



## EDCU 5311 - Prof Cnslng Ethics Lgl Iss

### Fall 2025 Syllabus, Section 782, CRN 17668

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## Instructor Information

**Angela Cano Sampson, Ph.D., LPC, NCC, CSC**

Assistant Professor

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Office: Pellegrino Hall 313F

Office Hours:

Virtual Appointments by scheduled appointments only 8:00 a.m. - 7:00 p.m. Monday - Thursday

Office Phone: 956-326-3166

Email is the best way to contact me

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## Times and Location

Does Not Meet Face-to-Face

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## Course Description

This is an intermediate course which will provide an overview of professional issues in counseling with an emphasis on current ethical standards and practices. Ethical standards of the American Counseling Association and the American School Counseling Association and related entities will be reviewed. Application of these codes in professional settings will be discussed and ethical decision-making models will be explored. Prerequisites: Graduate standing.

Educational Programs Department, College of Education

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## Additional Course Information

### Welcome to EDCU 5311: Professional Counseling Ethics and Legal Issues

Hello everyone, and welcome!

I'm Dr. Angela Cano Sampson, and I'll be your instructor for this course. I'm excited to guide you through one of the most critical areas of our profession: the ethical and legal landscape of counseling.

This course is designed to provide you with a comprehensive overview of the professional issues that shape our work. We will delve into the ethical standards set by the American Counseling Association (ACA) and the American School Counseling Association (ASCA), exploring how to apply these principles in real-world professional settings. Together, we will examine various ethical decision-making models to prepare you for the complex situations you will encounter in your careers.

Our primary goal is to help you develop a strong professional counselor identity, grounded in a thorough understanding of ethical, legal, and clinical considerations. Throughout our seven weeks together, you will learn to apply these standards in both traditional and telemental health settings, navigate issues of confidentiality and client rights, and analyze ethical considerations when working with diverse populations, including children, families, and groups.

I look forward to a productive and engaging semester with all of you!

**About Your Professor**



My own journey into this field has been a winding and wonderful road! It all started with a passion for service, which led me to earn my first degrees in Social Work and Education. From there, I delved deeper into the school system with a Master's in Curriculum and Instruction before finding my true calling in counseling. I earned a Master of Science in Clinical Mental Health Counseling and, ultimately, my Ph.D. in Counselor Education and Supervision from St. Mary's University. I believe this blend of social work, education, and counseling gives me a unique and holistic perspective on the incredible, multifaceted role of a school counselor.

Before stepping into higher education, I spent over two decades in Texas PreK-12 schools, and I loved every minute of it! I've had the privilege of working as an Elementary Special Education Teacher and Coordinator, a School Counselor at the middle and high school levels, and an administrator as both a Vice Principal and Assistant Principal. These experiences gave me a 360-degree view of the challenges and rewards you'll encounter, and they fuel my passion for preparing you to be the best school counselor you can be.

Now, as an Assistant Professor here at TAMIU, my mission is to equip you with practical skills and theoretical knowledge to excel. While I teach a variety of graduate courses, I am particularly excited about this course, **EDCU 5311 Professional Counseling Ethics and Legal Issues**. This class serves as the cornerstone of your professional identity. My experiences have shown me that a strong ethical foundation isn't just about knowing rules—it's about developing the reasoning skills to navigate the complex, real-world dilemmas you'll face daily. We'll move beyond memorizing the **ACA and ASCA ethical codes** and learn to apply them in nuanced situations involving client rights, confidentiality, and professional boundaries, both face-to-face and in telemental health settings.

Outside of the university, my husband and I run a private practice, Evolución Counseling Practice, in San Antonio. In addition to serving a diverse client population, a core part of our mission is to provide clinical supervision and mentorship to the next generation of counselors, helping LPC-Associates on their path to full licensure. This work constantly reinforces the importance of the ethical issues in supervision and private practice that we will cover in this course.

#### **My Research & Scholarly Activity**

My passion for this work extends into my research, where I focus on practical questions that impact students and counselors every day. My research agenda examines the evolving role of the school counselor, and I'm particularly interested in reconceptualizing your future role as a social-emotional leader and an integrated mental health professional. Much of my work focuses on finding better ways to meet the academic and mental health needs of diverse students, especially at-risk and refugee youth, using culturally responsive and trauma-informed strategies. This work is deeply rooted in the ethical principles of **multiculturalism, social justice, and advocacy**—core components of our course.

