

MFT 5301 – 110, 11152, Marriage and Family Therapy Theory I

Spring 2021

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

List course dates: Jan 19, 2021 - May 14, 2021

Modality: online (asynchronous and synchronous)

Location: Canvas webex (6:00 pm - 8:45 pm on select days – see schedule)

Blended online course:

Canvas, asynchronous online lecture viewing, reading, synchronous Online Classroom Instruction, written homework, and final exam are all part of this exam. This is a blended course which meets synchronously 30% online (see schedule). 70% of this course online asynchronous, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/> and various video posted to <https://youtube.com> on an “academic use only” channel tailored to your textbook.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr Gary (Jay) Rhodes, MS, MA, MMFT, DMin

Office: Tulsa, Oklahoma

Phone: 260-577-0560 (**preferred:** please call or text for near immediate assistance – if you text, please identify yourself)

Email: Please message me through Canvas Inbox for a reply within 36 hours.

Office Hours: I have an open-door policy with my cellphone (260-577-0560). You can call me almost any time within the bounds of being respectful and courteous (9am-10pm daily). If I am not available and don't answer, then leave a message (or a follow-up text) and I should be able to give you a call back in short-order.

Student-instructor interaction

I will check and reply to student emails (within 36 hours) and phone calls regularly. The response time with phone calls should be able to be measured in minutes or hours, not days. If you don't get a text reply or a call back within 24 hours (that is an indication that there has been a breakdown in communication somewhere); then, feel free to call or email me again (I will not be offended by a follow-up call).

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.
 - 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 is to an introduction to the historical development of as well as the theoretical and empirical foundations of systems theory. It includes a survey of the major models of marriage and family therapy. Learners will demonstrate knowledge of the different theories and how they are applied to individuals, couples, and family systems, as well as practice theoretical concepts and interventions in role-play scenarios

This course will cover the following MFT theories:

- 1) Systemic and Strategic theories (chapter 4):
 - a) Mental Research Institute (MRI-Strategic)
 - b) Milan Strategic
 - c) Strategic (Haley and Madanes)
- 2) Structural Family Therapy and Functional Family Therapy (Chapter 5)
 - a) Structural
 - b) Functional Family Therapy (FFT)
- 3) Experiential Family Therapy (Chapter 6)
 - a) Satir's Human Growth Model
 - b) Emotionally Focused Therapy (EFT)
- 4) Intergenerational Theories (Chapter 7)
 - a) Bowen
 - b) Psychoanalytic (and Object Relations)

Course Objective or Goal

Student Learning Outcomes

This course targets one of the MFT program's Student Learning Outcomes:

(SLO-1) Demonstrate knowledge and appropriate application of classical and postmodern MFT theories.

(SLO-1.1) Describe systems theory and its contribution to the development of marriage and family therapy.

(SLO-1.2) Identify and differentiate foundational theories of marriage and family therapy.

(SLO-1.3) Apply foundational MFT approaches to clinical counseling.

REQUIRED READING AND TEXTBOOK(S)

Required: Gehart, D. R. (2014). Mastering competencies in family therapy: A practical approach to theories and clinical case documentation (3rd ed.) ISBN- 978-1-305-94327-8

Recommended (Come to first class before purchasing): Guise, R.W. (2015). Study Guide for the National Examination in Marriage and Family Therapy, (6th Ed). ISBN:9780692042236.
<https://familysolutionsinstitute.com/homestudy-program>

Journal Articles: These can be accessed through the TAMUCT library at the following site
<https://tamuct.libguides.com/>

Finkelstein, L. (1987). Toward an object-relations approach in psychoanalytic marital therapy. Journal of Marital and Family Therapy, 13, 287-298. doi: 10.1111/j.1752-0606.1987.tb00707.x.
Permalink:

<https://tamuct.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=508296875&site=eds-live> > fulltext finder > wiley > download PDF

Fowers, B. J. & Wenger, A. (1997). Are trustworthiness and fairness enough? Contextual family therapy and the good family. Journal of Marital and Family Therapy, 23, 2, 153-69. doi: 10.1111/j.1752-0606.1997.tb00240.x.
Permalink:

<https://tamuct.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=507568966&site=eds-live>

Miller, Anderson, & Keala. (2004). Is Bowen theory valid? A review of basic research. Journal of Marital and Family Therapy, 30, 4, 453-66. doi: 10.1111/j.1752-0606.2004.tb01255.x.
Permalink:

