

**Course number, Course CRN, COURSE TITLE  
MFT 5352-125, 60284, Gender & Sexuality**

**Summer 2022**

Texas A&M University-Central Texas

**Course Dates: June 6, 2022 – July 29, 2022**

**Course Modality:**

This is a classroom blended course that will have 7 weekly face-to-face meetings and online activities. In addition, each week there will be online asynchronous learning activities to help provide a full semester of course engagement within 8 weeks. Face to face classes will be held on Monday evenings according to 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 of class meetings.

**Class Day: Mondays**

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

**Location: Warrior Hall 304 & CANVAS**

**INSTRUCTOR AND CONTACT INFORMATION**

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

**Office: WH 318-O**

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

**Office Hours**

My office hours will be on Mondays from 11:00 AM – 1:30 PM and Tuesdays 10:00am-3:30pm (Tuesday appts are virtual only and an appt via Bookings is required).

An appointment time during any of my office hours may be made via Bookings.

Use the link below to make an appt via Bookings:

<https://outlook.office365.com/owa/calendar/DrHollowaysAdvisingCalendar@tamuct.onmicrosoft.com/bookings/>

I can accommodate meeting other times as well by emailing a request to me that list 2-3 alternative meeting dates and times. I will respond to your request and confirm my availability.

**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, please use the link below to make an appointment via Bookings:

<https://outlook.office365.com/owa/calendar/DrHollowaysAdvisingCalendar@tamuct.onmicrosoft.com/bookings/>

You may also email me directly for other available times for appointments.

*Respect for Diversity:*

I desire that all student diversity in experience and perspective be valued in and out of class. My intent is that students' diverse learning needs are addressed and that materials and activities respect and honor diversity. Student suggestions and ideas are encouraged and welcomed. Students can feel free to contact me to discuss how to support the effectiveness of the course for themselves or other groups of students. In addition, during the first day of class we will collectively create a community agreement that will serve as a collaborative effort to set a framework for a respectful and inclusive learning environment for all students.

### **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**

Learn male and female sexual anatomy, and address male and female sexual problems and their treatment. Special Emphasis on sex therapy, including cultural diversity, age, disability and illness, sexual abuse and rape.

### **Course Objective or Goal**

#### **Student Learning Outcomes**

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

(SLO-2) - Demonstrate basic and systemic therapeutic techniques

(SLO-3) - Assess how contextual issues affect individual lives and relational dynamics

(SLO-5) - Assess the influence of their social location and personal experiences on the conceptualization and intervention

These SLO's are targeted through the following Course Learning Outcomes:

(CLO 1) - Students will demonstrate competency in sexual therapy/counseling methods (SLO-2)

(CLO 2) - Students will monitor attitudes, personal well-being, personal issues, and personal problems to ensure they do not impact the therapy process adversely or create vulnerability for misconduct (SLO-5)

(CLO 3) - Students will critically evaluate self-help approaches to sexual problems in light of recent research (SLO-3)

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

*Textbooks:*

Gambescia, N., Weeks, G. R., & Hertlein, K. M. (2021). *A clinician's guide to systemic sex Therapy* (3<sup>rd</sup> ed.). Routledge.

Lehmiller, J. (2018). *Tell me what you want: The science of sexual desire and how it can help you improve your sex life*. De Capo Press.

**Additional readings may be assigned throughout the course by instructor. All readings can be found in Canvas under their assigned week.**

## **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), 7<sup>th</sup> ed. publication guidelines when indicated. Assignment due dates are indicated on the Course Calendar.***

## Assignments:

- 1. Class Participation: (7x2pts=14pts (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 should refrain from texting and using electronic devices in class. The optimal learning environment will involve students being fully present and active in class activities. Students will also be responsible for reading/viewing assigned materials before class in an effort to support informed rich discussion.

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. Role Plays will be utilized in this course as a way to practice and demonstrate understanding of content. Every student will be expected to participate fully in the role plays and provide feedback in class as a part of their participation grade.

