

**Texas A&M University – Central Texas**  
**COUN 5367-110, 11458, Play Therapy**  
**Spring 2022**

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

**Class Time:** 6-8:45pm

**Class Meeting Location:** Warrior Hall 311, (further meeting information found in course calendar)

**Office:** WH 318E

**Email:** [lmccclendon@tamuct.edu](mailto:lmccclendon@tamuct.edu)

**Office Hours:** Virtual Hours – Monday 11:00 am to 1:00 pm, 3:00pm-5:00pm & Wednesday 12:00 pm to 4:00 pm; other days / times by appointment

**Book a Virtual Appointment**

1. [Review appointment options](#)
2. [Check Dr. McClendon's calendar](#) (Times marked as "Busy" or "Away" are not available)

*This is Web-Enhanced course (11-49% online) and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].*

**Student-instructor interaction:**

*Instructor will check email Monday through Friday between 8 a.m. and 5 p.m. and reply to student emails within 48 hours. Emails received Saturday and Sunday will be addressed on Monday.*

**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:
  - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - o [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**

Students will explore the therapeutic powers of play within a counseling relationship. Enhance basic counseling skills and techniques using play as the medium of communication. Analyze the background, history, ethical concerns, and professional credentialing requirements of play therapists. Demonstrate play therapy skills and techniques with a child and participate in observation of and supervision in play therapy.

Prerequisite(s): [COUN 5350](#) Foundations of Counseling, [COUN 5357](#) Methods and Practices of Counseling, Co-requisite [COUN 5393](#) Practicum I: Field Experience or permission of department chair.

### **Course Objective or Goal**

#### **Student Learning Outcomes**

- Students will identify developmentally and theoretically appropriate play therapy toys and materials for the purposes of both assessment and treatment.
- Students will conceptualize a client's presenting mental health issue(s) and psychosocial problem(s) through a developmental and theoretical play therapy framework.
- Students will compare and contrast the legal and ethical issues that are unique to play therapy and those shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries and duty to warn and protect, use of touch.
- Students will demonstrate basic play therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting.

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

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

## COURSE REQUIREMENTS

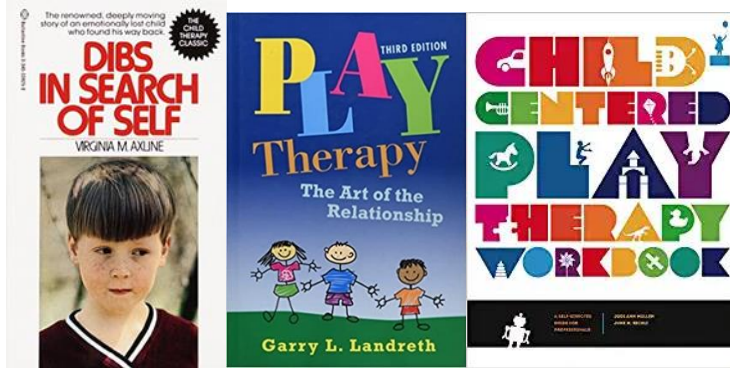
### ***Required Reading and Textbook(s):***

*Axline, Virginia (1964). Dibs: In search of self. Houghton Mifflin.*

*Landreth, Garry (2012). Play therapy: The art of the relationship. Accelerated Development.*

*Mullen, J.A. and Rickli, J.M. (2014). Child-Centered Play Therapy Workbook: A self-Directed Guide for Professionals. Research Press.*

*\*\*Don't get the Mullen 2019 edition. It has several errors in it.*



***Selected Readings from:***

Association for Play Therapy: Theories

- Adlerian
- Filial
- Attachment
- Cognitive Behavioral
- Ecosystemic
- Gestalt
- Jungian
- Psychoanalytic

Drewes, A., & Schaefer, C. (2010). *School-based play therapy* (2nd ed.). Wiley.

Fromberg, D., & Bergen., D. (2006). *Play from birth to twelve: Contexts, perspectives, and meanings*. Routledge.

Gitlin-Weiner, K. Sandgrund, A., & Schaefer, C. (2000). *Play diagnosis and assessment*. Wiley.

Kaduson, H., Cangelosi, D., Schaefer, C. (2020). *Prescriptive play therapy: Tailoring interventions for specific childhood problems*. Guilford Press.

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

Kottman, T., & Meany-Walen, K. (2016). *Partners in play: An Adlerian approach to play therapy*. American Counseling Association.

Kottman, T., & Meany-Walen, K. (2018). *Doing play therapy: From building the relationship to facilitating change*. Guilford Press.

