

Texas A&M University – San Antonio
EDCG 5326: Advanced Topic- Introduction to Play Therapy
Spring 2026 Tuesdays 5:30pm – 6:45 p.m.

Melisa L. Fleming, Ph.D., LPC-S, LMFT

Office: Classroom Hall 214-J

Office Hours: Monday and Tuesday 10:00 am – 4:30 pm in-person, and virtually when agreed on by both student and Dr. Fleming

I have an open-door policy, you are welcome to come in when the door is open, any day I am on the university campus. I will gladly set up appointments, please reach out and we can set those together for us to work together to meet your needs.

Email: melisa.fleming@tamus.edu

Phone: 210-725-1039 (leave a text) (210) 784-2585 (my office phone)

Required Text:

Crenshaw, D. A., Steward, A. L., and Ray, D. C. (2025). Play Therapy Theory, Research, and Practice. Second edition. The Guilford Press. New York. London. ISBN978-1-4625-5607-6.

Optional Text:

Carmichael, Karla D. (2006). Play Therapy an Introduction. Pearson Education Inc. New Jersey. ISBN: 0-13-097418-8

Frost, Joe, L., Wortham, Sue C., Reifel, Stuart. (2012). Play and Child Development. Fourth edition. Pearson. ISBN 10:0-13-259683-0

Kottman, Terry. (2011). Play Therapy basics and beyond second edition. American Counseling Association. Alexandria, VA. ISBN978-1-55620-305-3

Organizations and additional areas for information:

Association of Play Therapy (APT): <https://www.a4pt.org/>

The Texas Association of Play Therapy: <https://txapt.org/>

AAMFT code of ethics: https://www.aamft.org/AAMFT/Legal_Ethics/Legal_Ethics.aspx?hkey=3f960f51-842c-4f3c-8cad-473c78172fac

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

TCA: www.tca.org, ACA: www.counseling.org, ASCA: <http://schoolcounselor.org>

How to become a registered play therapist: <https://www.a4pt.org/page/CredentialsHomepage/Play-Therapy-Credentials.htm> and <https://playtherapy.org/training-careers/>, <https://playtherapy.org/accredited-courses/>

Hybrid Course

one hour fifteen minutes face-to-face: We do meet each week. Due to the limited class time in a hybrid course, you MUST read material *before* class each week. We will cover highlights, but we will be *focusing* on how to implement skills. **Hybrid Course:** I am excited to be a part of this hybrid course with you. The biggest challenge with hybrid courses is that students must complete all assigned materials, to include but not limited to reading materials and watch any assigned videos prior to class beginning. You are expected to be ready and actively participate in every class. During our in-class time, we will cover any questions, thoughts, ideas, etc. about the material you read/watched for that class. I encourage you to take notes and to bring questions and thoughts about what you read or watched to class each week. The focus of each class will be understanding the material and how

to implement the materials working in a professional counseling setting- both with your client and with other professionals. It is important that you stay focused and prepared for each week

NO USE OF GERNATIVE AI WILL BE PERMITTED:

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

COURSE DESCRIPTION:

This course covers the historical development of play therapy. Eleven theories of play therapy will be explored. Each theory will present theoretical constructs, process, goals and objectives, the structure of the play the theory as it pertains to each theory, how the playroom would be set up and materials used, role of caregiver, research to support use in a play setting, case scenarios, role plays, and practice of skills in class and in assignments.

- Primary emphasis is on the development of fundamental skills and practices of major disciplines in the field.
- Primary emphasis is on the development of fundamental skills and strategies necessary to conduct successful play sessions.
- The effectiveness of play therapy with various diagnostic populations is discussed.
- This course will help students develop hands-on skills to work with children and introduce play into their practice.

COURSE OBJECTIVES:

Students will develop or enhance the following conceptual and/or clinical skills:

- A. Describe the eleven theoretical approaches to play therapy along with the process specific to each theory as it pertains to play therapy.
- B. Demonstrate the use of each theoretical approach.
- C. Implement play in therapy to create an accepting atmosphere for the client.
- D. Perform the skills to facilitate counselor-client interaction.
- E. Discuss the legal and ethical issues involved with the practice of play therapy.
- F. Describe and discuss the impact of multicultural issues in play therapy

Grading & Evaluation:

Assignments/Requirements	Due Dates	Points
Topic Discussions All due on Saturday at 11:59pm	Jan 25, Feb 1& 8, March 1, April 5	25
APT, PAPT report	February 13	05
Animal Genogram with a child	March 6 th	10
Kinetic Family Drawing	March 27 th	10
Final Project-Paper	April 10 th	25
Final Presentation	April 24 th , May 1 st , May 8 th	15
Active Participation	Every class	10
Total Points		100

Your grade is determined on a 100-point scale. There is no averaging of your grades for your final grade.

