I. Course Description

CNEP 5320, **Introduction to Marriage, Couple, and Family Counseling** provides an overview of major theoretical models, history of the field, key concepts, the family counseling process, family structure, and functions of marriage, couple, and family counseling. Course topics include professional, legal, ethical, and diversity issues. This partially online course is taught 24-49% online, with the web-based portions available at [http://bb9.tamucc.edu](http://bb9.tamucc.edu).

II. Rationale

This course is designed to serve students in the marriage, couple, and family counseling program, school counseling program, clinical mental health counseling program, and graduate students in related fields. It is a required course for the MCFC Program and individuals seeking licensure as a marriage and family therapist.

III. Proficiencies for Counselors: State Adopted

A. School Counselor
   1. Learner-Centered Knowledge
   2. Learner-Centered Process
   3. Learner-Centered Responsive Services
   4. Learner-Centered Support System
   5. Learner-Centered Professional Development
   6. Equity in Excellence for all Learners

B. Professional Counselor (academic competencies by Texas State Board of Examiners of Licensed Professional Counselors)
   1. Counseling methods/techniques
   2. Social, cultural, and family issues
   3. Professional issues and ethics
   4. Counseling theory

C. Marriage and Family Therapist (academic areas required by Texas State Board of Examiners of Licensed Marriage and Family Therapists)
   1. Theoretical foundations
   2. Assessment and treatment
   3. Human development
   4. Establish and maintain appropriate networks
   5. Assess the outcome of treatment
   6. Maintain professional standards
IV. TExES Competencies

A. 001 Human Development
B. 002 Environment Influence
C. 003 Diversity
D. 006 Responsive Services
E. 007 Individual Planning
F. 010 School-Home Relationships
G. 011 School-Community Relationships
H. 012 Ethical, Legal, and Professional Standards

V. Course Objectives and Student Learning Outcomes
This course is designed to help students meet the following CACREP/ MCFC accreditation standards (objectives):

**CACREP 2016 Standards-Section 5: Entry-Level Specialty Areas- Marriage, Couple, and Family Counseling**

CACREP Standard - F-1-a: history and development of marriage, couple, and family counseling

CACREP Standard - F-1-b: theories and models of family systems and dynamics

CACREP Standard - F-1-c: theories and models of marriage, couple, and family counseling

CACREP Standard - F-1-d: sociology of the family, family phenomenology, and family of origin theories

CACREP Standard - F-2-a: roles and settings of marriage, couple, and family counselors

CACREP Standard - F-2-b: structures of marriages, couples, and families

CACREP Standard - F-2-j: impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families

CACREP Standard - F-2-n: professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling

CACREP Standard - F-2-o: ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling

CACREP Standard - F-2-p: record keeping, third party reimbursement, and other practice and management considerations in marriage, couple, and family counseling

CACREP Standard - F-3-b: fostering family wellness

*Students will demonstrate meeting the above CACREP/MCFC accreditation standards (objectives) through the following Student Learning Outcomes:*

Students will demonstrate the knowledge and understanding of the history, philosophy, and trends in marriage, couple, and family counseling.

*(measured by a score of 80% or above on in class examinations covering the above topics.)*

Students will demonstrate the knowledge and understanding of the ethical and legal issues related to the
practice of marriage, couple, and family counseling.
(measured by a score of 80% or above on in class examinations covering the above topics, and discussion posts).

Students will demonstrate the knowledge and understanding of the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professions.
(measured by a rating a score of 80% or above on the Counselor Identity and Professionalism Presentation and Reflection paper).

Students will demonstrate the knowledge of professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.
(measured by a rating a score of 80% or above on the Counselor Identity and Professionalism Presentation and Reflection paper).

Students will demonstrate the knowledge and understanding of a variety of models and theories of marriage, couple, and family counseling.
(measured by a score of 80% or above on in class examinations covering models and theories and Discussion Posts).

Students will demonstrate the knowledge and understanding of issues in marriage, couples, and family counseling, life-cycle-dynamics, healthy family functioning, family structures and family of origin in a multicultural society.
(measured by a score of 80% or above in respective sections of the class examinations, Autobiography and Genogram Paper, Professional Case Illustrations, and Discussion Posts).

