

Texas A&M University – Central Texas
COUN 5365 Ethical Foundations of Counseling
Fall 2022

INSTRUCTOR AND CONTACT INFORMATION



Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Vita: [Dr. Airhart-Larraga's CV](#)
Pronouns: She, Her, Hers
Class Time: Online
Office: WH 318D
Email: s.airhart-larraga@tamuct.edu
Office Hours: Mondays 2 p.m. to 6 p.m.; Tuesdays 2 p.m. to 6 p.m.
For other days / hours, email the instructor.
[book an appointment](#)

This is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

Student-Instructor Interaction:

I will check email Monday through Friday between 8 a.m. and 5 p.m. and reply to student emails within 48 hours. Emails received Saturday and Sunday will be addressed on Monday.

Office Hours:

I invite students to use the office hours option. Why use office hours? To discuss material you are struggling with, to discuss obstacles that you want to overcome related to class or the counseling program, to discuss what classes to take next semester, for professional advice, to establish a relationship, to discuss practicum / internship, and / or to inquire about potential research opportunities. For appointments with me, please book using the following link: <https://outlook.office365.com/owa/calendar/DrAirhartLarragasOfficeHours@tamuct.onmicrosoft.com/bookings/>

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]

2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University website [https://www.tamuct.edu/covid19/]

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 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.
2. Students will identify self-care strategies appropriate to the counselor role; students will be able to link self-care to the ACA code of ethics.
3. Students will understand the history of the profession, current professional organizations, current issues and ethical considerations, ethical decision making, and possible dilemmas, and licensing and credentialing information for various counseling disciplines.
4. 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.

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

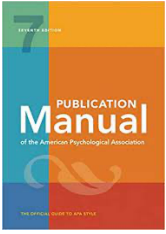
(IIF1: Professional Orientation and Ethical Practice)- Studies that provide an understanding of all of the following aspects of professional functioning:

CACREP Standard	Activity	SLOs
Common Core for all students:		
History and philosophy of the counseling profession (IIF1a);	Ethics in the Discipline Presentations	SLO3

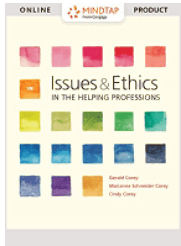
Self-care strategies appropriate to the counselor role (IIF1l);	Self-Care Project	SLO2
Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Ethics in the Discipline Presentations	SLO3
Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Ethics in the Discipline Presentations	SLO3
The role and process of the professional counselor advocating on behalf of the profession (IIF1d);	Discussion Boards	SLO4
Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e)	Discussion Boards	SLO4
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	SLO3
Strategies for personal and professional self-evaluation and implications for practice (IIF1k)	Self-Care Project	SLO2
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Ethics in the Discipline Presentations	SLO3
multicultural counseling competencies (IIF2c);	Discussion Boards	SLO4
Help-seeking behaviors of diverse clients (IIF2f);	Discussion Boards	SLO4
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h)	Discussion Boards	SLO4
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	Ethical Dilemmas	SLO1

Understand the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:5C2k)	Ethics in the Discipline Presentations	SLO3
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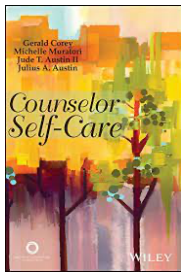
Required Reading and Textbook(s):



American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.



Corey, G., Corey, M. S., & Corey, C. (2018). *Issues and ethics in the helping professions* (10th ed.). Cengage.



Corey, G., Muratori, M., Austin II, J., & Austin, J. (2018). *Counselor self-care*. American Counseling Association.

Additional Required (click on the links to download):

1. ACA Code of Ethics (2014): <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
2. Texas LPC Code of Ethics (2022): <https://www.bhec.texas.gov/wp-content/uploads/2022/07/LPC-July-2022.pdf>

Required Articles:

American Counseling Association (2020). American counseling association advocacy competencies. Retrieved from: https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-may-2020.pdf?sfvrsn=85b242c_6

Collins, L. H. (2021). Racial colorblindness in the counseling relationship: Ethics, innocence and harm. *Counseling Today*, 64(4), 20-23.

Natwick, J. (2019). The ethics of advocacy. *Counseling Today*, 62(5), 10-12.

