

Texas A&M University – Central Texas
COUN 5365 Ethical Foundations of Counseling
Fall 2019

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Class Time: Mondays, 6:00 to 8:45 p.m.
Office: WH 318Q
Email: s.airhart-larraga@tamuct.edu
Office Hours: Mondays 10:30 am to 3:30 pm and Tuesdays 1:00 pm to 6:00 pm; other days / times by appointment (virtual meetings available)

This course meets face-to-face, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Student-instructor interaction:

Instructor will check email Monday through Friday and reply to student emails within 48 hours. Emails received Saturday and Sunday will be addressed on Monday.

911 Cellular: Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Description: Ethical foundations provides an exploration of the ethical principles of counselors and related codes of ethics. This course covers models for ethical decision making and how to apply to counseling practice. Foundations 5350 is a prerequisite for this course.

Course Overview: Although professional counselors need to operate under personal and professional codes of ethics, often these guidelines leave many questions unanswered. No single universally "right" answer exists for most ethical dilemmas. It is critical to be familiarized with the current professional, ethical, and legal issues that confront the counselor's role in a variety of settings. Rather than arrive at one answer, it is important to learn how to think through ethical issues in a systematic manner.

STUDENT LEARNING OUTCOMES:

1. Students will understand professional organizations, including membership benefits, activities, services to members, current issues, as well as licensing and credentialing information for the discipline.
2. Students will learn about ethical decision making for a variety of counseling settings, client populations, and counseling-related situations. Students will demonstrate the ability to apply and adhere to ethical and legal standards.
3. Students will identify a potentially underserved population of potential clients, discuss institutional and social barriers to access, equity, and success, and advocate on behalf of this population through accurate and relevant information dissemination.
4. Students will identify self-care strategies appropriate to the counselor role.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF1: Professional Orientation and Ethical Practice)- Studies that provide an understanding of all of the following aspects of professional functioning:

CACREP Standard	Activity	SLOs
Common Core for all students:		
History and philosophy of the counseling profession (IIF1a);	Ethics in the Discipline Presentations	SLO1
Self-care strategies appropriate to the counselor role (IIF1l);	Self-care Project	SLO4
Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Ethics in the Discipline Presentations	SLO1
Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Ethics in the Discipline Presentations	SLO1
The role and process of the professional counselor advocating on behalf of the profession (IIF1d);	Advocacy project	SLO3
Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e)	Advocacy project	SLO3
Ethical standards of professional counseling organizations and credentialing bodies, and application of ethical and legal considerations in professional counseling (IIF1i);	Ethics in the Discipline Presentations	SLO1
Strategies for personal and professional self-evaluation and implications for practice (IIF1k)	Self-Care Project	SLO4
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Ethics in the Discipline Presentations	SLO1
multicultural counseling competencies (IIF2c);	Advocacy project	SLO3
Help-seeking behaviors of diverse clients (IIF2f);	Advocacy project	SLO3
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h)	Advocacy project	SLO3
Standards for Clinical Mental Health Counseling (CMHC) track		

Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (CMHC:5C2l); and	Ethics in the Discipline Presentations	SLO2
Understand the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:5C2k)	Ethics in the Discipline Presentations	SLO1

Required Reading and Textbook(s):

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Stamford, CT: Cengage Learning.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Additional Required (bring to class – either electronic version or printed copy):

1. ACA Code of Ethics (2014): <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
2. Texas LPC Code of Ethics (2019): <https://www.dshs.texas.gov/counselor/pdf/LPC-Rules-20190228.pdf>

COURSE REQUIREMENTS / METHODS OF EVALUATION EMPLOYED

Ethics in the Discipline Presentation (20 points) – SLO1 and SLO2: [Group project] Groups of 2-3 students will gather information and resources to present on ethical considerations. The presentation will happen in class and should be 30 minutes long. Students are expected to use PowerPoint or another format for visual presentation in class. Each group will focus on a different track in counseling (e.g., clinical mental health, school counseling, marriage and family therapy, substance abuse, career counseling, rehabilitation counseling). Assignment rubric posted on Canvas. Information in the presentation must include but is not limited to the following:

- Relevant history of the counseling profession (relevant to the specific track);
- Organizations in which counselors can join in order to promote professional development, community, and up-to-date knowledge in the field;
- Licensure and credentialing within the counseling discipline;
- Steps for managing ethical concerns with the counseling discipline;
- Multicultural trends for populations within this counseling area;
- Ethics regarding referrals within the counseling discipline; and
- A unique ethical consideration within the counseling discipline (i.e. what may be specifically spelled out for counselors in this discipline that may differ from other counseling disciplines)