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. Online Content Quizzes: (5x2pts=10pts)** In an effort to ensure each student has read/viewed and comprehended some of the material within the course, 4 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 indicated in the Course Calendar. Quiz dates are indicated in the Course Calendar as well. (Addresses CLO 1)
- 3. Discussion Boards: (7x3pts=21pts)** 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 2pt. Students **may not exceed 250 words. It is vitally important to be clear and concise**. Referencing and citing research articles, the textbook, or webinars 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 point. 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 1 & CLO 3)

- 4. Sexual Genogram: (12pts)** Students will complete a sexual genogram. This paper is intended to help students become cognizant of how they learned about sexuality, sex, and gender. The purpose of the paper is to also help students explore their own values and biases concerning sexuality, sex and gender. Students will utilize Ch. 4 of A Clinician’s Guide to Systemic Sex Therapy to guide the process of completing the genogram assessment. More specifically, the content of the paper should consist of student responses to the general questions, gender and related questions, and timeline questions listed on pages 72-75 of the textbook. At least 3-5 questions from each aforementioned category should be answered and formulated into a cohesive sexual genogram self-reflection paper. The paper should be between 4-6 pages long. The paper should be written in 7<sup>th</sup> edition APA **student** paper style format. No abstract is needed. The information you present in this paper is sacred and will be treated with confidentiality. (CLO 2)
- 5. Final Project: (20pts)** Students will get to choose from two types of final projects: Experiential Project & Reflection or Case Study. Each is described below.
  - a. Experiential Project & Reflection** - This project will be successful to the degree that the student’s chosen activity inspires reflective questions and thoughtful exploration of their experience. Thus, it will involve active exploration of an issue(s), preferably one that generates some personal discomfort (i.e., stretches the student) within some realm of sexuality/gender that is related to **their development as a therapist**. Possibilities for these projects will be discussed in class, and students will be responsible for selecting a topic, carrying out some kind of learning experience, and then writing about it in a significant way (see final paper, below). Student projects must be approved prior to implementation. Students cannot choose a project that puts them at risk of injury (mental or physical), but it should challenge them significantly, providing them with a vehicle to critically examine their comfort/discomfort with some issue of sexuality and/or gender. The expectation is that this be a personal reflective experience that informs their work as a marriage and family therapist. In the

process of carrying out and writing about the project, students will be delving into their assumptions, biases, beliefs, and practices. If a student chooses to do this project, a detailed, typed (1/2 - 1 page) proposal is due on the date listed in the course calendar. After conducting the activities of the project, the student will write a thoughtful paper narrating their personal experience. The paper will be a synopsis of the project, including an in-depth reflection on how it allowed the student to successfully challenge their personal and/or professional values/understandings/beliefs/experiences. Students don't need to supply project details that they would be uncomfortable sharing, but they do need, in some way, to talk about what they did and what they learned. The paper isn't to be a term paper as that type of writing is commonly understood; rather, it should be a polished, personal reflection on how the project activity shaped and informed their thinking. The paper must be 7-9 pages long. The course textbooks and 1-2 additional peer reviewed journal research articles published in the last 10 years should be utilized as well. These articles and the textbooks should be used to help frame/ inform the students reflective writing. The paper should be written in 7<sup>th</sup> edition APA **student** paper style format. No abstract is needed. (CLO 1 & 2)

- b. Couple's Systemic Sex Therapy Case Study** - Students choosing this option will author a paper detailing a culturally informed treatment intervention plan to use while working with a couple in systemic sex therapy. In this paper, students will describe a couple scenario in which systemic sex therapy would be appropriate. The scenario should be of their own creation and/or taken from a TV series or movie. The TV series or movie couple scenario is recommended, so the student can also show a clip during their presentation of the paper (see presentation details below). The student should provide specifics about the characteristics of the couple (diagnoses, cultural, family dynamics, sexuality, gender, etc.), and so forth. Students should detail the goals and objectives for treatment, the interventions/ techniques, and the potential outcomes of treatment. Students should be sure the treatment plan takes in account the couple's social location. The paper must be 7-9 pages long. The textbooks should be the guiding sources for this assignment, but 1-2 additional peer reviewed journal research articles published in the last 10 years should be utilized as well. These articles should be related to the couple's social location and systemic sex therapy treatment. The paper should be written in 7<sup>th</sup> edition APA **student** paper style format. No abstract is needed. (Addresses CLO 1 & 2)
- 6. Final Project Presentation: (8pts)** Students will present their final project (15 minutes) to the class using a PowerPoint format (and video, if applicable). Presentation dates and the order of presentations will be assigned at the beginning of the course. Presentation PowerPoints should be uploaded to Canvas by 11:59pm on the student's presentation date. (Addresses CLO 1 & 2)
- 7. Final Exam: (15pts)** 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 1)