<https://tamuct.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=507934795&site=eds-live>

Napier, A. (1987). Early stages in experiential marital therapy. Contemporary Family Therapy, 9, 23-41. doi: 10.1007/BF00890262
Permalink:

<https://tamuct.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=24727436&site=eds-live>

Nielsen, A. (2017). Psychodynamic couple therapy: A practical synthesis. Journal of Marital and Family Therapy. doi: 10.1111/jmft.12236
Permalink:

<https://tamuct.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cmedm&AN=28401584&site=eds-live>

Soto-Fulp, S.& DelCampo, R. L. (1994). Structural family therapy with Mexican American family

systems. Contemporary Family Therapy, 16, 349-362. Doi: 10.1007/BF02197898.

Permalink:

<https://tamuct.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=1995-10523-001&site=eds-live>

Wilner, S. R., Breit, M., & Im, W. G. (1988). In defense of strategic therapy. Contemporary Family Therapy, 10, 169-182. doi: 10.1007/BF00895619.

Permalink:

<https://tamuct.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=24378837&site=eds-live>

Videos:

Chapters 1-3: No videos

Systemic and Strategic theories (videos for chapter 4):

- Mental Research Institute (MRI-Strategic)
- Milan Strategic <https://youtu.be/QRBjvCxeBeg> (**MRI and Milan**)
- Strategic <https://youtu.be/hwv0nmWn-cE> (**Strategic Part 2**)

Structural Family Therapy and Functional Family Therapy (videos for Chapter 5)

- Structural <https://youtu.be/UJEewdFPB7M> (**Structural Family Therapy**)
- Functional Family Therapy (FFT) <https://youtu.be/U7q8caTSy0w> (**Functional Family Therapy**)

Experiential Family Therapy (videos for Chapter 6)

- Satir's Human Growth Model <https://youtu.be/ql3mPOcX7kY> (**Satir's Human Growth Model**)
- Emotionally Focused Therapy (EFT) <https://youtu.be/5tSEbFqkaTQ> (**Emotionally Focused Therapy**)

Intergenerational Theories (videos for Chapter 7)

- Bowen <https://youtu.be/tLQOWoom2d0> (**Bowen Intergenerational Family Therapy – Bowen Youtube**).
- Psychoanalytic (and Object Relations) <https://youtu.be/wEgV47gNOYM> (**Psychodynamic Theories**)

Helpful videos before you start seeing clients (not required for this course, but valuable):

- <https://youtu.be/OFLrRI3KyzI> (**Systemic Case Concept Part 1**)
- <https://youtu.be/0ydQdtJpOwA> (**Systemic Case Concept Part 2**)

COURSE REQUIREMENTS

- **Discussion board post:** One introduction discussion board post on canvas (pass-fail//0-points).
- **Reading and Videos:** In your undergraduate course work, you must have developed the skill to take a course, not read everything, and still do fairly well. That might be true for

this course as well; however, **DON'T!** This is a foundational course and the most important course in your MFT career (with MFT Theories II being a close second). **DO NOT CUT CORNERS WITH THESE TWO COURSES.** The theories courses will help you to understand what the other courses are about.

- **Asynchronous classes:** Asynchronous classes are required attendance (10 points per class – total 60 points)
- **Journal Articles:** Read assigned academic articles (pass-fail//0-points)
- **Theories Chart:** Creation of a theories chart (10 points per theory – total 90 points)
- **Final Exam Question Creation:** Final Exam Question Creation (10 points for part 1 and per theoretical section – total 50 points)
- **Final Exam:** Take a final exam (100 points)

Grading Criteria Rubric and Conversion

Grade	University Definition	Points	Percentage
A	Excellent	270-300	90-100
B	Good	240-269	80-89
C	Fair	210-239	70-79
D	Passing	180-209	60-69
F	Failing	0-179	59 or below

