COURSE DATES, MODALITY, AND LOCATION  
Tuesdays 2:00 pm-4:30 pm  
This is a remote synchronous class that will meet via WebEx/Canvas. All other class information will be on Canvas through the A&M-Central Texas Canvas Learning Management System https://tamuct.instructure.com/.  

INSTRUCTOR AND CONTACT INFORMATION  
Instructor: Miriam Nisenbaum, LMSW, ACSW  
Office: Virtual Office Hours Tuesdays from 12:30-2:00 pm by appointment  
Phone: N/A  
Email: m.nisenbaum@tamuct.edu  

Office Hours  
Virtual Office Hours Tuesdays from 12:30-2:00 pm by appointment. Please email the instructor to request an appointment.  

Student-instructor interaction  
I will answer all emails within 24 hours and will check emails at least once daily during the week and once on weekends.  

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] 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.
  - 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 INFORMATION

Course Overview and description

This course will provide students with a beginning foundation to understand both the legal definitions of sexual assault and sexual abuse and the effects on both victims and secondary victims. Students will learn statistics, policies, and sociocultural factors that impact persons who have been abused. This course will explore treatment option and perpetrator profiles.

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program.

**Generalist Social Work Practice:** Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

BPD Web Page retrieved from:

**IMPORTANT NOTE OF CONSIDERATION WHEN TAKING THIS COURSE:** We will view films in this class, participate in readings and have open discussions about various aspects of sexual assault, rape and perpetrators. The purpose of these films, discussions, and readings is to help the student understand the cycles and types of abuse, healing and stigmas attached to being a victim as it relates to sexual abuse. By introduction to such information, the goal is to help prepare social work students to effectively work with and/or advocate for clients presenting with these or similar variances within society - as charged by the professional code of Social Work ethics. Please note in this regard that, while professional, some of these films, discussions, and readings will contain nudity, show/describe sexual activity in very graphic ways, and use explicit language. If you would be upset or offended by such material, you are STRONGLY encouraged NOT to take this class.

Students will be encouraged to take care of themselves if information presented in class proves to be of a significant sensitive nature (e.g., excuse self from portion of the material covered); however, as this course relies heavily on attendance and participation, frequently missing discussions, readings, and/or films can and will significantly impact the grade obtained in this
course; hence, per the aforementioned, please strongly consider your ability to fully participate in this class given the material that will be covered.

This class is NOT an appropriate place to try and obtain counseling or healing for prior exposures to any types of abuse. Students who are struggling with the content will be encouraged to seek appropriate services.

Further, it is important to note that as we will be discussing value laden and sensitive topics, it is the expectation that ALL students enrolled in the course will adhere to the professional code of conduct, university policies, and NASW code of ethics IN AND OUTSIDE OF THE CLASS FOR THE DURATION OF, AND FOLLOWING CONCLUSION OF, THE COURSE (see code of conduct attached and included in this syllabus). For instance, it is not permissible for students to post information regarding in-class discussions and other student comments on social media websites (e.g., Facebook, Twitter, etc.). In addition, students are not to share information discussed with others using identifying information outside of the class. Further, recording devices must be approved prior to use in the class. Additional expectations are included in this syllabus and will be covered in detail in class. The purpose of these guidelines is to ensure a positive and safe learning environment for all. Failure to adhere to these requirements may not only inhibit the learning process for the individual student and peers, but may also result in academic penalties including, and leading up to, failure of the course and referral to the Director of Student Affairs.

Course Objective or Goal
The primary teaching approaches in this course will be discussion and active learning. Material in the course will be presented through interactive class discussions, readings, and videos. To enhance learning, students will also work collaboratively on varied assignments and learning will be measured through observation during in class participation as well as assessment of journals, papers, and presentation. As a remote synchronous course, students will also be expected to complete assignments through CANVAS.

The objectives for this course, that support the CSWE related practice behaviors, are:
1. Each student will become familiar with the different types of sexual abuse and legal definitions of each.
   This objective will be evaluated in:
   • Case scenario discussions
   • Debriefing journal
   • Fact Sheet Assignment
   • Movie Analysis Assessment
2. Each student will demonstrate understanding of polices involved in sexual abuse/sexual assault.
   This objective will be evaluated in:
   • Case scenario discussions
   • Movie Analysis Paper
3. Each student will demonstrate an understanding of how sociocultural, familial, and biophysical impact the role of both the victim and the perpetrator. This objective will be evaluated in:
   • Case scenario discussions
   • Movie Analysis Assignment
   • Fact Sheet