Students will demonstrate the knowledge and understanding of the current literature that relates to marriage, couple, and family counseling including efficacy of theories, approaches, strategies, and techniques in marriage, couples, and family counseling.
(measured by a score of 80% or above in respective sections of the class examinations, Professional Case Illustrations, and the final examination.)

VI. Course Topics
The major course topics to be considered are: historical and current theoretical foundations of marriage, couple and family counseling, orientation to the profession, family life cycle, interface of ethical practice and issues of diversity, and an emphasis on family counseling theories.

VII. Instructional Methods and Techniques
Lecture, experiential activities, cooperative/interactive learning, video, on-line activities, assignments, case studies, and examinations are used in this course. Remember, blended and partially on-line courses do not require less work than those which require you to attend weekly class meetings.

VIII. Evaluation and Grade Assignment

A) Major Course Assignments

Weekly Online Quizzes

Weekly quizzes will be available through Blackboard to assess students’ understanding of the topics being discussed. The quizzes will be available through Blackboard for two weeks prior to the beginning of each class. Quiz questions will be presented in multiple choice, true/false, and short answer format, and only reflect the material assigned for the corresponding week (not cumulative). The use of notes and textbooks is allowed; however, students must work alone and not seek outside help from fellow classmates or other individuals. There
will be thirteen quizzes available for students to take throughout the semester, with each quiz being worth 10 to 30 points each.

**Trauma Video Response**
Students will watch a video regarding the influence of trauma on the family (located in Blackboard), and address the related questions also listed in Bb.

**Responses must include the following:**

**Content** – Student demonstrates an in-depth understanding of content, concepts, and issues presented (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions), showing that the student has absorbed the general principles and ideas presented; and mastery and thoughtful/accurate application of skills or strategies presented in the course.

**Quality of writing** – Student uses language that is clear, concise, and appropriate; make few, if any, errors in spelling, grammar, and syntax.

**Role-Play Assignments:**

**Role-Play Case Illustration**
Students will be placed into groups for weekly role-play demonstrations that reflect the content (i.e., family therapy theory) for the week. Group members will create a “family” and develop a *Case Illustration* that describes all of the following for their group family: (a) name, age, sex/gender for each family member, (b) presenting family concern, (c) at least three issues that result from the presenting concern, (d) the role(s) for each “family member, and (e) a description of family dynamics for their “family” system. **Each family group member is responsible for submitting their family case illustration in Bb.** Group members will NOT receive credit for the case illustration by having one group member submit the case illustration. Each case illustration will be demonstrated through role-play in class, and approached from a different family therapy theoretical orientation each week. Case Illustrations will be created by groups, but **submitted individually**.

**Case Illustrations must include:**

a) Name, age, sex/gender for each “family” member  
b) Presenting family concern  
c) At least three issues that result from the presenting concern  
d) The role(s) of each family member within the family  
e) A description of family dynamics for their family system.

**Case Illustration Worksheets**

Prior to your role-play each week, each group member will complete a *Case Illustration Worksheet* related to the topic of the week (e.g., Structural Family Therapy) to better understand the application of the theory to practice, and help prepare for their role-play. These worksheets will require you to utilize the textbook for this course as well as at least two peer-reviewed articles. **Each group member is responsible for completing and turning in their own worksheets;** however, the treatment plan portion of the worksheet may be completed and discussed as a group, as at least one intervention from the treatment plan must be demonstrated in the role-play. Students must utilize and cite (in appropriate APA format) the textbook as well as other resources if utilized. In addition to the case illustration worksheets, each student is responsible for completing the peer review feedback section of the worksheet to keep all group member accountable for their contributions to the group.
For each worksheet, students must address the following areas based on the theoretical orientation for the week:

a. Which theoretical orientation was used to treat your “family” case (e.g., Within Structural Family Therapies, Ecosystemic Structural Family Therapy is utilized); with the main theorist(s) cited!
b. Explain the role/aim of the therapist:
c. Justification-(Based on information found in textbook and peer-reviewed articles). What does the literature say about this issue/client, and how to best help this type of client?
d. Treatment Plan (informed by textbook and peer-reviewed literature)
e. Cultural considerations
f. Additional resource(s) the client(s) may need (e.g., parenting classes).
g. List of Reference
h. Peer-review feedback

Role-Plays

Role-Play-Prior to beginning your role-play in class, each group will provide a brief overview of the background of their “family case” and inform the audience of which theoretical orientation is being utilized. During each role-play experience, students are expected to demonstrate appropriate microskills and core conditions as well as techniques/strategies from the theoretical orientation assigned for that day.

