

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

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Class Time: 100% online
Office: WH 318D
Email: s.airhart-larraga@tamuct.edu
Office Hours: Virtual Hours – Tuesdays 2 pm to 6 pm & Thursdays 2 pm to 6 pm; other days / times by appointment only

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

Student-instructor interaction:

Instructor 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.

WARRIOR SHIELD

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, 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 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
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Common Core for all students:		
History and philosophy of the counseling profession (IIF 1a);	Ethics in the Discipline Presentations	SLO3
Self-care strategies appropriate to the counselor role (IIF11);	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);	Advocacy project	SLO4
Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e)	Advocacy project	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);	Advocacy project	SLO4
Help-seeking behaviors of diverse clients (IIF2f);	Advocacy project	SLO4
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h)	Advocacy project	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:5C21); 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:

1. ACA Code of Ethics (2014): <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
2. Texas LPC Code of Ethics (2021): <https://www.bhec.texas.gov/wp-content/uploads/2021/12/LPC-November-20212.pdf>

Required Articles:

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 15 points each = 30 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 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.

Advocacy Project (40 points) *GROUP ASSIGNMENT* 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 create a brochure, newsletter, or other information dissemination outlet. Brochure to be submitted via canvas. 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.*

Weekly Discussion Board (80 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 1 complete paragraph, no more than 2 paragraphs. Students are expected to respond to one peer post. Each initial post will be worth 4 points (to get full credit, a citation must support the response) and each response to a classmate is worth 1 point. 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 15 points)	30
Ethical Dilemma Presentation (Group Assignment)	50
Weekly Discussion Board	80
Self-Care Project – Part 1	10
Self-Care Project – Part 2	20
Self-Care Project – Part 3	15
Advocacy Project (Group Assignment)	40
Total	310

Grade Equivalent:

A = 279 to 310 points

B = 248-278.975 points

C = 217-247.975 points

D = 186 to 216.975 points

F = 0 to 185.975 points

Posting of Grades: Grades will be posted on the Canvas Gradebook. Grades will be posted within two to three 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.

Plagiarism Note: all cases of plagiarism (intentional and unintentional) will be reported to student affairs and the student will receive a **zero** on the assignment.

Course Calendar

Week	Assigned Readings for the Week	Assignments Due *** Assignments due at 11:59 p.m. on Sundays
Week 1: January 18 – 23, 2022	Chapter 1 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 1
Week 2: January 24 – 30, 2022	ACA Code of Ethics Texas LPC Rules & Code of Ethics Chapter 1 (<i>Counselor self-care</i>)	Discussion Board 2
Week 3: January 31 – February 6, 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: February 7 – 13, 2022	Chapter 3 (<i>Issues and ethics in the helping professions</i>) Chapter 3 (<i>Counselor self-care</i>)	Discussion Board 4
Week 5: February 14 – 20, 2022	Chapter 4 (<i>Issues and ethics in the helping professions</i>) Chapter 4 (<i>Counselor self-care</i>)	Discussion Board 5
Week 6: February 21 – 27, 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: February 28 – March 6, 2022	Chapter 5 (<i>Issues and ethics in the helping professions</i>) Chapter 6 (<i>Counselor self-care</i>)	Discussion Board 7 Advocacy Project (Group Assignment)
Week 8: March 7 – March 13, 2022	Chapter 6 (<i>Issues and ethics in the helping professions</i>) Chapter 7 (<i>Counselor self-care</i>)	Discussion Board 8
Week 9: March 14 – March 20, 2022	SPRING BREAK	
Week 10: March 21 – March 27, 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 11: March 28 – April 3, 2022	Chapter 8 (<i>Issues and ethics in the helping professions</i>) Chapter 9 (<i>Counselor self-care</i>)	Discussion Board 10
Week 12: April 4 – April 10, 2022	Chapter 9 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 11 Self-Care Part 2
Week 13: April 11 – April 17, 2022	Chapter 10 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 12 Ethical Dilemma Presentation (Group Assignment)
Week 14: April 18 – April 24, 2022	Chapter 11 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 13