4. Each student must begin to demonstrate the integration of theory and practice. This objective will be evaluated in:
   • Case Scenario Discussions
   • Debriefing Journal
   • Movie Analysis Paper

5. Each student must demonstrate an increased self-awareness about his/her own issues or biases regarding both sexual abuse and sexual assault survivors, and perpetrators, and demonstrate how these biases or beliefs will impact interaction with those who have been impacted by sexual assault/sexual abuse. This objective will be evaluated in:
   • Debriefing Journal
   • Class Discussion
   • Movie Analysis Paper

**Student Learning Outcomes**

The mission of the BSW Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

1. Responding to the needs of the local community, including the military and non-traditional students.
2. Providing a student-centered education that fosters personal and professional responsibility.
3. Providing compassionate mentorship that models the core values of the social work profession.

**Competency Goals Statements (certification or standards)**

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:
**Competency 1:** Demonstrate Ethical and Professional Behavior  
**Competency 2:** Engage Diversity and Difference in Practice  
**Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice  
**Competency 4:** Engage In Practice-informed Research and Research-informed Practice  
**Competency 5:** Engage in Policy Practice  
**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities  
**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities  
**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities  
**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. The complete list of practice behaviors can be found at the by reviewing the student handbook.

**Required Reading and Textbook(s)**

**Required Text**
- Perry, B.D. & Szalavitz (2006). The boy who was raised as a dog and other stores from a child psychiatrist’s notebook. Basic Books: New York

**COURSE REQUIREMENTS**

1. **Final Exam (100 pts)** Students will take a final comprehensive exam on the last day of class.

2. **Public Awareness Video (500 pts)** Students will make a 3-5 minute video on a topic related to the course. An example is a short awareness video on “date rape” and where to get help. You can utilize a cell phone, but please keep your hand steady to avoid making the professor and class motion sick while viewing. The class will vote on the best video to be spotlighted in the social work department (with permission from the student).

3. **Reflection Journals Debriefing Journal (100 pts  5 @20 pts each)** Each student will complete a journal in class based on the information discussed that day in class. The purpose of the journal is to help students debrief on information presented in class. Each journal entry should be approximately 1-2 pages long. It should include a brief description of students’ understanding of the material. It should also include thoughts, feelings, concerns and questions about the material introduced in the class. All three areas must be included in the journal entry. If you miss a class then you cannot make up this assignment.

The purpose of this exercise is to assist students with empathizing with persons who have been affected by sexual abuse or sexual assault. It is also to assist students with dealing with
material that may be uncomfortable or stressful. By using reflective writing to process the experience of each assignment, students can increase their self-awareness in order to help them become better practitioners. Because of the personal nature of the assignments, students’ responses will be kept confidential by the instructor; however, students are encouraged to include responses in class discussions as they feel comfortable and as it applies to class discussion.

4. **Movie Quizzes (200 pts or 4 @ 50 pts each)** Students will have until 11:59 pm on the due date to complete an online quiz regarding the movie they have viewed that week. Each quiz will only have a 15 minute time limit one you begin.

5. **Class Attendance/Participation (100 pts):** Class attendance is extremely important. Students will receive a total of 5 points for each class session that they attend in its entirety. In order to receive attendance points, students must be present from the beginning of class to the end of class. Arriving in class late or leaving early will result in receiving 0 attendance points. Ms. Nisenbaum has an interactive teaching style and expects every student to be an active participant in class. You will learn from this class if you talk and participate. Remember to ask questions as there is no such thing as a stupid question. Your class participation grade will be determined by both the quantity and quality of your participation in each class. Ms. Nisenbaum reserves the right to call on students in class if they are not regularly participating in discussions. Class participation is graded on the quality of the participation. During group activities or special presentations, students will automatically receive their class participation grade if their behavior in class has been appropriate. Students will receive 0 points if they are absent from class. Students will receive 3 points if they attend class and do not participate or if they attend class and engage in disruptive behavior. Students will receive 6 points if they participate in a manner that is expected. Students will receive 10 points if they participate in a manner that exceeds expectations both in frequency and in insightfulness. Students who engage in side bar conversations or other types of disruptive behaviors will lose class participation points and the professor reserves the right to request that they leave class which will result in receiving no attendance points for that class session as well (100 pts).