This focus shows up in the work I publish and present. I have several manuscripts currently under review for publication that explore topics like counselors working in collaborative systems, creating strategies for mental health and academic achievement, and cultivating allyship for marginalized groups in educator preparation programs. I absolutely love sharing this work and learning from others, which is why I frequently present at state and international conferences on topics such as bridging school counseling to community mental health and supporting refugee students' wellness and college readiness.

I am so excited to get to know each of you. School counselors are vital educators, leaders, advocates, and agents of ethical change. My goal is to support you as you develop the professional identity and ethical reasoning skills that will guide your entire career. Let's have a fantastic term!

Sincerely,

~Dr. Angela Cano Sampson

## **Program Learning Outcomes**

### **Course Objectives**

**This course is related to the following program(s):** School Counseling

**Program Mission:** To prepare highly effective culturally competent professional counselors for Texas K-12 schools and other professional settings.

**Relationship to/Alignment with Program Mission:** To prepare highly effective culturally competent professional counselors for Texas K – 12 schools and other professional settings.

In this course, we will reinforce the counseling candidate's knowledge of basic counseling helping skills, therapeutic building blocks in the art of helping and therapeutic factors common to most theoretical orientations used throughout the counseling process.

### **Program Student Learning Outcomes (PSLOs):**

**PSLO 1:** Utilize culturally appropriate counseling practices with regard to age and stage of life.

**PSLO 2:** Transform a variety of counseling theories and interventions for efficacy in a multicultural environment



**PSLO 3:** Apply professional, ethical, and legal principles when collaborating or consulting with stakeholders (exp., parents, teachers, other professionals)

**PSLO 4:** Impact school and non-school counseling programs through the application of leadership and advocacy skills by designing, implementing, and evaluating counseling programs in a myriad of settings.

**PSLO 5:** Actively engage in professional counseling associations.

## Student Learning Outcomes

### C01

Upon successful completion of this course, you will be able to develop a counselor identity with considerations to ethical, legal and clinician issues in counseling that affect the practice of counseling.

### C02

Upon successful completion of this course, you will be able to apply ethical and legal standards in face-to-face counseling and Telemental Health/ Distance Counseling.

### C03

Upon successful completion of this course, you will be able to describe counselor professional activities and the implications of multiculturalism, values, social justice, advocacy and consultation as it pertains to ethical decision making.

### C04

Upon successful completion of this course, you will be able to distinguish client rights, counselor responsibilities, confidentiality and the exceptions to it, professional relationships, and boundary issues in counseling.

### C05

Upon successful completion of this course, you will be able to analyze the ethical counselor considerations for counseling children, vulnerable adults, families, and groups in traditional face to face and Telemental Health/ Distance Counseling settings.

### C06

Upon successful completion of this course, you will be able to identify ethical issues in counselor education, supervision, and consultation.

### C07

Upon successful completion of this course, you will be able to explain ethical and legal challenges for counseling private practices, professional writing, and conducting research and professional advocacy.

## Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

## Textbooks

Group	Title	Author	ISBN
Required	Ethical, legal, and professional issues in counseling. Pearson.	Remley, T.P., & Herlihy, B. (2020)	

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## Other Course Materials

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home\)](https://www.bkstr.com/texasaminternationalstore/home).

ACA Code of Ethics



ACA Code of Ethics (<https://www.counseling.org/resources/aca-code-of-ethics.pdf>)

&

ASCA Ethical Standards

ASCA Ethical Standards (<https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>)

FERPA

FERPA (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/>)

School Counselor Competencies

ASCA School Counselor Competencies (<https://edge.sagepub.com/sites/default/files/School%20Counselor%20Competencies.pdf#:~:text=ASCA%20School%20Counselor%20Competencies%20outline%20the%20knowledge%2C%20abilities%2C,addressing%20academic%20achievement%2C%20career%20planning%20and%20personal%2Fsocial%20development>)

NBCC Policy on Distance Counseling (<https://www.nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf>)

CACREP STANDARDS (<https://www.cacrep.org/for-programs/2016-cacrep-standards/>)

#### Recommended Textbook(s) and Materials:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA: American Psychiatric Association, 2013. A PDF is Provided

## Grading Criteria

GRADE	Points
A 90-100	1600-2000 Points
B 80-89	1500-1599 Points
C 70-79	1400-1499 Points
D 60-69	1300-1399 Points
F Below 60	1200 and Below Points

## Grading and Evaluation

### Grading and Evaluation

In determining the final course grade, the following point value will be used.