- **Discussion board post:** Complete one open discussion board post to introduce yourself, sharing what you feel comfortable sharing. Will be graded complete or incomplete. Failure to complete this assignment may effect receipt of financial aid. (P/F – 0 points)
- **Reading and Videos:** It is so important that I am going to say it again: In your undergraduate course work, you make have developed the skill to take a course, not read everything, and still do fairly well. That might be true for this course as well; however, **DON'T!** This is a foundational course and the most important course in your MFT career (with MFT Theories II being a close second). **DO NOT CUT CORNERS WITH THESE TWO COURSES.** The theories courses will help you to understand what the other courses are about.
- **Asynchronous classes:** Asynchronous classes are graded by the following criteria: Attendance, cameras being “on,” asking three questions per class is required. Clear evidence of reading and watching the material ahead of time is an absolute must. (10 points per class – total 50 points)
- **Journal Articles:** Read assigned academic. This is for familiarity of academic writing in the field of MFT. These articles will indirectly prepare you for statistics, research methods,

and writing research-oriented literary review papers in your higher level courses (P/F – 0 points)

- **Theories Chart:** Creation of a theories chart (10 points per theory – total 90 points).
- **Final Exam Question Creation:** Write final exam questions designed to test and evaluate the students' understanding of the distinctive components of each theory. 10 questions should be written. Complete question, (if multiple choice) complete choice of answers to select from, the correct answer, and the page from Gehart in which you can cite the correct answer. No questions on journal article readings. Example questions:

1) Satir's Communication Approach is characterized by all the following **except:**

- a) Emotionally safe and nurturing environment
- b) Structured experiential exercises; role modeling
- c) Gentle, educational
- d) Genuine caring for the client
- e) Unedited and honest, sometimes aggressive, sharing of emotions and thoughts

Correct answer e) (Gehart, page 72).

2) Whitaker's Symbolic– Experiential Approach is characterized by all of the following **except:**

- a) Affective confrontation; "perturbing" the system
- b) *In vivo* interactions with the therapist
- c) Direct, affective
- d) Unedited and honest sharing of emotions and thoughts
- e) Emotionally safe and nurturing environment

Correct answer e) (Gehart, page 72).

I have a preference that the Final Questions are written in such a way that communicates as much information as possible regarding the theory, instead of isolating a question/answer to just one point. For example, the above questions communicate that a, b, c, d are all true about the theory. Other types of questions are acceptable, but please keep in mind that they are a study tool. You may use as many multiple options as you want.

(10 points for part 1, and for theoretical section, total 50 points)

- **Final Exam:** Take a final exam (100 points)

Posting of Grades

As I learn Canvas, I will try to post grades to Canvas; but until I begin to do that, you may

call me at any time to ask about your grade. I can help you with academic strategies to get a solid deserving A.

Grading Policies

As a general policy, do not turn stuff in late. 10% will be deducted for 1-6 days, and additional 10% per week.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Week	Date	Type of class	What is due
1	1/20/2021	Asynchronous online	Discussion Board Post
2	1/27/2021	Asynchronous online Asynchronous reading	Read syllabus (call if you have any questions, regardless of how minor or insignificant the questions are - I am here to help with both large and small issues) 260.577.0560 Dr Rhodes Read Chapter 1-4. Write 10 total questions for your final from this reading.
3	2/3/2021	Synchronous online (Show up online before 6:00pm) Date: Wed, February 3rd, 2021 Start Time: 6:00 PM CST End Time: 8:00 PM Duration: 2 hours, 30 minutes Hosted By: Gary Rhodes (3506) Using: Webex Meetings LogoWebex Meetings Session ID: 1459187153 Session Password: 7S!_g;uPRy2LbxY+ Host Key: 706997 Video Address: 1459187153@tamuct.webex.com (SIP / H.323) Phone US Local: +1-415-655-0001	Online class (be prepared to ask questions you have about the reading (not your final exam questions, but ask about things you personally did not understand). Chapter 1-4). We will also discuss systems theory and how to build your theories chart.

4	2/10/2021		Read Chapter 4 and Wilner, Breiv & Im (1988). Watch all related videos. 10 final questions due before 2/17 class. (It is helpful if you begin working on your chart this week and each of the following weeks. It is inadvisable to wait til the end).
5	2/17/2021	<p>Synchronous online (Show up online before 6:00pm) Date: Wed, February 17th, 2021 Start Time: 6:00 PM End Time: 8:00 PM Duration: 2 hours, 30 minutes Hosted By: Gary Rhodes (3506) Using: Webex Meetings LogoWebex Meetings Session ID: 1457258445 Session Password: NoKf7M0u?%zXQSeK Host Key: 803479 Video Address: 1457258445@tamuct.webex.com (SIP / H.323) Phone US Local: +1-415-655-0001</p>	Chapter 4 (come with questions)
6	2/24/2021		Read Chapter 5 and Soto-Fulp, S. & DelCampo, R. L. (1994). Watch all related videos. 10 final questions due before 3/3 class.
7	3/3/2021	<p>Synchronous online (Show up online before 6:00pm)</p>	Chapter 5 (come with questions)
8	3/10/2021		Read Chapter 6 and Napier (1987). Watch all related videos. 10 final questions due before 3/24 class.
	3/17/2021	Spring Break	
9	3/24/2021	<p>Synchronous online (Show up online before 6:00pm)</p>	Chapter 6 (come with questions)