**Grading Criteria Rubric and Conversion**

**Final Grades**

A total of 1000 points can be earned from the general course assignments (100% of total general grade). Point distinctions are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>100</td>
</tr>
<tr>
<td>Public Awareness Video</td>
<td></td>
</tr>
</tbody>
</table>
Final grades are distributed in the following manner:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
<td>Outstanding/ Superior</td>
</tr>
<tr>
<td>800-889</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>599 &amp; below</td>
<td>F</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

Posting of Grades

Grades will be posted 48 hours after an assignment is due in the Canvas Gradebook. Should there be any delay, it will be announced in class. Final grades will be posted no later than the university deadline. If they are able to be posted earlier, a note will be posted in the announcements section of Canvas.

Grading Policies

This instructor does not accept any late assignments, if you are having trouble uploading to
Canvas you must email the instructor asap and turn in your assignment via email.

**COURSE OUTLINE AND CALENDAR**

**COURSE SCHEDULE***

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Dates</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Welcome to Sexual Abuse/Sexual Assault</td>
<td>Week 2 Jan 26, 2021</td>
<td>• Types of assault</td>
</tr>
<tr>
<td>Jan 19, 2021</td>
<td>• Review of syllabus</td>
<td></td>
<td>• Statistics</td>
</tr>
<tr>
<td></td>
<td>• Discussion and voting of online days</td>
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</tr>
<tr>
<td></td>
<td>• Getting comfortable with language and topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Week 3 Feb 9, 2021</td>
<td>• Perry book Intro, chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Jan 26, 2021</td>
<td></td>
<td></td>
<td>• Movie quiz due by 11:59 pm online</td>
</tr>
<tr>
<td>Week 3</td>
<td>• “Precious” the movie</td>
<td>Week 4 Feb 23, 2021</td>
<td></td>
</tr>
<tr>
<td>Feb 2, 2021</td>
<td></td>
<td></td>
<td>• Impact on the brain and development</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Dr Bruce Perry Videos</td>
</tr>
<tr>
<td>Week 5</td>
<td>• Legal process</td>
<td>Week 6 Feb 23, 2021</td>
<td></td>
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<tr>
<td>Feb 16, 2021</td>
<td>• Role play</td>
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<tr>
<td>Week 6</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Feb 23, 2021</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Week 7</td>
<td>• “The Accused”</td>
<td>Week 8 Mar 9, 2021</td>
<td>• Perry Book Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>Mar 2, 2021</td>
<td></td>
<td></td>
<td>• Movie Quiz Due by 11:59 pm online</td>
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<tr>
<td>Week 8</td>
<td></td>
<td></td>
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<tr>
<td>Mar 9, 2021</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>• Spring Break</td>
<td>Week 10 Mar 23, 2021</td>
<td>• Military Sexual Assault</td>
</tr>
<tr>
<td>Mar 16, 2021</td>
<td></td>
<td></td>
<td>• Male sexual Assault</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
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<tr>
<td>Mar 23, 2021</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>• Treatment Options</td>
<td>Week 12 Apr 6, 2021</td>
<td>• “The Invisible War”</td>
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<tr>
<td>Mar 30, 2021</td>
<td></td>
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<tr>
<td>Week 12</td>
<td></td>
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<tr>
<td>Apr 6, 2021</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week 13</td>
<td>• Perry Book Chapters 5,6, &amp; 7 Online</td>
<td>Week 14 Apr 20, 2021</td>
<td>• Offender Typology</td>
</tr>
<tr>
<td>Apr 13, 2021</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>• Movie Quiz Due by 11:59 pm Online</td>
<td></td>
<td></td>
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**BIBLIOGRAPHY**


Oliver, C. II (2005) The names have been changed to protect the guilty. Coral Press, FL: Lumina Press

Perry, B. Szalavitz, M. (2006). The boy who was raised as a dog. Cambridge: Basic Books


TAASA (n.d.) Sexual Assault Information and education materials. Austin, TX.


Important University Dates

Please see the link for important university dates:
https://www.tamuct.edu/registrar/academic-calendar.html

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

Classes will be held on Web Ex and a link for the class will be posted on the announcement section of Canvas.

Also, it is expected that you use a device for class that has video/camera capabilities as it is important for class interaction that you see the instructor and the instructor sees you. If ever you are unable to get your video/camera to work you must let the instructor know via email.

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]

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.
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 Canvas page (log-in required)](https://tamuct.instructure.com/courses/717) [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]. Students may also contact the institution’s Title IX Coordinator. 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 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 WCOnline [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].

For Spring 2021, all reference service will be conducted virtually. Please go to our Library website [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].

**Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

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

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**OTHER POLICIES**

**Copyright Notice**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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