

**MFT 5313-110, 10263, The Person of the Therapist - ID**

**Spring 2023**

Texas A&M University-Central Texas

**COURSE DATES, MODALITY, AND LOCATION**

This is a Web enhanced course that will have 8 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. 17, 2023 – May 12, 2023**

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

**Class Time: 2pm-4:45pm**

**Location: Warrior Hall 314 & CANVAS**

**INSTRUCTOR AND CONTACT INFORMATION**

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

**Office: WH 318-K**

**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 10:00 AM-3:30 PM (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 indicates 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 beginning of the semester we will collectively create a community agreement that will be a collaborative effort to set a framework for a respectful and inclusive learning environment.

**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 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]
  - Android Phone / Tablet  
[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 study identification and the development of the person as the therapist, which serves to hone skills in therapy.

**Course Learning Outcomes**

- 1) Student Learning Outcomes
  - a) This course targets the following MFT program Student Learning Outcomes
    - i) Assess how contextual issues affect individual lives and relational dynamics (SLO-3)

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

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

#### *Textbooks:*

Baldwin, M. (Ed.). (2013). *The use of self in therapy* (3rd ed.). The Haworth Press. ISBN: 978-0-415-89603.

#### *Journal Articles:*

Articles will be accessed through the TAMUCT library and will be made available on Canvas.

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

#### **Assignments:**

- 1) Class Participation:(8X2pts=16pts (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 discussion by answering questions, providing thoughtful input based on the course content and one's own experience, acknowledging and drawing connection between student presenters and one's on experience, etc. Students will be responsible for reading/viewing the assigned materials and any other resources provided by the instructor in Canvas before class.

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 and provide documentation.

#### **Special Note Concerning Course Environment & Participation**

This course will examine how a professional's personal life influences their therapeutic work through class materials, activities and discussions. Sharing of personal experiences will be a vital component of the growth and learning process in this course as well as providing supportive feedback to others in the course. This course and its content are

not therapy and should not be a substitute for therapeutic work with a licensed professional. Confidentiality is important to the integrity of the course. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course both in the classroom and on in Canvas. I also, implore all students to share only what they are comfortable sharing in an education setting throughout the course. Students may avoid sharing deeply personal experiences and/or family secrets. No assessment of personal information will take place in the evaluation of any assignments.

*In addition, peer feedback will be an important component of this course. Feedback must not ever be an evaluation of a student, their families. Feedback is to be strengths based. The goal for feedback is to be curious by ask clarifying question highlight strengths and identify how one's experience might be related to another student's person of the therapist experience. (SLO 3 & 5)*

- 2) **Discussion Boards:(6X3pts=18pts)** 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 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 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 may 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. (SLO 3 & 5)

- 3) **Personal Journal Entries:(5X2pts=10pts)** The purpose of this assignment is to provide space for students to reflect on the content of the course and course activities as it relates to their individual experience and practice as marriage and family therapists.

These journals will help to inform the final paper and should illustrate connections between personal experience, course content/activities and students' work as MFTs. The journal is not expected to adhere to scholarly APA writing style and can be written in a blog style. Minimum word count is 250 and there is no maximum. Students are encouraged to only share what they feel comfortable sharing. Students may avoid sharing deeply personal experiences and/or family secrets. (SLO 3 & 5)

- 4) **Signature Themes Paper:(10pts):** Students will utilize content and questions from the Aponte & Kissil (2014) article as well as other course content to identify, describe some of their signature theme(s), and discuss the factors (family relationships, race, cultural, socioeconomic status, religion, etc.) that may contribute to the theme(s). Students should keep in mind signature themes are not events, but "...personal patterns of feeling, thinking and/or relating that you experience as challenges to your function and relating as you would want"(Aponte & Kissil, 2014, p.164). This paper should be completed in 7<sup>th</sup> edition APA student format. The paper should be 4-6 pages in length not including the cover page and reference page and use 12 pt Times New Roman font. (SLO 3)
- 5) **Genogram and Genogram Presentation:(20pts)** Students will construct a 3-4 generation genogram electronically either through GenoPro or another software of their choosing. Genopro information will be provided in class. You can also learn more about the free version and trial version by going to the website <https://genopro.com/>. Students will then present their genogram to the class along with signature themes that may have come up during its construction.

The purpose of this assignment is to help students become more cognizant of their family relational characteristics, values, biases and patterns. The hope is the genogram construction and presentation will help students become aware of how their personal relational experience may impact their work as family therapists.