Week 15: April 25 – May 1, 2022	Chapter 12 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 14 Ethics in the Discipline Presentation (Group Assignment)
Week 16: May 2 – May 8, 2022	Chapter 13 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 15 Self-Care Part 3
Week 17: May 9 – May 13, 2022	The ethics of advocacy (Natwick, 2019)	Discussion Board 16 (due Friday May 13)

ACADEMIC CALENDARS AND REGISTRATION SCHEDULES

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

Date	Description
August 23, 2021	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 23, 2021	Classes Begin for Fall Semester
August 25, 2021	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
August 30, 2021	Deadline to Drop First 8-week Classes with No Record
September 1, 2021	Deadline for Teacher Education Program Applications
September 6, 2021	Labor Day (University open and classes will be held)
September 7, 2021	Deadline to drop 16-week Classes with No Record
October 1, 2021	Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)
October 15, 2021	Deadline for Clinical Teaching/Practicum Applications
October 15, 2021	Classes End for First 8-week Session
October 15, 2021	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 18, 2021	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 18, 2021	Classes Begin for Second 8-Week Session
October 18, 2021	Class Schedule Published for Spring Semester
October 19, 2021	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 20, 2021	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 25, 2021	Deadline to Drop Second 8-Week Classes with No Record
October 29, 2021	Deadline for Graduation Application for Fall Ceremony Participation
November 1, 2021	Deadline for GRE/GMAT Scores to Graduate School Office
November 1, 2021	Registration Opens for Spring Semester
November 1, 2021	Deadline for School Counselor Program Applications
November 5, 2021	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2021	Veteran's Day (University Closed)
November 20, 2021	Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office
November 25-26, 2021	Thanksgiving (University Closed)
November 29, 2021	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)

December 10, 2021	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 10, 2021	Fall Semester Ends
December 10, 2021	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 10, 2021	Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 10, 2021	Fall Commencement Ceremony Bill Yowell Conference Center
December 14, 2021	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 14, 2021	Deadline for Theses to Clear Graduate School Office for Fall Semester
December 24-31, 2021	Winter Break (University Closed)
January 17, 2022	Martin Luther King, Jr Day (University Closed)
January 18, 2022	Add, Drop and Late Registration Begins for 16- and First 8-Week Classes \$25 Fee assessed for late registrants
January 18, 2022	Classes Begin for Spring Semester
January 20, 2022	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 25, 2022	Deadline to Drop First 8-Week Classes with No Record
February 1, 2022	Deadline for Teacher Education Program Applications
February 2, 2022	Deadline to Drop 16-Week Classes with No Record
February 25, 2022	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 11, 2022	Classes end for 1st 8-Weeks Session
March 15, 2022	Deadline for Clinical Teaching/Practicum Applications
March 15, 2022	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 14-18, 2022	Spring Break (No Classes - Administrative Offices Open)
March 21, 2022	Class Schedule Published for Summer Semester
March 21, 2022	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
March 21, 2022	Classes Begin for Second 8-Week Session
March 23, 2022	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2022	Deadline for Spring Graduation Application for Ceremony Participation
March 28, 2022	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2022	Deadline for GRE/GMAT Scores to Graduate School Office
April 1, 2022	Deadline for School Counselor Program Applications
April 4, 2022	Registration Opens for Summer Semester
April 8, 2022	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 16, 2022	Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Spring Semester to Graduate School Office
April 29, 2022	Deadline to drop Second 8-week Classes with a Quit (Q) or Withdraw (W).