COURSE REQUIREMENTS / METHODS OF EVALUATION EMPLOYED

Ethics in the Discipline Presentation (65 points) *GROUP ASSIGNMENT* Students will gather information and resources to present on ethical considerations for a specific counseling discipline. **RECORD A 15 MINUTE VIDEO PRESENTATION AND SUBMIT VIA CANVAS.** Students are expected to use PowerPoint or another format for visual presentation. The PowerPoint will be submitted via canvas. Each group will be assigned 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 specific track;*
- *Licensure and credentialing within the counseling track;*
- *Steps for managing ethical concerns with the counseling track;*
- *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 (2 x 20 points each = 40 points) 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 (cover page, reference page, in-text citations) and an ethical decision-making model in this assignment. Assignment should be 3-4 pages in length (not including cover page). Rubric for the assignment posted on canvas. For this assignment, you will be utilizing the *integrated decision-making model* developed by Herlihy and Corey (2014). The assignment must use the following headings:

- *Identify the Problem(s) / Dilemma(s)*
- *Examine the Relevant Codes of Ethics and Professional Literature (Relevant laws, rules, and competencies)*
- *Consider the Moral Principles of Autonomy, Nonmaleficence, Beneficence, Justice, Fidelity, and Veracity*
- *Consult with Colleagues, Supervisors, and / or Experts*
- *Attend to your Emotions*
- *Discuss How to Involve this Client in the Decision Making*
- *Consider the Cultural Context*
- *Identify the Desired Outcomes and Generate Potential Courses of Action*
- *Consider Consequences of All Options*
- *Evaluate Selected Course of Action*
- *Discuss How You Would Implement the Course of Action*

Ethical Dilemma Presentation (50 points) *GROUP ASSIGNMENT* Students will work together in their assigned groups to work through an ethical dilemma. Students will choose from one of these decision-making models - (1) Social Constructivism Model (Cottone, 2001), (2) Culturally Sensitive Ethical Decision-Making Model (Frame & Williams, 2005), (3) ACA's Ethical Decision-Making Model (Forester-Miller & David, 2016), (4) Feminist Model of Ethical Decision Making (Hill, Glaser, &

Harden, 2008) or (5) Welfel's Model of Ethical Decision Making (Welfel, 2010). As a group, the students will put together a PowerPoint presentation and record a video working through the ethical dilemma. **RECORD A 15 MINUTE VIDEO PRESENTATION AND SUBMIT VIA CANVAS.** *Rubric for assignment posted on canvas.*

Self-Care Project Part 1 (10 points), Part 2 (20 points), Part 3 (15 points) 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(s) in which they score the lowest. Students will submit the self-care assessment on canvas for credit for part 1.

Part 2: Students will read the book, *Counselor Self-Care*. Students will complete a 2-3 page reflection, following APA 7 formatting (including cover page and reference; no abstract needed). Students will address the following in the reflection:

- *Overview of the book*
- *Application to the counseling profession*
- *Reactions and observations about the book*

Part 3: Using the outcome data from the self-assessment, what you learned from reading the assigned book, and your own experience this semester, **create a self-care plan** using measurable goals and objectives. Design this self-care plan to help you as you matriculate through the counseling program. Template posted on canvas.

Weekly Discussion Board (160 points): Students will be expected to participate in the weekly discussion board. Each week, a prompt will be posted to the discussion board. Students will respond to the discussion board prompt **citing the book or other outside resource(s) to support their response**. The response should be minimum of 2 complete paragraphs, no more than 3 paragraphs. Students are expected to respond to one peer post. As with all classroom and online discussions, *please be kind and respectful*. *Rubric for the discussion board posted on Canvas.*

****Extra Credit Opportunity (10 points):** APA formatting is required throughout this course and other courses in the CMHC program. Students can earn 10 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. The 10 points will go toward the total points in the class. To receive credit, 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>

Peer Evaluation: All students will be required to complete a peer evaluation for each of the group assignments. The instructor will use feedback from the peer evaluations to determine the individual grades on the assignments. For more information, see the rubric for each group assignment on Canvas.