COURSE REQUIREMENTS:

➤ **Participation in Class Meetings – 10 points**

This course is experiential in nature and all students are expected to participate in the techniques taught. Weekly attendance and active participation are necessary and a vital part of the course. Active participation includes attending each class session, completing reading assignments prior to class sessions, and participation in classroom discussions/activities and class presentations. Frequent absences (more than 2) will result in lowering of grade and possible dismissal. **If you are having problems with attendance, please contact the professor.** (Please read the attendance policy that is part of this syllabus for more detailed information about absences and loss of points and lowering of grade)

➤ **Association of Play Therapy and Texas Association of Play Therapy- 5 points**

Visit the Association of play therapy website <http://www.a4pt.org>. Peruse the sites and links. Write a 5-page paper that lists and **elaborates** on *at least 5* new things, things you didn't know before the search, that you learned from the website and/or its links. *Be sure they are not items I have already placed on blackboard for you.*

➤ **Final Presentation: Portable Play Therapy Kit– 25 points *You will create a portable play therapy kit and demonstrate it to the class.***

- Include objects from at least 10 broad categories (e.g. people, animals, dolls, puppets, reality, religion/spiritual, nurturing, nature, etc.).
- Share with the class why you feel these objects are appropriate to use with children using the theory you chose.

Course Grading:
90-100..... A
80-89..... B
70-79..... C
60-69..... D
0-59..... F

➤ **Final Paper: 15 points**

- a. Write a minimum of a 5-page paper.
- b. Create a real or hypothetical situation for counseling with a child.
- c. Give a rationale for the selection of **all** objects in your kit- be sure to know the theory used when making this selection.
- d. Discuss the potential use of at least 3 objects appropriate for the theory you feel is best for your setting. You will discuss a hypothetical client's developmental stage and presenting problem when explaining the objects from your kit, that you feel will best support your work with the 'client'.

➤ **Topic Discussions: 25 points (5 Discussions- 5 points for each complete discussion)**

- e. **There will be 5 discussion posts related to topics discussed in class and your readings**
- f. **You will write an original post for each topic.** The original post will be at least two complete paragraphs. You will share your thoughts; be sure to back those up with what you have learned (citations).
- g. **You will write two (2) replies to your peers.** Each reply will be thoughtful and at least one paragraph. Be aware that just saying you agree, or that is a good thought, etc. will not count as a reply.

➤ **Animal Genogram with a child: (Adapted from Dolores A. Mortimer) 10 points**

- h. Think about a child you have access to and will be able to use this technique, students may NOT use a family member for this assignment. The child must be between 5 years old- 10 years old.
- i. You can proceed either with animal toys or have the child imagine animals.
- j. Remember that animals take on different personalities that can be attributed to humans.
- k. You will follow the directions, conducting an Animal Genogram found on Blackboard.
- l. You will submit a picture of the genogram, signed consent to work with the child.
- m. Reflection from the child, family (if the child wants to share it with family), and the counselor in training.

➤ **Kinetic Family Drawing: 10 points**

- n. You will need to find a different child, not the same child you assessed using the Animal Genogram, who is 8- 16 years old for this project and not a family member.
- o. You will turn in a signed consent form, a copy of the drawing.
- p. Reflection from the child, family (if the child wants to share it with family), and the counselor in training.

Work may be turned in early, but no assignment will be accepted after the due date. It will be entered as a zero.

Class Attendance

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

- It is imperative that you are there for all class meetings to interact with and share your expertise and understanding with your classmates.
- You will not lose points for your first two (2) absences.
- On your 3rd absence (regardless of reason) You will lose 10 points from your final grade (you cannot make higher than a 'B' in the class), no matter what your work shows.
- From that point on, any additional absence after the 3rd will also result in a reduction of 10 additional points from your final grade (regardless of the reason) and you will be asked to drop from the course.
- *Many of you will be coming to class directly from work. Nevertheless, you will need to schedule to be on time.*
- Arriving late to class twice (more than 10 minutes) will be considered an absence (and may result in a grade deduction for the course).
- Arriving to class 15+ minutes will be considered an absence.

ATTENDANCE POLICY FOR THIS CLASS:

- This class is experiential and attending weekly is part of the course requirement.
- All students are expected to attend class every week, but I understand that life creates unexpected events.
- Students who miss up to two class periods are not required to bring in an excuse or provide a reason for the absence.
- *Students who miss three class periods* will receive ten points off of their final grade regardless of the work that they have done and regardless of reason.
- Four absences will result in a 20-point reduction to your final grade. Which is failing for all graduate program
- *More than 4 absences will result in an "F".* Please take this attendance policy into consideration when planning for weddings, vacations and other events accordingly during the semester.
- Formal attendance will be monitored beginning the first-class meeting.