Reflection Forms- Following each role play experience, students will complete the reflection form provided by the professor (available in Bb).

Role-Play feedback forms

During the in-class role plays, observers will complete a role-play feedback form, evaluating each group that presents. These forms are to be turned in to the professor at the end of each class period where role-play occur. Students are responsible for coming to class prepared with their feedback forms printed and ready to complete.

Role-Play Progress Note

Following each role-play, each family group member is responsible for completing a progress note for their family case. See the course schedule for due dates/times. Forms are located at the end of the syllabus, and in Bb.

Autobiography and Genogram Paper

Students will complete a genogram of their family including three generations (starting with self). The genogram will serve as a platform for writing your autobiography. Students will submit a paper regarding their life and family history including their genogram. This paper will be written in APA style format (minimum of eight pages; maximum of ten pages; not including genogram).

The following sections must be included in the paper:

a. Introduction- that informs the reader of key points that are addressed in the paper.
b. Summary of the Main Points-identified from the genogram
   i. patterns
   ii. themes
c. Literature Review- using at least two-peer reviewed journal articles, discuss what the literature says about one of the patterns, themes, or issues that you have identified in your genogram in regard to treatment.
d. Description of your personality
   i. Which family factors identified through the genogram have influenced your personality development
e. Description of Perspective - how you view yourself, others, and the world
   i. Identify which family factors have been influential to how you view yourself, others, and the world.

f. Description of Major Event(s) - that occurred in your family
   i. Discuss how this impacted you and your family.

 g. Theoretical Orientation for Treatment - description of which family theory would best address issues in your family
   i. Identify the Family Therapy Theory, with main theorist(s) cited.
   ii. Identify the main tenants of the theory
   iii. Role of the therapist
   iv. Assessment(s) to utilize
   v. Full Treatment Plan (use template in Bb) for your family
   vi. Identify any additional resources that may be helpful (e.g., parenting classes, AA, etc.) and explain why

h. A discussion of how the information influences
   i. How you view family issues
   ii. Your work as a future Marriage, Couple, and Family counselor
   i. Reference(s)
   j. Genogram-with patterns and legend clearly identified and included

*It is strongly recommended that students utilize the APA Publication Manual throughout the writing process.

B) Point Allocation

Weekly Online Quizzes (13 @ 10 to 30 points each) ........................................... 150 points
Case Illustration Worksheets (7 @ 40 points each) ........................................... 280 points
Role-Play Family Case Illustration ................................................................. 40 points
Role-Play Case Progress Noted (7 @ 20 points each) .................................... 140 points
Role-Play Feedback Forms (7 @ 10 points each) ............................................ 70 points
Trauma Video Response (1 @ 20 points/week) ................................................ 20 points
Family Therapy Theories Chart ................................................................. 100 points
Autobiography and Genogram .............................................................. 100 points
Final Examination .................................................................................. 100 points

**TOTAL** ........................................................................................................... 1000 points

C) Grade Distribution

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<tr>
<th>A</th>
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<td>800-899</td>
<td>700-799</td>
<td>600-699</td>
<td>Below 600</td>
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IX. Course Schedule and Policies Spring 2019 Course