### **Grading Criteria Rubric and Conversion**

#### **Assignment Points**

<b>Assignment</b>	<b>Point Value</b>
Class Participation (2pts per F2F class meeting)	14
5 Online Content Quizzes (2pts per quiz)	10
7 Discussion Boards (3pts per discussion board)	21
Sexual Genogram	12
Final Project	20
Final Project Presentation	8
Final Exam	15
<b><i>Total Possible Points:</i></b>	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 (3pts)*

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 7<sup>th</sup> edition format.            (2pt)</p>	0-1.25pts	1.5-2
<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 7<sup>th</sup> 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 7<sup>th</sup> edition format            (.5pt)</p>	0-.25pts	.5



*Sexual Genogram (12pts)*

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Student utilized 3-5 questions from each of the following categories: general questions, gender and related questions, and timeline questions listed on pages 72-75 of the textbook to create their genogram. (5pts)	0-3.5pts	4-5pts
Student genogram is clear, logical and concise as well as thoroughly provides a understanding of the student's lived gender/sexual experience. (5pts)	0-3.5pts	4-5pts
Paper was within page requirement. Paper is written in APA 7 <sup>th</sup> edition student format with minimal errors. (2pts)	0-1.5pts	1.75-2pts

*Final Project Option a: Experiential Project & Reflection (20pts)*

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Presented a clear and accurate description of a relevant experimental activity. (5pts)	0-3.5pts	4-5pts
Student presented a thorough reflection of the experience which included identification of their own values, beliefs, etc. about sex, sexuality and gender. Student described the impact the experience had on said beliefs and new insights they discovered as well as how it will apply to their work as an MFT. (7pts)	0-5.5pts	5.75-7pts
There was clear evidence of the application of research related to the specific	0-3.5pts	4-5pts

experience in informing their reflective response. Students reflective response clearly and thoroughly related to their work as a MFT. (5pts)		
Paper stayed within page requirement and referenced 1-2 peer reviewed journal research articles that have been published in the last 10 years as well as the textbooks. Paper is written in APA 7 <sup>th</sup> edition student format with minimal errors. (3pts)	0-2.25pts	2.5-3pts

*Final Project Option b: Couple's Systemic Sex Therapy Case Study (20pts)*

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Student summarized a couple involved systemic sex therapy scenario and provided specifics about the characteristics of the couple and the issue. (5pt)	0-3.5pts	4-5pts
Student thoughtfully and thoroughly provided detailed culturally informed goals and objectives for treatment, as well as identified and described the interventions/ techniques they would use with the couple in systemic sex therapy. (7pt)	0-5.5pts	5.75-7pts
Student's treatment plan and interventions were research informed, utilized concepts from the textbooks and readings and were appropriate for couple's social location and issue to be addressed. (5pt)	0-3.5pts	4-5pts
Paper stayed within page requirement and referenced 1-2 peer reviewed journal research articles that have been published in the last 10 years as well as the textbooks. Paper is written in APA 7 <sup>th</sup> edition student format with minimal errors. (3pts)	0-2.25pts	2.5-3pts

## Posting Grades

Grades will be posted in Canvas approximately 1 week after 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 are submitted by the due dates and times. Late written work will be accepted up to 48 hours after the due date. Assignments that may be turned in late, if needed, are Sexual Genogram and the Final Project. Each day the assignment is turned in late (beginning at 12am the day after the due date) the earned grade will be reduced by .25pt. No assignments will be accepted more than 48 hours after the due date. If an assignment is submitted more than 48 hours after the due date a "0" will be entered in the gradebook on Canvas and no feedback will be provided. Work must only be submitted in Canvas. Assignments will not be accepted via E-mail.