Ethical Dilemmas (5 x 5 points each = 25 points) – SLO2: Students will be given various ethical dilemmas across the semester. Students are expected to find within the ethical standards what would be the most appropriate ethical decision to make and support their answer by citing the ethical principle. Students are expected to demonstrate professional knowledge and skill to consider the most appropriate ethical decision and to support that decision. Students are expected to follow APA formatting guidelines and an ethical decision-making model in this assignment. Assignment should be 3-4 pages in length (not including cover page). A template for the assignment and rubric are posted on canvas. The assignment must use the following headings:

- Identify the problem or dilemma;
- Identify the potential issues involved;
- Review and list the relevant ethics codes;
- Review and list any applicable laws and regulations;
- Consultation (e.g., colleague, supervisor);
- Consider and list all possible and probably courses of action;
- Consider and discuss consequences of each decision;
- Choose the best course of action & discuss why this is the best course of action.

Quizzes (5 x 5 points each = 25 points): Students will be responsible for completing 5 quizzes over the semester based on weekly readings in the assigned textbook and in class discussions. Quizzes will be completed on canvas.

Self-Care Project Part 1 (10 points) and Part 2 (10 points) – SLO4: Students will be asked to consider the value of self-care for competent, best-practice counseling work.

Part 1:

- Students will complete the Self Care Assessment worksheet and then identify the area in which they score the lowest.
- Using the outcome data from the self-assessment, students will create a self-care plan using measurable goals and objectives to implement the plan across the semester.
- The self-care assessment will be completed in class and a template for the self-care plan will be posted on canvas.

Part 2:

- At the end of the semester, students will write a 3-4 page paper reflecting on this activity, including their successes and/or challenges in implementing the self-care plan.
- Students are to process the personal and professional implications for their self-care.
- This assignment **must follow APA formatting.**

Advocacy Project (10 points) – SLO3: Students will research an underserved population who may receive counseling services. Students are to consider, “what are the advocacy needs of this population”? Students will conduct a 10-minute presentation in class discussing their advocacy project. Using a brochure, newsletter, or other information dissemination outlet (bring copies to the presentation), students are to advocate for this client population by identifying the following information:

- Presence of this underserved population in the local community;
- Relevant statistics about this client population;
- Institutional or social barriers that may impede access and equity of services for the client population;
- Local agencies or organizations that may have outreach for this client population; and
- Other important information that helping professionals may not have previously known, or places/sites/sources that they can use to receive additional information.

****Alternative Assignment (5 points):** APA formatting is required throughout this course and other courses in the CMHC program. Students can earn 5 points this semester by visiting the **University Writing Center** with a rough draft of a paper and meet with a **UWC** tutor to review APA formatting as well as professional writing techniques. These points can be used in lieu of an ethical dilemma. To receive credit for one ethical dilemma (5 points), the student must email the instructor with the date, time, and name of tutor they met with at the UWC and the rough draft that was reviewed. <https://www.tamuct.edu/coas/coas-special-topics/uwc.html>

Grading Criteria and Conversion

Grades will be determined by how many points are earned over the semester. The menu of evaluations and their points appears next:

Nature of Activity Point Potential

Activity	Points
Ethics in the Discipline Presentation	20
Ethical Dilemmas (5 x 5 points)	25
Quizzes (5 x 5 points)	25
Self-Care Project – Part 1	10
Self-Care Project – Part 2	10
Advocacy Project	10
Total	100

Grade Equivalent:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 – 69 = D

59 – Below = F

Posting of Grades:

Grades will be posted on the Canvas Gradebook. Grades will be posted within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

Late work policy: 20% off the total grade for each day that the assignment is late. Nothing accepted after 5 days.

Attendance policy: Class attendance is required and crucial to your development as a student and future counselor. Please email me before class if you will be absent. *There will be a grade reduction (5-point deduction to the final course grade) for each unexcused absence after the first.* Two or more **in-class lecture absences** may result in grade of “F” (at the instructor’s discretion). Arriving 10 or more minutes late or leaving 10 or more minutes early is considered an absence.