***** RUBRICS FOR ALL ASSIGNMENTS ARE POSTED ON CANVAS UNDER THE SPECIFIC ASSIGNMENT*****

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 (Group Assignment)	65
Ethical Dilemmas (2 x 20 points)	40
Ethical Dilemma Presentation (Group Assignment)	50
Weekly Discussion Board (16 x 10 points)	160
Self-Care Project - Part 1	10
Self-Care Project - Part 2	20
Self-Care Project - Part 3	15
Total	360

Grade Equivalent:

A = 324 to 360 points

B = 288-323.9 points

C = 252-287.9 points

D = 217 to 251.9 points

F = 0 to 216.9 points

Posting of Grades: Grades will be posted on the Canvas Gradebook. I will do my best to post grades within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

Late work policy: *You can request one (1) 48-hour extension on an assignment.* Please send an email to request this extension. Assignments will have due dates posted in Canvas (typically Sunday evenings 11:59pm). If significant (documented) life events (e.g., illness) interfere with your ability to meet a deadline, you and the instructor will discuss whether late submission will result in loss of points and/or if submission past the 1-week cutoff would be permissible. The final decision will be made by the instructor.

Plagiarism Note: Plagiarism constitutes using others' ideas, words, or images without properly giving credit to those sources. If you turn in any work with your name attached to it, I assume that work is your own and that all sources are specified and acknowledged in the text (with quotations and/or proper citations). If this is not the case, I will follow university policy concerning plagiarism. All cases of plagiarism (intentional and unintentional) will be reported to student affairs and the student may receive a zero on the assignment. For more information on academic integrity, see the university webpage: <https://www.tamuct.edu/student-affairs/academic-integrity.html>.

ADDITIONAL LEARNER-CENTERED INFORMATION



We will be covering topics that could be potentially triggering in the course. *As always, self-care is very important.* I encourage you to engage in personal counseling to remain well. The university offers counseling services to our students. Please see this link for the student wellness and counseling center: <https://www.tamuct.edu/student-affairs/student-counseling.html>

Course Calendar

Week	Assigned Readings for the Week	Assignments Due *** Assignments due at 11:59 p.m. on Sundays
Week 1: August 22 – 28, 2022	Chapter 1 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 1
Week 2: August 29 – September 4, 2022	ACA Code of Ethics Texas LPC Rules & Code of Ethics Chapter 1 (<i>Counselor self-care</i>)	Discussion Board 2
Week 3: September 5 – 11, 2022	Chapter 2 (<i>Issues and ethics in the helping professions</i>) Chapter 2 (<i>Counselor self-care</i>)	Discussion Board 3 Self-Care Part 1
Week 4: September 12 – 18, 2022	Chapter 3 (<i>Issues and ethics in the helping professions</i>) Chapter 3 (<i>Counselor self-care</i>)	Discussion Board 4
Week 5: September 19 – 25, 2022	Chapter 4 (<i>Issues and ethics in the helping professions</i>) Chapter 4 (<i>Counselor self-care</i>)	Discussion Board 5
Week 6: September 26 – October 2, 2022	Racial colorblindness in the counseling relationship: Ethics, innocence and harm (Collins, 2021). Chapter 5 (<i>Counselor self-care</i>)	Discussion Board 6 Ethical Dilemma # 1
Week 7: October 3 – 9, 2022	Chapter 5 (<i>Issues and ethics in the helping professions</i>) Chapter 6 (<i>Counselor self-care</i>)	Discussion Board 7
Week 8: October 10 – 16, 2022	Chapter 6 (<i>Issues and ethics in the helping professions</i>) Chapter 7 (<i>Counselor self-care</i>)	Discussion Board 8
Week 9: October 17 – 23, 2022	Chapter 7 (<i>Issues and ethics in the helping professions</i>) Chapter 8 (<i>Counselor self-care</i>)	Discussion Board 9 Ethical Dilemma # 2
Week 10: October 24 – 30, 2022	Chapter 8 (<i>Issues and ethics in the helping professions</i>) Chapter 9 (<i>Counselor self-care</i>)	Discussion Board 10 Self-Care Part 2