Leggett, E., & Boswell, J. (2017). *Directive play therapy: Theories and techniques*. Springer publishing.

Ray, D. C. (2016). *A therapist's Guide to Child Development: The extraordinarily normal years*. Routledge, Taylor & Francis Group.

Ray, D. C. (2011). *Advanced Play Therapy: Essential conditions, knowledge, and skills for child practice*. Routledge, Taylor & Francis Group.

Schaefer, C., & Cangelosi (2016). *Essential play therapy techniques: Time-tested approaches*. Guilford Press.

Stone, J. (2020). *Digital play Therapy: A clinician's guide to comfort and competence*. Routledge.

Sweeney, D., Baggerly, J., & Ray, D. (2014). *Group play therapy: A dynamic approach*. Routledge.

Yasenik, L., & Gardner, K. (2012). *Play therapy dimensions model: A decision-making guide for integrative play therapists* (Videos)

### Play Therapy Associations:

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

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

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

### ASSIGNMENTS: Total Points: 100

#### 1. Participation (35 points)

- You will demonstrate *quality class participation*. This means discussing and sharing information that is relevant to the overall learning experience of the class. You are expected to have read the material prior to class and be able to reflect and critique the material in discussions. In addition, you are expected to augment your class participation with relevant and related professional articles, as they relate to class topics. Additionally, due to the experiential nature of course instruction, I have expectancy that you will be open to opportunities for self/professional growth.
  - Assessed through quizzes embedded in presentations, quizzes related to reading and/or video assignments = **10 points**
  - Assessed through skills practice F2F activities (Synchronous cannot be substituted) = **10 points**
  - Assessed through workbook assignments
    - Workbook: 3 points per section = **15 points**
      - Part I: 1-18
      - Part II: 19-40
      - Part III: 41-74
      - Part IV: 77-98
      - Part V: 99-104

#### 2. Tote-bag Playroom and Elevator Speech (5 points)

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

#### 3. DIBS Paper -- Dibs: In search of self (10 points) Critically evaluate a historical play therapy case, DIBS, detailing child developmental stages/needs, assessment issues, your play therapy theoretical orientation, diagnostic and treatment considerations, clinical impressions, and your personal and professional reaction. The paper should be from three to four pages and contain your observations of what Dr. Axline uses in her therapeutic repertoire to work with Dibs. Use your textbook and other scholarly peer-reviewed articles to support DIBS developmental stages/needs, assessment issues, diagnostic and treatment considerations, and your clinical impressions.

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

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

#### 5. APT Credentialing Assignment (15 points) See Rubric and instructions on the course rubrics document.

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

The Final Play Therapy Session consists of several requirements: 1) conduct one video-taped play therapy session with the same unrelated child from your Midterm Play Therapy Session using your Tote-bag Playroom (audio and visual must work for a full grade, 2) complete a session summary and skills sheet for the session, 3) Fully Complete a Basic Play Therapy Skills Sheet, 4) Case Conceptualization Sheet.

#### 7. Play Therapy Online Discussion Board (5 points)

You will be required to post two thoughtful discussions after reading the following articles: “Ethical Considerations for Implementing Telemental Health in Play Therapy: A Reflective Exercise for Play Therapists Based on the Association for Play Therapy’s Best Practice Guidelines and “APT and Touch.” Make sure you review the rubrics for these assignments on Canvas

### Grading

Assignment	Points	Percentage
Participation	35	35%
Tote-Bag Playroom	5	5%
DIBS Paper	10	10%
Midterm Play Therapy Session	15	15%
APT Credentialing Assignment	15	15%
Final Play Therapy Session	15	15%
Play Therapy Online Discussion Board Postings	5	5%
Total Points Earned	<b>100</b>	<b>100</b>

### Posting of Grades

Generally, I try to post grades about 2 weeks after the assignment is due.

### Grading Policies

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

### COURSE OUTLINE AND CALENDAR

Week	Class Meeting Schedule	Topics/Readings	Assignments Due
1/18-1/23  Week 1	Asynchronous	<b><u>Part I: Basic Concepts</u></b>  Review of Syllabus & Course Expectations  <i>Reading on Canvas:</i> Therapeutic Powers of Play, Introduction to Play Therapy  <i>Videos:</i> What is Play Therapy and Play Therapy and APT	None
1-24	Face to Face Class (F2F)	<b><u>Part I: Basic Concepts</u></b>	