**Quizzes and Discussion Boards (DB) will not be accepted late. However, the lowest grade earned on a Quiz or DB will be replaced by the highest grade on that assignment for every student, at the end of the semester. This means if a student misses quiz 2 and receives a "0", that grade will be replaced by the student's highest grade earned on their other quizzes for that semester.**

## COURSE OUTLINE AND CALENDAR

\*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 – 6/6 <b>Monday - Face to Face</b>  <i>Thursday – Online</i>	Introduction to Course  Intersystem Approach & Diagnosis	Review Syllabus  Clinician’s Guide (CG) - Ch. 1 & 2	<b>Discussion Board 1:</b> Initial post due by Saturday at 11:59 pm & 2 responses due Sunday by 11:59pm
Week 2 – 1/27 <b>Monday - Face to Face</b>  <i>Thursday - Online</i>	Assessment  Treatment Principles	CG - Ch. 3 & 4  CG - Ch. 5 & 6	<b>Online Quiz 1:</b> Due Wednesday by 11:59pm (Monday content)  <b>Discussion Board 2:</b> Initial post due by Saturday at 11:59 pm & 2 responses due Sunday by 11:59pm  <b>Final Project (Option a) Proposal:</b> Due Sunday by 11:59pm
Week 3 – 2/3 <b>Monday - Face to Face</b>  <i>Thursday - Online</i>	Treatment Principles	CG - Ch. 7 Lehmler - Ch. 1  Lehmler - Ch. 2	<b>Online Quiz 2:</b> Due Wednesday by 11:59pm (Monday content)  <b>Discussion Board 3:</b> Initial post due by Saturday at 11:59 pm & 2 responses due Sunday by 11:59pm
Week 4 – 2/10 <b>Monday - Face to Face</b>  <i>Thursday - Online</i>	At Home Assignments & Psychoeducation	CG - Ch. 8 & 9 SFT article on Canvas  CG - Ch. 10 Lehmler - Ch. 3	<b>Online Quiz 3:</b> Due Wednesday by 11:59pm (Monday content)  <b>Discussion Board 4:</b> Initial post due by Saturday at 11:59 pm & 2 responses due Sunday by 11:59pm
Week 5-7/4 <b>Monday – No Class</b>		Lehmler - Ch. 4 & 5	<b>Online Quiz 4:</b> Due Wednesday by 11:59pm (Monday content)



**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://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpid=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fsubmit%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), [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](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/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.

### **Student Counseling Center**

The Student Counseling Center is a place where students can go for no-cost services to get help to handle day-to-day challenges and encourage their personal growth and development.

The Student Counseling Center provides services ranging from assistance with anxiety, depression, relationship concerns to crisis intervention. Students get personal assistance, tailored to their needs, in a welcoming and comfortable atmosphere.

Services — including counseling sessions up to once a week — **are at no additional cost** while students are currently enrolled at Texas A&M University-Central Texas.

For more information about the counseling center, students should visit the website, <https://www.tamuct.edu/student-affairs/student-counseling.html>, or call to make an appointment at (254) 501-5955.

### **Campus Cupboard**

The Campus Cupboard is a student-run food pantry built to serve all students, staff, and faculty in need of assistance. Stocked with food, the cupboard acts as a safety net for the TAMUCT community. Food is provided at no cost. No proof of income or US citizenship is required. New clients will be asked to complete a New Client Form. All information is kept confidential and only recorded for statistical purposes. For more information, email [tamuctcupboard@tamuct.edu](mailto:tamuctcupboard@tamuct.edu) or call 254-501-5909. More information about Campus Cupboard openings can also be found at <https://tamuct.edu/student-affairs/campus-cupboard.html>.

### **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**



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 Summer 2022 semester, the hours of operation are from 10:00 a.m.-4:00 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 most Saturdays from 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/) at [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>].

## **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](#) online

[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/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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## **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.