

Course number, Course CRN, COURSE TITLE
MFT 5301-110, 11466, Marriage and Family Therapy I

Spring 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is a Web enhanced course that will have 9 face-to-face meetings and the rest of the time will be spent doing online asynchronous learning activities. Be sure to note the face-to-face classes dates listed in the Course Calendar. The online interactions for the course will rely on TAMUCT's learning management system (Canvas). See the Technology Requirements section of the syllabus for more information on accessing/using Canvas. See the Course Calendar for dates and times of class meetings.

Course Dates: Jan. 18, 2022 – May 13, 2022

Class Day: Thursdays (See Course Calendar for face-to-face meetings)

Class Time: 2pm-4:45pm

Location: Warrior Hall 311 & CANVAS

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Felicia J. Holloway, PhD, LPC-S, LMFT-S

Office: WH 318-O

Email: fholloway@tamuct.edu

Office Hours

My office hours will be virtual on Mondays and Tuesdays from 10:00 AM – 2 PM. I can accommodate meeting other times as well by request. An appointment must be made with me by email to schedule a meeting time.

Student-Instructor Interaction

My goal is to ensure there are open lines of communication between you and I that are easily accessible and effective. Taking time during our class period to ask questions is an expedited way to gather needed information, so I highly encourage you to do so. Please keep in mind that our learning environment is collaborative and should allow all students to contribute to the learning process. With that in mind, please be self-aware about thoughtfully contributing to class as well as intentionally making space for others' contributions. If a question occurs outside of our class meetings, an Email is the most effective way to reach me. Monday-Friday I check emails daily and respond within two business days. If you email me on the weekend or a holiday, I will make every effort to reply to your email by the following business day.

If you would like a meeting outside of class, I am available during my office hours. To confirm time is set aside for your academic needs, emailing me in advance to request a meeting time to make an appointment is required.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g., {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COURSE INFORMATION

Course Overview and Description

In this course, students will explore the historical development, theoretical and empirical foundations of systems theory including a survey of the major models of marriage, couple and family therapy.

Course Learning Outcomes

1. Student Learning Outcomes

This course targets the following MFT program Student Learning Outcome

- a. Students will demonstrate knowledge and appropriate application of classical and postmodern MFT theories (SLO-1)

It targets these SLO's through the following Course Learning Outcomes:

- 2.1 Describe systems theory and its contribution to the development of marriage and family therapy.
- 2.2 Identify and differentiate foundational theories of marriage and family therapy.
- 2.3 Apply foundational MFT approaches to clinical problems presented in the practice of marriage and family therapy.

Required Reading and Textbook(s)

Textbooks:

Gehart, D. (2018). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation* (3rd ed.). Cengage Learning.

The text below is available for download in the TAMUCT library and a PDF will be made available in Canvas.

Smith- Acuña, S. (2011). *Systems theory in action: Applications to individual couples, and family therapy*. John Wiley & Sons.

Journal Articles:

The articles below can be accessed through the TAMUCT library and will be made available on Canvas.

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

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), 153–173. <https://doi.org/10.1111/j.1752-0606.1997.tb00240.x>.

Miller, R. B., Anderson, S., & Keala, D. K. (2004). Is Bowen theory valid? A review of basic research. *Journal of Marital and Family Therapy*, 30(4), 453–466.
<https://doi.org/10.1111/j.1752-0606.2004.tb01255.x>

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

Nielsen A. C. (2017). Psychodynamic couple therapy: A practical synthesis. *Journal of Marital and Family Therapy*, 43(4), 685–699. <https://doi.org/10.1111/jmft.12236>

Soto-Fulp, S.& DelCampo, R. L. (1994). Structural family therapy with Mexican American family systems. *Contemporary Family Therapy*, 16, 349-362.
<https://doi.org/10.1007/BF02197898>

Wiebe, S. A., & Johnson, S. M. (2016). A review of the research in emotionally focused therapy for couples. *Family Process*, 55(3), 390–407.
<https://doi.org/10.1111/famp.12229>

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

Optional Textbook:

American Psychological Association (2020) *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

COURSE REQUIREMENTS

All assignments must be the student's own work (see the academic integrity section). Do not copy directly from the text or research articles when completing assignments. Written work must follow the American Psychological Association (APA), 7th ed. publication guidelines when indicated. Assignment due dates are indicated on the Course Calendar.