Incompletes

The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and the student is passing with a "C" or better 2. The circumstance for which the "I" is requested is supported with documentation 3. The Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Incompletes are not granted for incomplete clinical experience hours. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I's will automatically revert to an "F" after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Americans with Disabilities Act:

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 disability. If you believe you have a disability that may require accommodation, please contact Counseling and Disability Support Services for the coordination of services. For additional information, please visit their website at DSupport@tamusa.tamus.edu, the phone number for C & DSS is (210) 932-7822, or their office located at the main campus at One University Way; Room 127.

ACADEMIC DISHONESTY:

Students at Texas A&M University – San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy which may be found in the Texas A&M University-San Antonio Student Handbook.

PAPER AND ASSIGNMENT POLICY:

Students are given ample time to do all assignments, and due dates are all posted on the syllabus. Please turn in all assignments on the due date otherwise it will affect your grade. If you are having difficulty with the assignment, it is your responsibility to let the professor know, and to see how this can be resolved, otherwise your grade will be affected. **You will have to show documentation as to your reasons for not turning in your assignment on time.**

APA Style: As students in graduate school, most of your paper requirements are required to be in the APA style. Papers will be in APA style format which includes a cover page and a reference page (only if citations are used). If a student is unfamiliar with APA style writing, please use refer to APA manual or contact the TAMUSA library for tutoring in APA style writing. The main reason for this is that papers and presentations can be standardized. Not all student assignments in this course will lend themselves to this format. Regardless, students are encouraged to become familiar with the APA Manual.

MISCELLANEOUS:

Cell phones, IPODs, IPADS, Tablets, computers, and any other technological hardware are to be turned off during class. Texting or surfing the internet during class is inappropriate and students who are engaged in this activity will be asked to turn off their electronic devices. If you have an emergency and need to return a call or a text, please let me know and I will excuse you to go outside the classroom. If you are addressed 2 times, you will be asked to leave the classroom for the remainder of the class period. This is a distraction for all students and is unacceptable.

Play Therapy Schedule
Spring 2026 Tuesdays 5:30pm – 6:45pm

AVAILABILITY OF THE INSTRUCTOR:

- I am available to you by e-mail, during office hours, and by personal appointment to discuss your progress in the course or to answer any questions you may have about course content and requirements.
- I am not available during university holidays or on the weekends.

Date of class	Class Discussion	Due for class
January 20	Introduction to course, discuss assignments	Read Syllabus Discussion 1- Due Jan 27 th 5:30 pm
January 27	Developing Play Therapist	Chapters 16, 17, 18, 27 Discussion 2- Due February 3 rd by 5:30 pm
February 3	Professional Ethics and Multiculturalism in Play Therapy	Chapters 15, 19, 20, 25 Discussion 3- Due February 10 th 5:30 pm
February 10	Child-Centered Play Therapy Discuss Animal Genograms	Chapter 1 <i>APT, PAPT Report Due by 5:30 pm</i>
February 17	Theraplay- an attachment theory-based treatment	Chapter 2
February 24	Adlerian Play Therapy Discuss Kinetic Family Drawing	Chapter 3 Discussion 4- Due March 3 rd by 5:30 pm
March 3	Psychodynamic Play Therapy Cognitive- Behavioral Play Therapy	Chapter 4 & Chapter 7 <i>Animal Genogram with Reflection Due by 5:30 pm</i>
March 10	<i>Spring Break- No Class</i>	
March 17	Gestalt Play Therapy Animal Assisted Play Therapy	Chapter 5 & Chapter 10
March 24	Sand Therapy as a play therapy experience	Chapter 12 <i>Kinetic Family Drawing with Reflection Due by 5:30 pm</i>
March 31	Nature Based Play Therapy	Chapter 14 Discussion 5- Due April 7 th 5:30 pm
April 7	Presentation	Presentation Paper Due by 5:30 pm
April 14	Presentation	
April 21	Presentations	
April 28	Presentations	
May 5	<i>No Class- University Study Day</i>	
May 12	<i>No Class Final Exam Day</i>	

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment-based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus, outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student's academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text "HOME" to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned

to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center:

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in real-time with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs:

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Religious Observances:

Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity:

We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other’s opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule:

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However,

course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination:

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university’s Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students’ Rights and Responsibilities:

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

Students’ Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured of a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.