In addition to the genogram, students will create a bullet point timeline identifying significant events in their life as well as identify and briefly describe (short bullet points) signature themes they discovered.

The Genogram must include:

- 2 generations previous to the student's generation (3 total generations); if the student has children, they will need to include their children as a fourth generation.
- Symbols & information to include (a handout will be provided on CANVAS):
  - Name, birthdate, death date, gender, sexual orientation, couple relationships (divorce, marriage, etc.), children in relationship to parents, symbols for relational patterns (closeness, conflict, etc.), addiction, religion, physical health, mental health, abuse, occupations, culture/race, immigration, socioeconomic status, significant family roles or triangles. Student should indicate who is in their household. In addition, information about significant events can be entered on the genogram near the family

member involved. If little room is available, those items can be placed on the student's timeline of significant events in a separate section for that family member. Student should indicate the family member's name and their position in the family as a heading then use bullet points indicating significant events below the heading.

- Significant family values, beliefs, characteristics should also be entered near family members names that held those beliefs. These should relate to culture, religion/spirituality, family rules, gender roles, sex, marriage, race, traditions, etc.

The Timeline should include (brief bullet points):

- Significant events/relational experiences across your lifespan that are not easily depicted or described on the genogram
- If needed, include significant events/relational experiences of family members (include their name, role and event/experience)

Signature Themes should include (brief bullet points):

- 1 or 2 themes related to your nucleus family and family of origin relational experience (refer to Aponte's articles and our class discussion to help develop these themes).

Students will present their genogram to the class on their assigned day. Class presentation dates will be assigned at the beginning of the course. Presentations should be 30-35 minutes in length. The presentation must include a clear visual of the genogram, timeline and signature theme(s). The presentation materials must be saved in the indicated discussion board before the class meeting and made visible during the presentation. At the end of each presentation, students will have time to hear feedback, discuss insights and answer clarifying questions. (SLO 3)

- 6) **Genogram Reflection Paper:(6pts)** Students will complete a reflection paper concerning their signature theme(s), person of the therapist, and response to their genogram presentation discussion that demonstrates intentional introspection. This paper should highlight person of the therapist insights, emotional experiences, moments of connection, challenges that arose, etc. The paper must be completed in 7<sup>th</sup> edition APA student format using 12 pt Times New Roman font. The paper should be 3-5 full pages in length not including the cover page and reference page. (SLO 3 & 5)
- 7) **Person of the Therapist Final Paper and Presentation:(20pts)** The goal of this paper is to have students describe how they have begun to recognize, explore and take command of person of the therapist issues so that they may support versus hinder their therapeutic work with clients. Each student will complete a self-reflective paper identifying and describing a theme(s) that may affect their clinical work. Students only need to reveal a theme or themes they are comfortable sharing with the professor and the class. Students should be sure to include cultural and spiritual identities that may impact the experience. In addition, students must identify and describe a family therapy client situation that may bring up a theme or themes. Then, using insight they gained from the course (be sure to cite relevant sources), describe how their theme(s) may

become evident to them in the client scenario, what aspect of the client scenario connected to the theme and how the student might navigate the experience in an effort to create an effective therapeutic environment for the client. The paper should be written in 7<sup>th</sup> edition APA **student** format using 12 pt Times New Roman font. No abstract is needed. The paper should be 6-8 pages in length not including the cover page and reference page.

Students will present their paper to the class on their assigned day. Class presentation dates will be assigned at the beginning of the course. Presentations should be approximately 20 minutes in length. Students will have a brief question and feedback segment following their presentation. (SLO 3 & 5)

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

#### **Points**

<b>Assignment</b>	<b>Point Value</b>
Class Participation (2pts per F2F class meeting)	16
6 Discussion Boards (3pts per discussion board)	18
Personal Journal Entries (2pt per entry)	10
Signature Theme Paper	10
Genogram and Genogram Presentation	20
Genogram Reflection Paper	6
Person of the Therapist Final Paper and Presentation	20
<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 (3pt)*