Assignments:

- 1. Class Participation: (9x2pts=18pts (2pts for each face-to-face class))** Students will be expected to be present for class. Class participation is vital to the learning experience. Participation points are based on students being present, on-time, prepared, remaining for the entire class period and being actively engaged in the class activities. Examples of engagement in class includes but is not limited to participating in role play activities, answering questions, providing thoughtful input based on the course content and one's own experience, respectfully inquiring about the material or a fellow student's perspective, etc. Students will be responsible for reading/viewing the assigned materials and any other resources provided by the instructor in Canvas before class.

Cooperative group learning experiences will be promoted throughout the course. The goals will focus on shared decision-making, individual and group responsibilities, and effective written and or communication skills. Students are expected to be professional and respectful during their participation in the course.

Per the University catalog, students may request make-up consideration for valid and verifiable reasons, such as illness, death in the immediate family, legal proceedings, or participation in university-sponsored activities. Students participating in university-sponsored activities are responsible for obtaining a written explanation for their absence from the faculty/staff member responsible for the activity. In all cases, students are encouraged to notify the faculty member of the course in advance of any absence.

- 2. Discussion Boards:(6x2pts=12pts)** Discussion Boards help to generate cooperative exploration of the course content in hopes of enhancing the learning experience with a deeper synthesis of knowledge. Students will complete Discussion Boards in the weeks indicated on the Course Calendar. The **initial post should be between 225 and 250 words** and will be worth 1pt. Students **may not exceed 250 words. It is vitally important to be clear and concise**. Referencing and citing research articles or the textbooks from the course is required in this post. References and citations

do not count in the word count parameters. Students must refrain from quoting materials. Students should always use their own words.

Students are also required to respond to at least two other initial posts and each response is worth .5 points. The responses must be between 75 and 100 words each and should expand the conversation. **Students must not exceed 100 words.** If a student only states that they agree or disagree, they will not earn full credit. Students should be curious and generate new questions or considerations in their responses as well as include a synthesis of other scholarly or personal information that informs the discussion. Replies to posts **may not quote the initial post nor include quotes from other resources** but should reference and cite articles or textbooks from the course, when applicable.

Discussion Board Etiquette

- Students are expected to be courteous and respectful with their language and tone
- Curiosity about varying perspectives is encouraged. Avoid “why” questions.
- Broad generalizations about groups of individuals should be avoided.
- Be open to new ideas and alternative perspectives.
- Quotations of the initial post, from textbooks or research articles may not be used in posts. (Addresses CLO 2.1, 2.2 & 2.3)

3. **Online Content Quizzes:(9x2pts=1pts)** In an effort to ensure each student has read/viewed and comprehended the materials within the course, 9 timed quizzes over course content will be given throughout the semester. Each quiz will have true false and/or multiple-choice questions related to the course content for the week indicated in the Course Calendar. Quiz dates are indicated in the Course Calendar as well. (Addresses CLO 2.1 & 2.2)

- 4. Article Review:(1ptsx4 =4pts)** Each student is required to review and discuss 4 articles for each face-to-face class focused on family therapy models for that week. Students will write a 1-page synthesis of the article. Students must be prepared to discuss their article in class. The reviews are due on the days indicated in the Course Calendar. Students must identify an article of their choice from a peer reviewed scholarly journal that was published in the last 10 years. (Addresses CLO 2.2)

Article Review Detailed Instructions:

- Students must identify an article of their choice on one of the therapies discussed during the indicated week from a peer reviewed scholarly journal that was published in the last 10 years
- Students **may not** use articles already listed as assigned readings for the course
- No need for a cover page
- 1-inch margins
- Times New Roman, font 12 (no exceptions)
- The student's name and therapy model must be listed in the header (Riley Jones – Structural)
- On the top of the page, the APA style reference of the article should be listed
- Students must summarize the article and reflect on its impact. Students must **not** copy the abstract or article. Students must summarize the article using their own words. Students must not plagiarize. There should NOT be any direct quotes in this paper. It is too short for it.
- The length of the paper must be 1 full page. Students must not exceed 1 page. Carefully select the material included in the review.
- Include the first page of the article.

