

COUN 5365-110 80287 Ethical Counseling
Fall 2023
Texas A&M University – Central Texas

Instructor: Kimberly Lovejoy, M. S., LPC, NCC
Course Dates: Online
Office: WH 318Q
Email: klovejoy@tamuct.edu
Office Hours: Virtual - Mondays and Thursdays 8:00 AM to 10:00 AM
Face to Face/Virtual - Wednesdays 1:00 PM to 6:00 PM



Mode of Instruction, Course Access, and Student-Instructor Interaction

This course will be online, with materials made available online through the A&M – Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Students are encouraged to reach out via email with questions and concerns via Warrior Email, please allow for 24-48 hours for response. Exceptions may include weekends and holidays. Please request appointments via email or Microsoft Bookings and refer to office hours identified above. Additional days/times may be arranged upon request.

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/) [<https://www.tamuct.edu/covid19/>]

COURSE INFORMATION

Course Overview, Objectives, and Goals

Explore ethical principles of counselors, related codes of ethics, models for ethical decision

making, and how to apply them to counseling practice. Prerequisites: COUN 5350.

Professional counselors are required to operate under personal and professional codes of ethics which often 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.

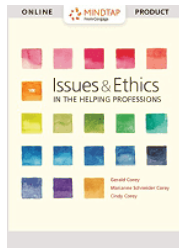
This course, along with other counseling courses within this program, will include the discussion, analysis, and application of the American Counseling Association Code of Ethics, the Texas Behavioral Health Executive Council and Texas State Board of Examiners of Professional Counselors Rules, the Multicultural and Social Justice Counseling Competencies, and the American School Counselor Association Ethical Standards for School Counselors. Some topics of discussion throughout the course and program may be sensitive or triggering, and even controversial; nonetheless, sensitive topics often relate to core competencies and will be addressed in accordance with the guidelines outlined by resources listed above.

Required Reading and Textbook(s)

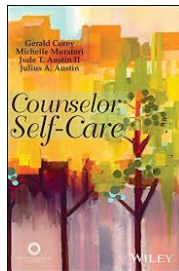
Required:



American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, D.C.: 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/2022/12/LPC-Rulebook-December-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.

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 discuss advocacy on behalf of this population.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

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

CACREP Standard	Activity	SLOs
Common Core for all students:		
1. History and philosophy of the counseling profession (IIF1a);	Ethics in the Discipline Presentations	SLO 3
2. Self-care strategies appropriate to the counselor role (IIF1l);	Self-Care Project	SLO 2
3. Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Ethics in the Discipline Presentations	SLO 3

4. 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	SLO 3
5. The role and process of the professional counselor advocating on behalf of the profession (IIF1d);	Discussion Boards	SLO 4
6. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e);	Discussion Boards	SLO 4
7. 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	SLO 3
8. Strategies for personal and professional self-evaluation and implications for practice (IIF1k);	Self-Care Project	SLO 2
9. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Ethics in the Discipline Presentations	SLO 3
10. Multicultural counseling competencies (IIF2c);	Discussion Boards	SLO 4
11. Help-seeking behaviors of diverse clients (IIF2f);	Discussion Boards	SLO 4
12. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Discussion Boards	SLO 4
Standards for Clinical Mental Health Counseling (CMHC) track		
1. Understands the ethical and legal considerations specifically related to the practice of clinical mental health counseling (CMHC: 5C2l); and	Ethical Dilemmas	SLO 1
2. Understands the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC: 5C2k);	Ethics in the Discipline Presentations	SLO 3

COURSE REQUIREMENTS

All Assignments must be in standard APA 7 formatting. If you do not submit your assignments in this style, your grade will be lowered. Rubrics and guidelines for each of the assignments for this course will be provided on Canvas prior to the due date of the assignment.

Professionalism (20 points)

As students enrolled in graduate training programs designed to prepare you for careers as professionals in the mental health field, your developing skill set should include a variety of abilities and dispositions generally referred to as “professionalism.” In this course, your professionalism will be evaluated based on time management, teamwork, respect, and quality of the work submitted. *Rubric on Canvas.*

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, addictions, career counseling, rehabilitation counseling). Students must complete a peer evaluation and submit via canvas. 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;*
- *Multicultural trends for populations within this counseling area;*
- *Codes of ethics relevant to the specific counseling track;*
- *Steps for managing ethical concerns with the counseling track;*
- *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.** Students must also complete a peer evaluation 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 Assignment (3 points)**

APA formatting is required throughout this course and other courses in the CMHC program.

Students may earn 3 points toward their final grade 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. 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. The UWC has online appointments available. Please visit their website for more information: <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.

Grading Criteria Rubric and Conversion

Grade Distribution

Professionalism:	20 points
Ethics in the Discipline (Group Assignment):	65 points
Ethical Dilemmas (2 x 20 points):	40 points
Ethical Dilemma Presentation (Group Assignment):	50 points
Weekly Discussion Board (16 x 10 points):	160 points
Self-Care Project – Part 1:	10 points
Self-Care Project – Part 2:	20 points
Self-Care Project – Part 3:	15 points
Total:	380 points

Grade Equivalent:

342 - 380 = A
304 – 341.99 = B
266 – 303.99 = C
228 – 265.99 = D
0 – 227.99 = 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:

10% off the total grade for each day that an assignment is late; no assignments accepted after 5 days past due date.