Week 2		<i>Reading on Canvas:</i> History of Play Therapy, Play Therapy Theories, Mullen & Ricki (M&R) Workbook: 1-10 Begin Reading DIBS	
1-31 Week 3	<b>F2F</b>	<u><b>Part II: Basic Skills</b></u> <i>Textbook</i> (Landreth): Chapter 2: The Meaning of Play, Chapter 8: The Playroom and Materials <i>M&amp;R Workbook:</i> 65-73 Toys and Settings	M&R Workbook pages due 8
2-7 Week 4	<b>F2F/Synchronous</b>	<u><b>Part II: Basic Skills</b></u> <i>Reading on Canvas:</i> Child Development by age Handouts <i>Textbook</i> (Landreth): Chapter 5: Child Centered Play Therapy <i>M&amp;R Workbook:</i> 19-33	M&R Workbook pages due (11-17). Sample answers in Appendix
2-14 Week 5	<b>F2F</b>	<u><b>Part II: Basic Skills</b></u> <i>M&amp;R Workbook:</i> 34-40 <i>Textbook</i> (Landreth): Chapter 10: Characteristics of Facilitative Responding <i>Reading on Canvas:</i> Building an Egalitarian Relationship with the Child	M&R Workbook pages due: 23-25, 27-33 DIBS Paper
2-21 Week 6	<b>F2F (Guest Lecturer)</b>	<i>M&amp;R Workbook:</i> 41-50 <i>Textbook</i> (Landreth): Chapter 9: The Child's Time, Chapter 11 Limit Setting <i>Video on Canvas:</i> APT Credentialing Assignment	M&R Workbook pages due: 34-40
2-28 Week 7	<b>Synchronous</b>	<i>Reading on Canvas:</i> Limit Setting Styles <i>M&amp;R Workbook:</i> 51-64, 77-78 Assessment in Play Therapy	<i>M&amp;R Workbook:</i> 43, 45-47, 49-50 Totebag



3-7 Week 8	<b>F2F</b>	<i>Reading on Canvas: Integration of Basic Skills</i>  <i>M&amp;R Workbook 79-84</i>	<i>M&amp;R Workbook: 54-55, 60-61, 63-64, 77-78</i>
3-14 <b>Off</b>	<b>Spring Break</b>		
3-21 Week 9	<b>Asynchronous</b>	<i>Reading on Canvas: Play Therapy Themes</i>  <i>Reading on Canvas: Completing a Session Summary</i>  <i>M&amp;R Workbook: 85-104</i>	<i>M&amp;R Workbook: 92-94, 101, 104</i>
3-28 Week 10	<b>F2F</b>	<i>Part III: Advanced Skills and Concepts</i>  Recognizing and Communicating Through Metaphor  Kottman Chapter 12	Midterm <ul style="list-style-type: none"> <li>• Consent to Record</li> <li>• Tape</li> <li>• Skills Sheet</li> <li>• Session Summary</li> </ul>
4-4 Week 11	<b>Synchronous</b>	Supervised Tape Review  Choose a reading: <i>Reading on Canvas:</i> <ol style="list-style-type: none"> <li>1. Guidelines for Incorporating Play Therapy in Schools</li> <li>2. Group Play Therapy Stages and Procedures</li> <li>3. Video Games and Genres</li> </ol>	
4-11 Week 12	<b>Synchronous</b>	Telehealth Play Therapy and COVID-19 <i>Reading on Canvas: APT Best Practices</i>  Professional Issues in Play Therapy  Kottman Chapter 15	APT Credentialing Assignment
4-18 Week 13	<b>Asynchronous</b>	Kottman Chapter 13  Advanced Play Therapy Skills  <i>Reading on Canvas: APT Touch</i>	Discussion Post Due:  Ethical Considerations for Implementing Telemental Health in Play Therapy: A Reflective Exercise for Play Therapists Based on the Association for Play Therapy's Best Practice Guidelines

4-25 Week 14	<b>F2F</b>	Metacommunication/Role Play/Metaphor Practice  Working with Teachers and Parents Kottman Chapter 14	Discussion Post Due: APT Touch
5-2 Week 15	<b>F2F</b>	Working with Teachers and Parents Practice	
5-9 Week 16	<b>Asynchronous</b>		Final: <ul style="list-style-type: none"> <li>• Tape</li> <li>• Skills Sheet</li> <li>• Session Summary</li> </ul>

### Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

### TECHNOLOGY REQUIREMENTS AND SUPPORT

*You need to include information about Technology Requirements and Support. In addition, include a statement on the technology requirements for the successful completion of the course and when applicable, information on how to access these resources (for example, how to obtain a certain software through University site license).*

#### 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](mailto: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.*

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## 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](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>]. 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, 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](mailto: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](mailto: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](mailto: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) [http://tamuct.libguides.com/index].

## 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 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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