Example Article Review

Riley Jones (*Student Name*) – **Structural Therapy** (*Therapy model discussed in the article*)

(*APA Style Reference*)

Soto-Fulp, S.& DelCampo, R. L. (1994). Structural family therapy with Mexican American family systems. *Contemporary Family Therapy, 16*, 349-362.

<https://doi.org/10.1007/BF02197898>

Summary:

Summarize the article; do not copy the abstract and answer the following:

- *What did the article discuss?*
- *What was the outcome of the discussion?*
- *If a research study was conducted*
 - *Describe the sample*
 - *What was examined (research questions/hypothesis)*
 - *How was data collected?*
 - *What was the outcome/results of the study?*

Reflection:

How did the article enhance or shift your understanding of the therapy model?

How might this information be valuable in your practice as a MFT?

5. **Family Therapy Outlines:(2ptsx12 =24pts):** Family Therapy Outlines are due for each of the 12 therapy models focused on this semester. Students will use these to prepare for the final exam and eventually the comprehensive exam. These sheets should be 1-2 pages long and be in outline form using the template provided. Each student will create a unique outline in their own words. Each outline is due on the dates indicated in the Course Calendar. Note that on some dates, multiple outlines will be due. (Addresses CLO 2.2)

Family Therapy Outline Template

Name of Family Therapy Model: _____

Your Name: _____

Please write these templates in your own words. Do not copy/paste definitions or full sentences from the book or articles. This assignment is designed for you to reflect on the therapy and check your understanding of it.

Overview of the therapy (described in 1 or 2 sentences):

Leading figures:

Key theoretical constructs (list and define them in one sentence each):

How do problems occur in the family:

What is the objective of therapy:

Process of change (what needs to happen in the family for the change to occur?):

Role of therapist:

Key techniques (list and explain some techniques that are specific for this theory. Sometimes it can be the way the therapist asks questions):

Describe the treatment process (use bullet points and briefly describe the broad steps in the general sequence for treatment):

- 6. Student Led Demonstration (SLD):** Students will present information about a therapy model's specific intervention/technique as well as design and carry out an interactive demonstration with the class. Presentations are scored on accurate and relevant contribution of knowledge and audience engagement. In addition, students will prepare a handout for the class describing how to facilitate the demonstration of the intervention and any information about its goal and populations in which it might be helpful, based on research (i.e., depression, children, couples, trauma, etc.). The handout should be brought to class and provided to students as well as **uploaded on Canvas on the day of the presentation.** (Addresses CLO 2.3)

Students should not just use the textbook as the source of information for the demonstration since the class is familiar with that material. At least, one peer reviewed journal article published in the last 10 years that informs the presentation should be referenced in the handout. The goal is to present something new. Presentations should be about 15 minutes - 20 minutes in length. Presentation dates and order of presentations will be assigned at the beginning of the semester.

Example Student Led Demonstration Handout

Riley Jones (*Student Name*)

The Satir model (Experiential Therapy): Family Sculpting (*Therapy model and intervention demonstrated*)

(*APA Style References*)

Gehart, D. (2018). *Mastering competencies in family therapy: A practical approach to theories*

Satir, V. (1987). Experiential family therapy with couples. *Journal of Family Therapy, 10*, 210-225. <https://doi.org/10.1007/TZ12589>

Intervention Instructions:

Describe the step-by-step instructions of how the intervention/technique is facilitated.

Purpose and Use of Intervention:

Describe the goal of the intervention/technique and population(s) in which it might be helpful based on research (i.e., depression, PTSD, children, couples, etc.)