10	3/31/2021		Read Chapter 7, Miller, Anderson, & Keala (2004), Finkelstein (1987), and Nielsen (2017). And watch all related videos. 10 final questions due before 4/7 class.
11	4/7/2021	Synchronous online (Show up online before 6:00pm)	Chapter 7 (come with quesitons)
12	4/14/2021		Put final touches on your chart.
13	4/21/2021		Chart due (I am free to look at your chart progress throughout the semester if you want to be sure you are on the right track).
14	4/28/2021	Synchronous online (Show up online before 6:00pm)	Final Review
15	5/5/2021	Alternative Final Date	
16	5/12/2021	Scheduled Final Date	

Important University Dates

See <https://www.tamuct.edu/registrar/academic-calendar.html> for important university dates.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Make Sure Your Technology Works

- **Cameras are “on:”** Research suggests that more learning happens when cameras are on. Please keep them turned on for the entirety of the synchronous classes.
- **Internet.** The strength of your internet is a make-it-or-break-it component of a live-online class. If your internet is unstable, it can jeopardize your ability to participate. I recommend you hardwire your internet with an Ethernet cable that runs from your router to your computer, if possible. If you do not have internet at home consider alternatives (using internet in a private workspace at the library, at work, or at a family members house.
- **Be Ready With Plan B.** It’s highly likely that either you or others will have some technology issues. If you have a technical problem, address it head on. Communicate to participants that you need a moment to address the issue. Do not download the WebEx app right before class.

- **Get guidance early.** Ask if you need help. Consult YouTube or call your instructor for guidance early. Early means, a day before or more than an hour before class. Early does not mean 5 minutes after class starts. I will have the classroom opened up 30 minutes before class.
- **Know the basics.** Know how to do some basic computer, connectivity, and audio/visual troubleshooting.
- **Practice.** 2 minutes before class start is too late to begin to figure things out. Open the interface early (even a day before. Contact instructor if you want to do a test run.
- **Background.** You'll be on camera with participants during your live-online session. What
- **Camera Angle.** For the most part, your camera angle should be eye level and straight on. Don't position your camera too low, too high, or from a separate monitor.
- **Lighting.** Make sure that your room is well lit and that your primary light source is in front of you, rather than behind or above you.
- **Manage Your Bandwidth.** When you are in a class session, close out of all other applications, including Outlook. This maximizes your bandwidth for a better experience and minimizes distractions. During class is not the time for updates or large downloads.
- **Capabilities.** Cellphones are great. They are not great for an online class. Cellphones have limited functionality and limited bandwidth compared to an internet enabled computer. Computers are the preferred option, well over and above, trying to stream that has multidimensional functionality (chats, seeing the whole class a one time, breakout rooms, polls, emojis, downloadable content, and more). Cellphones do not have all the multidimensional features.
- **Webcam.** Your webcam doesn't need to be state of the art but should capture you clearly. Keep it clean to prevent a smudged halo effect. The standard webcam that comes with a computer is very adequate.
- **Microphone.** The microphone or headset is critical. Test your microphone by recording yourself in the platform you're using and then listening back. Some platforms have audio test capability for this purpose.
- **Speakers.** Be sure your speakers are clear and loud enough that you can hear participants distinctly.
- **Be camera ready.** Participants can see behind you and it is part of other people's experience. Clear the clutter from behind you to reduce visual distraction. You want participants to be focused on you, not your background. This is not a time of politics or a social-change agenda.

- **Interruptions.** Ensure that you have a quiet space in which to conduct your virtual sessions and that you won't be interrupted in the course of your delivery. Consider putting a "Do Not Disturb" sign on your door so others don't enter while you're participating.

- **Attire.** There is not a dress code, but avoid the inappropriate (Example: one would not wear pajamas, a swimsuit, or snorkeling gear to class). Consider dressing as you do for in-person class.

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.ashx?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>].

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].

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.

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.