Course Calendar

Week	Topic	Assigned Readings for Next Week	Assignments Due
August 26, 2019	Introductions Syllabus Review Assign Groups & Presentation Dates / Topics APA Formatting & Professional Writing Workshop UWC Presentation	Chapter 1 and 2	
September 2, 2019	Labor Day – University Closed		
September 9, 2019	Introduction to Professional Ethics The Counselor as a Person and as a Professional Complete Self-Care Assessment (in class)	Chapter 3	
September 16, 2019	Values and the Helping Relationship	Chapter 4	Self-Care Project – Part 1 DUE by 11:59 p.m.
September 23, 2019	Multicultural Perspectives and Diversity Issues	Chapter 5	Ethical Dilemma # 1 – DUE by 11:59 p.m.
September 30, 2019	Client Rights and Counselor Responsibilities	Chapter 6	Quiz # 1 (Chapters 1-3) – DUE by 11:59 p.m.
October 7, 2019	Confidentiality: Ethical and Legal Issues	Chapter 7	Ethical Dilemma # 2 – DUE by 11:59 p.m.
October 14, 2019	Managing Boundaries and Multiple Relationships	Chapter 8	Quiz # 2 (Chapters 4-6) – DUE by 11:59 p.m.
October 21, 2019	Professional Competence Training	Chapter 9	
October 28, 2019	Ethical Issues in Supervision	Chapter 10 and 11	Ethical Dilemma # 3 – DUE by 11:59 p.m.
November 4, 2019	Issues in Theory and Practice Ethical Issues in Couples and Family Therapy	Chapter 12 and 13	Quiz # 3 (Chapter 7-9) – DUE by 11:59 p.m.
November 11, 2019	Veteran’s Day – University Closed		

November 18, 2019	Ethical Issues in Group Work Community and Social Justice Perspectives		Ethical Dilemma # 4 – DUE by 11:59 p.m.
November 25, 2019	ETHICS IN THE DISCIPLINE PRESENTATIONS		Quiz # 4 (Chapters 10-13) – DUE by 11:59 p.m.
December 2, 2019	ADVOCACY PROJECT PRESENTATIONS		Ethical Dilemma # 5 – DUE by 11:59 p.m.
December 9, 2019	QUIZ # 5 (Chapters 1 – 13) – DUE by 11:59 p.m.		Self-Care Project – Part 2 – DUE by 11:59 p.m.

Student Learning outcomes Rubrics

SLO1	Competence				
Ethics in the Discipline Presentation	No (1)	Some (2)	Basic (3)	Above Av- erage (4)	Superior (5)
history and philosophy of the counseling profession and its specialty areas (IIF1a)					
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);					
professional counseling organizations, including membership benefits, activities, services to members, and current issues (IIF1f)					
professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g)					
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)					
Understands the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:5C2k)					

SLO2	Competence				
Ethical Dilemmas	No (1)	Some (2)	Basic (3)	Above Av- erage (4)	Superior (5)
Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (CMHC:5C2l);					

SLO3	Competence				
Advocacy Project	No (1)	Some (2)	Basic (3)	Above Av- erage (4)	Superior (5)

				(4)	
The role and process of the professional counselor advocating on behalf of the profession (IIF1d)					
Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e)					
Multicultural counseling competencies (IIF2c);					
help-seeking behaviors of diverse clients (IIF2f);					
strategies for identifying and eliminating barriers prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h)					

SLO4	Competence				
Self-Care Project	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
strategies for personal and professional self-evaluation and implications for practice (IIF1k)					
self-care strategies appropriate to the counselor role (IIF1l)					

IMPORTANT UNIVERSITY DATES

August 12, 2019	Classes Begin for Minimester
August 23 2019	Classes End for Minimester
August 26, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week Classes. \$25 fee assessed for late registrants
August 26, 2019	Classes Begin for Fall Semester
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 2, 2019	Labor Day (University Closed)
September 3, 2019	Deadline to Drop First 8-Week Classes with No Record
September 11, 2019	Deadline to drop 16-Week Classes with No Record
October 4, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)

October 4, 2019	Deadline for Graduation Application for Ceremony Participation
October 18, 2019	Classes End for First 8-Week Session
October 18, 2019	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 21, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 fee assessed for late registrants
October 21, 2019	Classes Begin for Second 8-Week Session
October 21, 2019	Class Schedule Published for Spring Semester
October 23, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 28, 2019	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2019	Deadline for GRE/GMAT Scores to Graduate School
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 22, 2019	Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate School for Fall Semester
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline to Clear Thesis Office for Fall Semester
December 23, 2019 - January 1, 2020	Winter Break (University Closed)
January 13, 2020	Classes Begin for Spring Semester

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. 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.

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

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors 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, signed and returned. Once you return the signed form to the Registrar's

Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. 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://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reporting-form.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access 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 at (254) 519-5797. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [<https://www.tamuct.edu/student-affairs/index.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 on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albert-green@tamuct.edu.

Chat live with a 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 FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student 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/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].