Schedule:
(Tentative - may change based upon students’ learning and material needed to be added)
### A.) Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Content &amp; Activities</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>1/16</td>
<td>Course Overview</td>
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<tr>
<td></td>
<td>Syllabus Review &amp; Discussion</td>
<td>Ch. 1</td>
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<td>Week 1</td>
<td>Case Illustration &amp; Tx Planning Practice</td>
<td>Ch. 2</td>
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<td>*Groups assigned</td>
<td>Quiz 1 (Due by 6:59pm)</td>
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<tr>
<td>1/23</td>
<td>Competency and Theory in Family Therapy; Research and Ethical Foundations of Family Therapy Theories</td>
<td>Ch. 3</td>
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<tr>
<td>Week 2</td>
<td>*Class-time to work on case development</td>
<td>Article</td>
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<td>*Practice Genograms-in class</td>
<td>Quiz 2 (Due by 6:59pm)</td>
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<td>1/30</td>
<td>Philosophical Foundations of Family Therapy Theories Working with Culturally Diverse Families</td>
<td>Ch. 11</td>
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<td>Week 3</td>
<td>*Practice Treatment Plans-in class</td>
<td>Ch. 12</td>
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<td>Case Conceptualization</td>
<td>Quiz 3 (Due by 6:59pm)</td>
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<td>2/6</td>
<td>Clinical Assessments</td>
<td>Family Case Illustrations (Due by 11:59pm)</td>
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<td>Week 4</td>
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<td>2/13</td>
<td>Treatment Planning</td>
<td>Ch. 13</td>
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<td>Week 5</td>
<td>Evaluating Progress in Therapy</td>
<td>Ch. 14</td>
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<td>Document It: Progress note</td>
<td>Ch. 15</td>
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<td>*Practice Treatment Plans-in class</td>
<td>Quiz 4 (Due by 6:59pm)</td>
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<tr>
<td>2/20</td>
<td>Systemic and Strategic Therapies</td>
<td>Ch. 1</td>
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<td>Week 6</td>
<td>*Family Group Role Plays</td>
<td>Quiz 5 (Due by 6:59pm)</td>
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<td>Case Conceptualization</td>
<td>Case Illustration Worksheet 1 (Due by 6:59pm)</td>
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<td>Clinical Assessments</td>
<td>Group observer feedback form due in class at the end of class.</td>
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<td>2/27</td>
<td>Structural Family Therapies</td>
<td>Role-Play Case Progress Note</td>
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<td>Week 7</td>
<td>*Family Group Role Plays</td>
<td>(Systemic &amp; Strategic Family Therapies; Due by 2/4/19 at 11:59pm)</td>
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<td>3/6</td>
<td>Experiential Family Therapies</td>
<td>Ch. 6</td>
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<td>Week 8</td>
<td>*Family Group Role Plays</td>
<td>Quiz 7 (Due by 6:59pm)</td>
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<td>Case Illustration Worksheet 2 (Due by 6:59pm)</td>
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<td>3/13</td>
<td>Spring Break!</td>
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<td>Date</td>
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<td>3/20</td>
<td>ONLINE</td>
<td><strong>Trauma and the Family</strong></td>
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<td>Week 9</td>
<td>Watch Trauma Video in Blackboard</td>
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<td>3/27</td>
<td>Week 10</td>
<td><strong>Intergenerational and Psychoanalytic Family Therapies</strong></td>
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<td>*Family Group Role Plays</td>
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<td>4/3</td>
<td>Week 11</td>
<td><strong>Cognitive-Behavioral and Mindfulness-Based Couple and Family Therapies</strong></td>
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<td>*Family Group Role Plays</td>
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<td>4/10</td>
<td>Week 12</td>
<td><strong>Solution-Based Therapies</strong></td>
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<td>4/17</td>
<td>Week 13</td>
<td><strong>Narrative and Collaborative Therapies</strong></td>
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<td>4/24</td>
<td>Week 14</td>
<td>Perhaps an LMFT related presentation assignment</td>
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<td>5/1</td>
<td>Week 15</td>
<td>Final Exam Review</td>
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<td>5/8</td>
<td>Week 16</td>
<td>Final Exam</td>
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B) Course Policies

Attendance & Participation
Students will attend ALL scheduled classes, more than two absences will deduct one letter grade; missing more than 30 minutes of an in-class meeting will be considered an absence. Students will participate in course activities (both in and out of class) in a cooperative manner, complete homework assignments in a timely fashion, as well as remain receptive to feedback provided by the instructor and teaching assistant. **Cell Phones:** Turn your cell phones off during class meetings. If you need to have this device on for a relevant reason, please consult with instructor prior to class.