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
<p><u>Initial Post</u>            Post was well written, fully addressed and developed all aspects of the prompt.            Post was factually correct, reflective and provided a substantive contribution.            Post contributed to discussion with clear, concise comments.            Student cited scholarly resources such as textbooks or research articles.            Advanced discussion.            Post was within the required word count range.            Used APA 7<sup>th</sup> edition format.            (2pts)</p>	0-1.25	1.5-2
<p><u>Peer Response 1</u>            Demonstrated analysis of others' posts.            Extended meaningful discussion by building on previous posts.            Advanced discussion with new ideas or considerations.            Met word count parameters.            Used APA 7<sup>th</sup> edition format.            (.5pt)</p>	0-.25	.5
<p><u>Peer Response 2</u>            Demonstrated analysis of others' posts.            Extended meaningful discussion by building on previous posts.            Advanced discussion with new ideas or considerations.            Met word count parameters.            Used APA 7<sup>th</sup> edition format.            (.5pt)</p>	0-.25	.5



*Personal Journal Rubric (2pts)*

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Journal entry was clearly written and illustrated relevant connections between personal experience, course content/activities for the week and students' work as MFTs. Post met the minimum word count. (2pts)	0-1.25	1.5-2

*Signature Themes Paper Rubric (10pts)*

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Student clearly identified and described theme(s) clearly. Student clearly demonstrated introspection and use of course content related to POTT in identifying and describing their theme(s). (4pts)	0-2.75	3-4
Student, clearly and thoughtfully, identified relational/personal factors that may influence each theme. (4pts)	0-2.75	3-4
Student utilized 7 <sup>th</sup> edition APA student format. Student included appropriate citations and references. The paper was within page requirement. Paper was clear and logical, grammatically correct with minimal spelling errors. (2pts)	0-1.25	1.5-2

*Genogram & Genogram Presentation (20pts)*

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Genogram included 2 generations previous to the student's generation as well as the student's children, if applicable. Genogram provided significant and thorough information about the student's family based on the syllabus instructions and the handouts provided in Canvas. (6pts)	0-4.5	4.75-6
Student utilized Genopro or another software to complete their genogram. Visual of genogram was clear and easy to follow. (5pts)	0-3.75	4-5
Student included a timeline of significant events/relational experiences across their lifespan that were not easily depicted or described on the genogram. (2pts)	0-1.25	1.5-2
Student identified and described 1 or 2 themes related to their nucleus family and family of origin relational experience. Student demonstrated use of course content to formulate themes. (3pts)	0-2	2.25-3
Student actively engaged with audience discussion by answering questions and openly responding to feedback. (2pts)	0-1.25	1.5-2
In the presentation, the student articulated clearly, sequentially and logically family patterns, their lifespan timeline and themes. (2pts)	0-1.25	1.5-2

*Genogram Reflection Paper (6pts)*

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
There was clear evidence of the application of course content in informing the student's reflective response. Student's reflective response clearly and thoroughly related to their work as an MFT. (2pts)	0-1.25	1.5-2
Reflection demonstrated intentional introspection by highlighting person of the therapist insights, emotional experiences, moments of connection, challenges that arose, etc. during their genogram presentation. (3pts)	0-2.25	2.5-3
Paper was within page requirement and was written in 7 <sup>th</sup> edition APA <b>student</b> format using 12 pt Times New Roman font. Student included appropriate citations and references. Paper was clear and logical, grammatically correct with minimal spelling errors. (1pt)	0-.5	.75-1

*Person of the Therapist Final Paper and Presentation (20pts)*

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Student clearly identified and described a theme(s) that may affect their clinical work. Students included cultural and spiritual identities that may impact the experience. (5pts)	0-3.5	4-5
Students clearly and logically identified and described a family therapy client situation that may bring up their theme or themes. (5pts)	0-3.5	4-5
There was clear evidence of the student using insight, they gained from the course, to describe how	0-3.5	4-5

their theme(s) may become evident to them in the client scenario, what aspect of the client scenario connected to the theme and how the student might navigate the experience in an effort to create an effective therapeutic environment for the client. (5pts)		
In the presentation, the student articulated clearly, and logically in describing their themes, client experience and direction of treatment taking in account person of the therapist's insights. (3pts)	0-2.25	2.5-3
Paper was within page requirement and was written in 7 <sup>th</sup> edition APA <b>student</b> format using 12 pt Times New Roman font. Student included appropriate citations and references. Paper was clear and logical, grammatically correct with minimal spelling errors. (2pts)	0-1.25	1.5-2

### 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 are submitted by the due dates and times. **Late work will only be accepted up to 48 hours after the due date. No late discussion boards will be accepted.** Each day the assignment is turned in late the earned grade will be reduced by .5 points for assignments worth 2 points or less, 1 point for assignments worth 3 – 9 points and 2pts for assignments worth 10 or more points. For example, if a student turns in an assignment worth 2 points, 5 minutes after the due date and time and they earn 1.5 points for the assignment based on the quality of their work, their final grade will be 1 point (1.5pts earned grade - .5pt penalty for

being a day late = 1pt final grade). *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. Any work submitted via email will not be graded.