- 7. Final Exam:(16pts)** An online multiple choice/true false cumulative final exam will be given at the end of the semester (see Course Calendar). This exam will be timed but use of notes, articles and books will be allowed. The final exam questions will largely be taken from the quiz questions. Students are strongly encouraged to thoroughly review materials and notes before taking the exam since it is timed. (Addresses CLO 2.1 & 2.2)

Grading Criteria Rubric and Conversion

Assignment Points

Assignment	Point Value
Class Participation (2pts per F2F class meeting)	18
6 Discussion Boards (2pts per discussion board)	12
9 Online Content Quizzes (2pt per quiz)	18
4 Article Reviews (1pt per Review)	4
12 Therapy Outlines (2pts per outline)	24
Student Led Demonstration (SLD)	8
Final Exam	16
<i>Total Possible Points:</i>	100

Grade Conversion

Final course grades will be based on the point totals listed below.

Letter Grade = Points

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

Rubrics

Discussion Board Rubric

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
<p><u>Initial Post</u> Post was well written, fully addresses and develops all aspects of the prompt. Post was factually correct, reflective and provided a substantive contribution. Post contributes to discussion with clear, concise comments. Cites scholarly resources such as textbooks or research articles. Advances discussion. Post was within the required word count range. Uses APA 7th edition format. (1pt)</p>	0-.5pts	.75-1
<p><u>Peer Response 1</u> Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts. Advances discussion with new ideas or considerations. Meets word count parameters. Uses APA 7th edition format. (.5pt)</p>	0-.25pts	.5
<p><u>Peer Response 2</u> Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts. Advances discussion with new ideas or considerations. Meets word count parameters. Uses APA 7th edition format (.5pt)</p>	0-.25pts	.5

Article Review Rubric

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Student summarized the article clearly and thoroughly including an identification and overview of the problem, research questions, hypothesis, literature review, methods, results, if applicable. (.5pt)	0-.25pts	.5
Student thoughtfully and thoroughly provided a reflection based on the questions in the Article Review example provided in the syllabus. Student included an accurate APA style formatted reference. Student adhered to page length requirement. (.5pt)	0-.25pts	.5

Student Led Demonstration Rubric

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Presented a clear, accurate and interactive demonstration of an intervention/technique related to a therapy model discussed this semester. (3pts)	0-2.25pts	2.5-3pts
Articulated steps of intervention in a clear and logical way. (2 pts)	0-1.5pts	1.75-2pts
Discussed purpose of intervention and population(s) in which it might be used. (1pts)	0-.5pts	.75-1
Provided a well-constructed, thorough, orderly handout and utilized the template provided. APA formatted references were listed in handout. (2pts)	0-1.5pts	1.75-2pts

Posting Grades

Grades will be posted in Canvas within 2 weeks of the assignment due date. Grades will be posted on the Canvas grade book where students can monitor the status of their grade easily. Students' final grades are based on their total points earned. Students can calculate an estimate of their grades, at any time, by adding their total points earned and comparing it to the chart above. **There will be no negotiation of grades or course policies. Students should be diligent in working toward the grade they desire in this course.**

Grading Policies

Assignments are expected to be turned in on time. Students should make plans to ensure that all assignments and exams are submitted by the due dates and times. **Late work (work not submitted by 11:59pm on the due date) will not be accepted.** Work must only be submitted to Canvas. Any work submitted via email will not be graded.

COURSE OUTLINE AND CALENDAR

*Each week course content will be available in the module associated with that week on Canvas. Be sure to check Canvas weekly for online content to review as part of the course. Online content may include videos, articles, etc. in addition to the textbook assigned readings.

Weekly reading assignments should be done before class meetings and assignment due dates.

Class Date/Format	Topic	Assigned Readings from Textbooks/Articles	Assignment Due
Week 1 – 1/20 Face to Face	Introduction to Course	Review Syllabus	
Week 2 – 1/27	Systemic Thinking	Gehart Ch. 1 & 2	Online Quiz 1: Due Thursday by 11:59pm (Week 2 content) Discussion Board 1: Initial Post due by Wednesday at 11:59pm & 2 Responses due by Friday at 11:59pm
Week 3 – 2/3 Face to Face	Systemic Thinking	Gehart Ch. 3 Smith – Acuna Ch. 1 & 2	Online Quiz 2: Due Thursday by 11:59pm (Week 3 content)
Week 4 – 2/10	Systemic Thinking	Smith - Acuna Ch. 3 & 4	Online Quiz 3: Due Thursday by 11:59pm (Week 4 content) Discussion Board 2:

			Initial Post due by Wednesday at 11:59pm & 2 Responses due by Friday at 11:59pm
Week 5 – 2/17 Face to Face	Systemic Thinking	Smith - Acuna Ch. 5, 6 & 7	Online Quiz 4: Due Thursday by 11:59pm (Week 5 content)
Week 6 – 2/24	Systemic and Strategic Therapies	Gehart Ch. 4	Online Quiz 5: Due Thursday by 11:59pm (Week 6 content) Discussion Board 3: Initial Post due by Wednesday at 11:59pm & 2 Responses due by Friday at 11:59pm
Week 7 – 3/3 Face to Face	Systemic and Strategic Therapies	Article: In Defense of Strategic Therapy	Article Review 1: Due in class and submitted online Thursday by 11:59pm Therapy Outlines (Milan, MRI, & Strategic): Due Friday by 11:59pm
Week 8 – 3/10	Structural Family Therapies	Gehart Ch. 5	Online Quiz 6: Due Thursday by 11:59pm (Week 8 content) Discussion Board 4: Initial Post due by Wednesday at 11:59pm & 2 Responses due by Friday at 11:59pm
SPRING BREAK March 14-18			
Week 9 – 3/24 Face to Face	Structural Family Therapies	Article: Structural Family Therapy with Mexican American Family Systems	Article Review 2: Due in class and submitted online Thursday by 11:59pm Therapy Outlines (Structural & FFT): Due Friday by 11:59pm
Week 10 – 3/31	Intergenerational and Psychoanalytic Family Therapies	Gehart Ch. 7	Online Quiz 7: Due Thursday by 11:59pm (Week 10 content) Discussion Board 5: Initial Post due by Wednesday at 11:59pm & 2 Responses due by

			Friday at 11:59pm
Week 11 – 4/7 TAMFT Conference	Intergenerational and Psychoanalytic Family Therapies	Articles: 1) Is Bowen Theory Valid? A Review of Basic Research & 2) Psychodynamic Couple Therapy: A Practical Synthesis	Online Quiz 8: Due Thursday by 11:59pm (Week 11 content) Therapy Outlines (Bowen & Psychodynamic): Due Friday by 11:59pm
Week 12 – 4/14 Face to Face	Intergenerational and Psychoanalytic Family Therapies	Article: 1) Toward an Object-Relations Approach in Psychoanalytic Marital Therapy & 2) Trustworthiness and Fairness Enough? Contextual Family Therapy and the Good Family	Article Review 3: Due in class and submitted online Thursday by 11:59pm Therapy Outlines (Object Relations & Contextual): Due Friday by 11:59pm
Week 13 - 4/21	Experiential	Gehart Ch. 6	Online Quiz 9: Due Thursday by 11:59pm (Week 13 content) Discussion Board 6: Initial Post due by Wednesday at 11:59pm & 2 Responses due by Friday at 11:59pm
Week 14 – 4/28 Face to Face	Experiential	Articles: 1) Early Stages in Experiential Marital Therapy & 2) A Review of the Research in Emotionally Focused Therapy for Couples	Article Review 4: Due in class and submitted online Thursday by 11:59pm Therapy Outlines (Satir, Whitaker & EFT): Due Friday by 11:59pm
Week 15 – 5/5 Face to Face	Student Led Demonstration (SLD)	Review For Final	SLD Handout: Due 5/5/22 by 11:59pm
Week 16 – 5/12 Face to Face	Student Led Demonstration (SLD)	Review for Final	SLD Handout: Due 5/12/22 by 11:59pm Online Cumulative Final Exam: Due Online 5/13/22 by 11:59pm

(Course Calendar may be altered by the instructor throughout the semester as needed.)

Important University Dates

You can access the current Academic Calendar at the link below 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

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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 Warrior Center for Student Success, Equity 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>]

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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite 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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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>].

ADDITIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/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/bit) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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