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 Outline and Calendar

Week	Assigned Readings for the Week	Assignments Due ***Assignments due at 11:59 PM on Sundays
Week 1: August 28-September 2, 2023	Chapter 1 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 1
Week 2: September 3-September 9, 2023	ACA Code of Ethics Texas LPC Rules & Code of Ethics Chapter 1 (<i>Counselor self-care</i>)	Discussion Board 2
Week 3: September 10-September 16, 2023	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 17-September 23, 2023	Chapter 3 (<i>Issues and ethics in the helping professions</i>) Chapter 3 (<i>Counselor self-care</i>)	Discussion Board 4
Week 5: September 24-September 30, 2023	Chapter 4 (<i>Issues and ethics in the helping professions</i>) Chapter 4 (<i>Counselor self-care</i>)	Discussion Board 5
Week 6: October 1-October 7, 2023	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 8-October 14, 2023	Chapter 5 (<i>Issues and ethics in the helping professions</i>) Chapter 6 (<i>Counselor self-care</i>)	Discussion Board 7
Week 8: October 15-October 21, 2023	Chapter 6 (<i>Issues and ethics in the helping professions</i>) Chapter 7 (<i>Counselor self-care</i>)	Discussion Board 8
Week 9: October 22-October 28, 2023	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 29-November 4, 2023	Chapter 8 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 10

	Chapter 9 (<i>Counselor self-care</i>)	
Week 11: November 5- November 11, 2023	Chapter 9 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 11 *Self-Care Part 2
Week 12: November 12- November 18, 2023	Chapter 10 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 12 *Ethical Dilemma Presentation (Group Assignment)
Week 13: November 19- November 25, 2023	Thanksgiving Chapter 11 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 13
Week 14: November 26- December 2, 2023	Chapter 12 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 14 *Ethics in the Discipline Presentation (Group Assignment)
Week 15: December 3- December 9, 2023	Chapter 13 (<i>Issues and ethics in the helping professions</i>)	Discussion Board 15
Week 16: December 10- December 15, 2023	American counseling association advocacy competencies (2020) The ethics of advocacy (Natwick, 2019)	Discussion Board 16 *Self-Care Part 3 *Extra Credit Due

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

Academic Calendar and Registration Schedule

August 1, 2023	Summer 2024 Admissions Application Opens
August 11, 2023	Priority Deadline for Admissions Applications
August 25, 2023	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
August 28, 2023	Classes Begin for Fall Semester
August 28, 2023	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 30, 2023	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 1, 2023	Superintendent Program Application Deadline
September 1, 2023	Educator Preparation Program (Teacher and Principal) Application Deadline
September 5, 2023	Deadline to Drop First 8-week Classes with No Record
September 13, 2023	Deadline to drop 16-week Classes with No Record (Census)
October 6, 2023	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
October 6, 2023	Student End of Course Survey Opens (First 8-Week Classes)
October 13, 2023	Deadline for Admissions Applications
October 15, 2023	Deadline for Clinical Teaching Applications
October 20, 2023	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 20, 2023	Classes End for First 8-week Session
October 20, 2023	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 20, 2023	Student End of Course Survey Closes (First 8-Week Classes)
October 23, 2023	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 23, 2023	Classes Begin for Second 8-Week Session
October 23, 2023	Class Schedule Published For Spring and Summer Semester
October 23, 2023	Deadline to Drop First 8-week Classes with No Record
October 23, 2023	Advising Begins for Spring Semester
October 24, 2023	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 25, 2023	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 27, 2023	Deadline for Graduation Application for Fall Ceremony Participation
October 30, 2023	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2023	Educator Preparation Program Application Deadline
November 1, 2023	Clinical Teaching Placement Form Deadline
November 1, 2023	School Counselor Program Application deadline (Spring)
November 1, 2023	Deadline for GRE/GMAT Scores to Graduate School Office
November 6, 2023	Registration Opens for Spring Semester
November 9, 2023	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 10, 2023	Veteran's Day
November 17, 2023	Priority Deadline for International Student Admissions Applications
November 17, 2023	Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office
November 23-24, 2023	Thanksgiving
December 1, 2023	Deadline for Scholarship Applications for the Spring Semester
December 1, 2023	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 1, 2023	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 1, 2023	Priority Deadline for VA Certification Request (Spring)
December 15, 2023	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 15, 2023	Fall Semester Ends
December 15, 2023	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 15, 2023	Deadline for Fall Degree Conferral Applications to the Records and Admissions Office \$20 Late Application Fee
December 15, 2023	Fall Commencement Ceremony Bell County Expo 3 pm
December 19, 2023	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 19, 2023	Deadline for Theses to Clear Graduate School Office for Fall Semester
December 19, 2023	Student End of Course Survey Closes (16- and Second 8-Week Classes)

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, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **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/>] by clicking on the “TAMUCT Online Canvas” tile. You will then log in through our Microsoft portal.

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

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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

Online Proctored Testing

Texas A&M University-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 requires use of the Chrome web browser with their custom plug in installed.

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): [<http://hdc.tamu.edu>]

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [<https://www.tamuct.edu/student-affairs/access-inclusion.html>] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

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 Student Conduct Office. 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 referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

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/samlSSO&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 Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students Rights and Accommodations

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 Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>]. Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](#) [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed

above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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) [https://tamuct.libcal.com/appointments]. 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 workspaces, 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](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

University Writing Center

Located in Warrior Hall 416 and online, 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 face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 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 [WCOOnline](https://tamuct.mywconline.com/) [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.

OTHER 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) [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](https://cm.maxient.com/reporting.php?TAMUCentralTexas) online [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) 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.

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