**In addition, the lowest grade earned on a Personal Journal 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 DB 2 and receives a “0”, that grade will be replaced by the student’s highest grade earned on their other DBs for that semester.**

**COURSE OUTLINE AND CALENDAR**

\*Each week course content may 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 assigned readings listed in the syllabus.

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 – 1/23 <b>Face to Face</b>	Introduction to Course	Review Syllabus	
Week 2 – 1/30	Self of the Therapist	Baldwin Ch. 1 & 2 Lum (2002) Article	<b>Discussion Board 1:</b> Initial post due by Saturday at 11:59pm & 2 Responses due by Sunday at 11:59pm
Week 3 – 2/6 <b>Face to Face</b>	Self of the Therapist & Genograms	Lutz & Spell (2009) & Fife et al. (2014) Articles	<b>Personal Journal 1:</b> Due Sunday by 11:59pm
Week 4 – 2/13	Self of the Therapist	Baldwin Ch. 9	<b>Discussion Board 2:</b> Initial post due by Saturday at 11:59pm & 2 Responses due by Sunday at 11:59pm
Week 5 – 2/20 <b>Face to Face</b>	Self of the Therapist	Aponte & Kissil (2014) Aponte & Kissil (2017)	<b>Signature Theme Assignment:</b> Due Sunday by 11:59pm

Week 6 – 2/27 <b>Face to Face</b>	Self of the Therapist & Genograms	Baldwin Ch. 3 <b>Genogram Presentations</b>	<b>Personal Journal 2:</b> Due Sunday by 11:59pm <b>Presenters' Genogram Papers:</b> Due Sunday by 11:59pm
Week 7 – 3/6	Self of the Therapist	Baldwin Ch. 5	<b>Discussion Board 3:</b> Initial post due by Saturday at 11:59pm & 2 Responses due by Sunday at 11:59pm
<b>Spring Break March 13-17</b>			
Week 8 – 3/20 <b>Face to face</b>	Self of the Therapist & Genograms	<b>Genogram Presentations</b>	<b>Personal Journal 3:</b> Due Sunday by 11:59pm <b>Presenters' Genogram Papers:</b> Due Sunday by 11:59pm
Week 9 – 3/27	Self of the Therapist	Baldwin Ch. 6 & Rober (2008)	<b>Discussion Board 4:</b> Initial post due by Saturday at 11:59pm & 2 Responses due by Sunday at 11:59pm
Week 10 – 4/3 <b>Face to Face</b>	Self of the Therapist & Genograms	<b>Genogram Presentations</b>	<b>Personal Journal 4:</b> Due Sunday by 11:59pm <b>Presenters' Genogram Papers:</b> Due Sunday by 11:59pm
Week 11 – 4/10	Self of Therapist	Baldwin Ch. 10	<b>Discussion Board 5:</b> Initial post due by Saturday at 11:59pm & 2 Responses due by Sunday at 11:59pm

Week 12 - 4/17 <b>Face to Face</b>	Self of Therapist & Themes	<b>Person of the Therapist Presentations</b>	<b>Personal Journal 5:</b> Due Sunday by 11:59pm
Week 13 – 4/24	Self of Therapist	Baldwin Ch. 11	<b>Discussion Board 6:</b> Initial post due by Saturday at 11:59pm & 2 Responses due by Sunday at 11:59pm
Week 14 – 5/1 <b>Face to Face</b>	Self of Therapist & Themes	<b>Person of the Therapist Presentations</b>	<b>Personal Journal 6:</b> Due Sunday by 11:59pm
Week 15 – 5/8	<b>Person of the Therapist Final Paper Due</b>		<b>Person of the Therapist Final Paper:</b> Due 5/8/23 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](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

### 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]

### **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 referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpld=https://eis-prod.ec.tamuct.edu:443/samlss&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpld=https://eis-prod.ec.tamuct.edu:443/samlss&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.

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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](#) 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>] 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 Library & Archives**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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>]. 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](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

### **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. 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.

### **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>.

## **OTHER 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](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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### **Copyright Notice**

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