2 Academic Calendars and Registration Schedules

May 13, 2022	Deadline to Withdraw from the University for 16- and Second 8-Week Classes	August 12, 2022	Deadline to Withdraw from the University for 10- and Second 5-Week Classes
May 13, 2022	Spring Semester Ends	August 12, 2022	Deadline for Applications for Tuition Rebate for Summer Graduation (5pm)
May 13, 2022	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)	August 12, 2022	Deadline for Summer Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee
May 13, 2022	Deadline for Spring Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.	August 12, 2022	Summer Commencement Ceremony Bell County Expo 7 pm
May 14, 2022	Spring 2022 Commencement at Bell County Expo 7 PM	August 16, 2022	Deadline for Faculty Submission of 10-Week and Second 5-Week Final Class Grades (due by 3pm)
May 16, 2022	Classes Begin for Minimester	August 16, 2022	Deadline for Theses to Clear Graduate School Office for Summer Semester
May 17, 2022	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)		
May 17, 2022	Deadline for Theses to Clear Graduate School Office for Spring Semester		
May 30, 2022	Memorial Day (University Closed)		
June 1, 2022	Deadline for Teacher Education Program Applications		
June 3, 2022	Minimester Ends		
June 6, 2022	Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. \$25 Fee assessed for late registrants		
June 6, 2022	Classes Begin for First 5-, 10-, and 8-Week Summer Session		
June 9, 2022	Deadline to Drop First 5-Week Classes with No Record		
June 13, 2022	Deadline to Drop 8-Week Classes with No Record		
June 21, 2022	Deadline to Drop 10-Week Classes with No Record		
June 24, 2022	Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)		
July 1, 2022	Deadline for Summer Graduation Application		
July 1, 2022	Deadline for School Counselor Program Applications		
July 4, 2022	Independence Day (University Closed)		
July 8, 2022	Classes End for First 5-Week Session		
July 8, 2022	Deadline to Withdraw from the University for First 5-Week Classes		
July 11, 2022	Add, Drop, and Late Registration Begins for Second 5-Week Classes. \$25 Fee assessed for late registrants		
July 11, 2022	Classes Begin Second 5-Week Summer Session		
July 12, 2022	Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)		
July 14, 2022	Deadline to Drop Second 5-Week Classes with No Record		
July 23, 2022	Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Summer Semester to Graduate School Office		
July 22, 2022	Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)		
July 29, 2022	Classes End for 8-Week Session		
July 29, 2022	Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)		
July 29, 2022	Deadline to Withdraw from the University for 8 -Week Classes		
August 1, 2022	Deadline for GRE/GMAT Scores to Graduate School Office		
August 2, 2022	Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)		
August 12, 2022	Classes End for 10- and Second 5-Week Sessions		

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

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

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

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

Canvas Support

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

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

Online Proctored Testing

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

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

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 the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=caed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%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.

Academic Integrity

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

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

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

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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 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 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. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <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 by making an appointment via WOnline at <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.

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].

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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentral-Texas&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 254-501-5800.

Portfolio: As part of the evaluation for the CMHC program, students will assemble an e-portfolio documenting their learning from their involvement in the following activities. This portfolio will be built digitally. The required portfolio items will be assignments in the different CMHC courses.

- 1) Professional Development
 - a) Professional Organization Membership (Foundations Course)
 - b) Workshop/Training Attendance or Presentation – (1 per long term)
 - c) LPC (s) Interview (Foundations, Family, Consultation, Crisis Courses)
 - d) Resume (Requires Career Center Evaluation – Group Course)
- 2) Wellness
 - a) Self-Care Plan (Assessment, plan, reflection) (Ethics Course)
 - b) Attend Four Counseling Sessions (Foundations Course)
- 3) Professional Practice
 - a) Theory Integration Paper (Theories Course)
 - b) Transcripts (Methods & Practicum Courses – 30 minutes)
 - c) Case Conceptualization (with theory in practice) (Family, Substance Abuse, Practicum, Internship 1&2 Courses)
 - d) Formative and Summative Assessments
 - i) CCS-R (Practicum / Internship 1&2 Courses)
 - e) Liability Insurance (Practicum / Internship 1&2 Courses)
 - f) Hours Logs (Practicum / Internship 1&2 Courses)
- 4) Multicultural Competence
 - a) AMCD Codes (Culture Course)
 - b) Diversity Interview (Foundations, Culture Courses)
 - c) CIA Project (Culture Course)
- 5) Group Counseling Work
 - a) ASGW Best Practices (Group Course)
 - b) Group Journal (min 10 hours) (Group Course)
- 6) Ethical Foundations
 - a) ACA Codes of Ethics (Ethics Course)
 - b) LPC Rules (Ethics Course)
 - c) Ethics and the Discipline Presentation (Ethics Course)
 - d) 2 Ethical Dilemma (Ethical Decision Making Models Paper) (Ethics Course)
- 7) Advocacy & Social Justice
 - a) Advocacy and Social Justice Competencies (Culture Course)
 - b) CIA Project (Culture Course)
 - c) Service Learning Project (Culture Course)