Week 11: October 31 – November 6, 2022	Chapter 9 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 11
Week 12: November 7 – 13, 2022	Chapter 10 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 12 Ethical Dilemma Presentation (Group Assignment)
Week 13: November 14 – 20, 2022	Chapter 11 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 13
Week 14: November 21 – 27, 2022	Chapter 12 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 14 Ethics in the Discipline Presentation (Group Assignment)
Week 15: November 28 – December 4, 2022	Chapter 13 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 15 Self-Care Part 3
Week 16: December 5 – 9, 2022	American counseling association advocacy competencies (2020) The ethics of advocacy (Natwick, 2019)	Discussion Board 16 (due Friday December 9)

**Professor reserves the right to amend the syllabus at any time

IMPORTANT UNIVERSITY DATES

ACADEMIC CALENDARS AND REGISTRATION SCHEDULES

The following calendar is proposed and **scheduled to change** without notice.

Date	Description
September 23, 2021	Fall Semester Admissions Application Opens
January 15, 2022	Priority Deadline for Federal Application for Financial Aid (FAFSA)
March 21, 2022	Advising for Summer and Fall Begins
March 21, 2022	Class Schedule Published for Fall Semester
April 4, 2022	Registration Opens for Fall Semester
April 18, 2022	Spring Semester Admissions Application Opens
June 1, 2022	Educator Preparation Program (Teacher and Principal) Application Deadline
June 13, 2022	Deadline for Scholarship Applications for the Fall Semester
June 22, 2022	Priority Deadline for International Student Admissions Applications
July 1, 2022	School Counselor Program Application deadline (Fall)
July 22, 2022	Priority Deadline for VA Certification Request (Fall)
August 1, 2022	Summer Semester Admissions Application Opens
August 12, 2022	Priority Deadline for Admissions Applications
August 19, 2022	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
August 22, 2022	Classes Begin for Fall Semester
August 22, 2022	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 24, 2022	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
August 29, 2022	Deadline to Drop First 8-week Classes with No Record
September 1, 2022	Superintendent Program Application Deadline
September 1, 2022	Educator Preparation Program (Teacher and Principal) Application Deadline
September 7, 2022	Deadline to drop 16-week Classes with No Record (Census)
September 30, 2022	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
September 30, 2022	Student End of Course Survey Opens (First 8-Week Classes)
October 14, 2022	Classes End for First 8-week Session
October 14, 2022	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 14, 2022	Deadline for Admissions Applications
October 14, 2022	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 15, 2022	Deadline for Clinical Teaching Applications
October 17, 2022	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 17, 2022	Classes Begin for Second 8-Week Session

October 17, 2022	Class Schedule Published For Spring Semester
October 17, 2022	Advising Begins for Spring Semester
October 18, 2022	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 18, 2022	Student End of Course Survey Closes (First 8-Week Classes)
October 19, 2022	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 24, 2022	Deadline to Drop Second 8-Week Classes with No Record
October 28, 2022	Deadline for Graduation Application for Fall Ceremony Participation
October 31, 2022	Registration Opens for Spring Semester
November 1, 2022	Clinical Teaching Placement Form Deadline
November 1, 2022	School Counselor Program Application deadline (Spring)
November 1, 2022	Deadline for GRE/GMAT Scores to Graduate School Office
November 4, 2022	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 10, 2022	Deadline for Final Committee-Edited Theses with Committee Approval Signatures
November 11, 2022	Veteran's Day
November 17, 2022	Priority Deadline for International Student Admissions Applications
November 18, 2022	Deadline for Scholarship Applications for the Spring Semester
November 20, 2022	Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office
November 24-25, 2022	Thanksgiving
November 25, 2022	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
November 25, 2022	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 2, 2022	Priority Deadline for VA Certification Request (Spring)
December 9, 2022	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 9, 2022	Fall Semester Ends
December 9, 2022	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 9, 2022	Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 9, 2022	Fall Commencement Ceremony Bell County Expo 7 pm
December 13, 2022	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 13, 2022	Deadline for Theses to Clear Graduate School Office for Fall Semester
December 13, 2022	Student End of Course Survey Closes (16- and Second 8-Week Classes)

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

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

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the student conduct process, [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

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

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[<https://tamuct.libcal.com/appointments/?g=6956>]. 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>]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective com-

posing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOonline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.