Online Course Guidelines
As this is a partially online course where 25-49% of your instruction will occur online, it is **vital** that you understand and follow these guidelines and demonstrate respect and responsibility as part of an online learning community. Some things you can do to exhibit an attitude of respect and responsibility include:

- Post assignments on time. Early is even better. Remember that you must respond to your peers in addition to monitoring your own Discussion Board postings if required – you need sufficient time to do this, as do your peers.
- Work extra hard to get to know other classmates.
- Reach out through email Blackboard Messages, Discussions, and Wikis to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
- Respect other classmates by monitoring what you say.
- Share your perspective, ideas, and opinion in a respectful manner to/participate in discussions.
- Check the assignments every week. Don’t wait until the last minute.
- Be helpful to other students
- Don't get behind. If you get behind in an online, or partially, online course it is harder to get back on track than it is in a traditional course. Even though this course is partially blended, these guidelines still apply.
- Stay focused and stay connected.
- Keep up with your assignments and your grades. It is not the teacher's responsibility to tell you what you have or haven't turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.

Professionalism
By enrolling in a graduate program you have begun your professional career. As such, the expectation is that you will conduct yourself as a professional. A significant part of being a professional is being respectful to your peers and instructor at all times. Examples of disrespectful and unprofessional behavior in a face-to-face class include: talking in class, not paying attention, criticizing others’ thoughts and beliefs, falling asleep, or texting/talking on a phone. These same behaviors can be found in online classes as well, especially when participating in class discussion boards. While it is understandable that there may be times when you are not in total agreement with your peers or instructor, respect for the academic environment should **always** be acknowledged. Good advice would be to reread your posts before uploading them, to see if they may be disrespectful or hurtful to others.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and
courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Submission of Student Work & Late Submissions of Student Work
One added challenge to attending graduate school coursework is that many students have families, work part or full-time jobs, and have to negotiate a number of responsibilities outside of the classroom. As a faculty member I acknowledge that it is understandable that life circumstances may take precedence to your school work and encourage you to plan, when possible, the turning in of your assignments and completion of course activities in the event that you should have to miss class. As a policy, all assignments are to be turned in by the due date and time listed in the course schedule, most of which are due at the beginning of class on the due date. Any work turned in late will be subjected to a letter grade deduction for each day that the assignment is late with no assignments being accepted after the second day late.

Please do NOT email the professor or the Teaching Assistant any of your assignments! All assignments are due through Blackboard, or are to be turned in in class when requested (as listed in the assignment description). Assignments that are emailed to the professor or teaching assistant will not be graded as this is not an appropriate form of assignment submission. If you encounter a challenge with the Blackboard system, and are unable to submit your assignment as a result, it is the student’s responsibility to contact the Office of Distance Education and Learning Technologies (ODELT), or IT, to resolve the issue.

Extra Credit
As a general rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied. All assignments are created to align with CACREP standards, which must be met for successful completion of this graduate course; therefore, extra credit is not available.

Academic Integrity and Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the
course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases. The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**Dropping a Class**

My hope is that you never find it necessary to drop this or any other class during your program of study. With that being said, I realize events sometimes occur that make dropping a course a necessary and wise decision. If you ever find yourself in a situation like this, I ask that you consult with me before you decide to drop the course to be sure it is your best option. Should dropping the course prove to be the best action for you to take, it is your responsibility to initiate the drop process by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in your being dropped from the class, and a final grade will be issued.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which your instructor will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect to receive a response to their queries from their instructor within 48 hours (excluding weekends, university-recognized holidays, and during conference travel by the professor). Please be aware, that although I strive to respond to your emails as quickly as possible, there are times during the semester when this is not possible due to an overload of emails and/or unanticipated department or university related responsibilities. As such, please be patient and understand that I appreciate your emails and will answer them as soon as possible. Additionally, before sending an email, please carefully review the syllabus, Master’s Student Handbook, TAMUCC website, or other relevant resources for an answer to your questions, as it may be likely that the answer is located in one of these resources and therefore, you will receive a quicker response to your question.

**Syllabus Disclaimer:**

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

**X. Textbook Required for this course**
XI. Bibliography


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disability Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. Academic Continuity

In the event of an unforeseen adverse event such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.