ASSIGNMENT	Calculated Points
Assignment #1- Discussion Post(s) - (4) 100 Points Each	400 Points
Assignment #2 - Case Study Assignments - (4) 100 Points Each	400 points
Assignment #3 - Ethics Quiz Reflection Activity - (1) 100	100 points
Assignment #4 - Voice Thread Elevator Pitch (1) 300 Points	300 Points
Assignment #5 - Zoom Recorded Assignment - Informed Consent - 300 Points	300 Points
Assignment #6 - Short Answer Essay Question Assignment - 100 Points	100 Points
Assignment #7 - Exam(s) (4) - 100 Points Each	400 Points
Total Points for Course	2000



## Course Map (See also BB Course Map For More Detail and Hyperlinks) All Assignment are due Sunday Day 7 of the Week Assigned at Midnight unless otherwise notified)

Week of	Agenda/Topic	Reading(s)	Due
10/20	Week 1 - Module #1: Introduction of Developing Ethical Reasoning as Counselors & The Professional Identity and Orientation of Counselors.	Read: Practitioner's Guide to Ethical Decision Making (MO1.1, 1.2. 1.3) Review and Read ACA Code of Ethics ACA Code of Ethics & ASCA Ethical Standards ASCA Ethical Standards (MO1.1, 1.2. 1.3, 1.4, 1.5) Read Chapter 2 Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson. (MO1.4, 1.5)	Case Study Assignment Complete "The Case of Carla" Chapter 1 Case 1-4 (MO 1.1, 1.2, 1.3) Apply the scenario to the ethical decision-making model using Practitioner's guide to ethical decision-making Template Provided Voice Thread Assignment Promoting Yourself as a Counselor The Elevator Pitch (MO1.4. 1.5)
10/27	Week 2 - Module #2: Multiculturalism, Values, Social Justice, and Advocacy & Client Rights and Counselor Responsibilities.	Read Chapter 3 Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson. (MO2.1, 2.2) Read Chapter 4 Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson (MO2.3, 2.4) Read Journal Article: An Ethics Quiz for School Counselors (MO2.1, 2.2. 2.3, 2.4)	EXAM I (MO2.1, 2.2. 2.3, 2.4) Ethics Quiz Complete the Ethics Quiz for School Counselors Self- Check Your Responses (MO 2.1, 2.2, 2.3, 2.4) Chapter 4 Zoom Recorded Assignment Informed Consent Practice (MO2.3, 2.4)
11/3	Week 3 - Module #3 Confidentiality, Privileged Communication Records, & Subpoenas	Read Chapter 5 (MO3.1, 3.2) Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson Read Chapter 6 (MO 3.3, 3.4) Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson Lazovsky, R. (2008). Maintaining confidentiality with minors: dilemmas of school counselors. Professional School Counseling, 11(5), 335–346.	Discussion Forum 2 "The Case of Savannah" (MO 3.1, 3.2. 3.3, 3.4)
11/10	Week 4 - Module #4 Competence, Assessment, Diagnoses & Malpractice	Read Chapter 7 (MO 4.1, 4.2) Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson Read Chapter 8 (MO 4.3, 4.4) Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson School Counselor Competencies ASCA School Counselor Competencies	EXAM II (MO 4.1, 4.2. 4.3, 4.4) Short Answer Essay Questions (MO 4.1, 4.2, 4.3, 4.4)
11/17	Week 5 - Module #5 Boundaries and Dual Relationship Issues in Counseling & Technology in Counseling	Read Chapter 9 (MO 5.1, 5.2) Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson Read Chapter 10 Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson (MO 5.3, 5.4) Watch Legal and Ethical Issues in Telemental Health Counseling Review and Read ACA Code of Ethics ACA Code of Ethics & ASCA Ethical Standards ASCA Ethical Standards FERPA FERPA NBCC Policy on Distance Counseling Read Advocating for Students During Distance Counseling the Role of the School Counselor Virtual School Counseling	Case Study Ethical Dilemma Case Study "Mary" (MO 5.1, 5.2) Discussion Forum 3 Chapter 10 (MO 5.3)



11/24	Week 6 - Module #6 Counseling Children, Vulnerable Adults, Families and Groups & Counseling In Private Practice	Read Chapter 11 Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson Read Chapter 12 Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson Read Chapter 13 Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson	Case Study Ethical Dilemma Case Study "Julie" (MO6.1, 6.2) Discussion Forum 4 Chapter (MO6.1) Exam III Chapters 11 (MO6.1) Chapter 12 (MO6.2) Chapter 13 (MO6.3)
12/1	Week 7 - Module #7 Issues in Counselor Education, Counseling Supervision, Consultation and Professional Writing and Research in Counseling	Read Chapter 14 Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson Read Chapter 15 Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson Read Chapter 16 Remley, T.P., & Herlihy, B. (2020) Ethical, legal, and professional issues in counseling. Pearson	Chapter 14 Case Study/Reflection Questions Counselor Educator (MO7.1, 7.2) Chapter 15 and Chapter 16 Essay Exam IV (MO7.3, 7.4)

## University/College Policies

Please see the University Policies below.

### COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

### Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

### Classroom Behavior (applies to online or Face-to-Face Classes)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (<https://www.tamui.edu/handbook/article-04.shtml>)).

## TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at Student Handbook (<https://www.tamui.edu/handbook/index.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

**Plagiarism:** Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
  - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
  - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
  - **Caution:** Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMU Honor Council of their intent



to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

## Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

## AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

## TAMU E-Mail and SafeZone

Personal Announcements sent to students through TAMU E-mail ([tamui.edu](mailto:tamui.edu) or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMU e-mail accounts regularly, if not daily. Not having seen an important TAMU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to SafeZone (<https://www.tamui.edu/adminis/police/safezone/index.shtml>) for more information.

## Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

## Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Disability Services for Students located in Student Center 124. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at [karla.pedraza@tamui.edu](mailto:karla.pedraza@tamui.edu), call 956.326.2763, or visit Student Center 124.

## Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMU Student Handbook (URL: [Student Handbook \(URL: Student Handbook \(https://www.tamui.edu/handbook/index.shtml\)\)](https://www.tamui.edu/handbook/index.shtml)).

## Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, [TitleIX@tamui.edu](mailto:TitleIX@tamui.edu), 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMU's anonymous electronic reporting site, *Report It*, at <https://www.tamui.edu/reportit> (<https://www.tamui.edu/reportit/index.shtml>).

TAMU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments.



The Office of Compliance (Lorissa M. Cortez, [lorissam.cortez@tamiu.edu](mailto:lorissam.cortez@tamiu.edu)) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the *TAMIU Student Handbook*.#As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOAs for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule.#Both rules can be found in the *TAMIU Student Handbook*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at [mghernandez@tamiu.edu](mailto:mghernandez@tamiu.edu), call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at [lorissaM.cortez@tamiu.edu](mailto:lorissaM.cortez@tamiu.edu), call 956.326.2857, or visit Killam Library 159.

## Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, [TitleIX@tamiu.edu](mailto:TitleIX@tamiu.edu), 956.326.2857, via the anonymous electronic reporting website, ReportIt (<https://www.tamiu.edu/reportit>) and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

## Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

## WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

## Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

## Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

## Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

## Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

## Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.

## Distance Education Courses

### *Regular and Substantive Interaction (Note to Instructors):*

This course is designed to foster regular and substantive interaction despite its asynchronous online format. At the start of each week, you will receive a "**Monday Mail**" announcement. This communication will serve as our primary weekly check-in, clearly outlining the module's agenda, learning objectives, and specific expectations to guide your learning for the week. For the promptest reply to your questions, please **email me directly** rather than using the Blackboard course messaging system. I will provide feedback on your weekly assignments after the submission deadline has passed. As assignments are due on Sunday at midnight, you can typically expect feedback within the following week. Any updates or changes to this grading timeline will be communicated in the weekly "Monday Mail".

## Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

In this online course, be sure to confirm what in-person meetings may be required of you (if applicable).

## Course Structure

This course is offered in a seven-week, fully online format. To succeed, it is crucial that you approach the material with consistency and proactive engagement. This section will guide you on how to navigate the course materials and what to expect each week. All assignments are due Sunday Day 7 of the week assigned in Blackboard at midnight unless otherwise notified via BB announcements or Monday Mail.

## Navigating the Course in Blackboard

All course content is delivered through Blackboard. When you enter our course site, you will find several key areas in the course menu:

- **Announcements:** This is the first place you should look for weekly updates, reminders, and any changes to the course schedule. Please check this section regularly. This is the location for Monday Mail.
- **Syllabus & Course Info:** Here you will find a copy of the syllabus, the course map, and other essential documents that you can refer to throughout the semester.
- **Modules:** This is where the core of our learning will take place. All readings, activities, and assignments are organized into seven distinct modules, one for each week of the course.
- **My Grades:** You can track your progress and view feedback on your submitted assignments in your Blackboard account.
- **TAMIU Email:** This link Welcome to the TAMIU Email for Life (<https://dusty.tamiu.edu/welcome.aspx>) provides quick access to your official university email, which you should check daily for course-related communication.



## How to Approach Each Module

The course is divided into seven sequential modules. You are expected to complete one module per week. While the topics are distinct, the skills and knowledge build upon one another, so it is important to complete them in order. To successfully complete each module, you should follow this general approach:

1. **Review the Module Overview:** Each module will begin with an introduction outlining the topic, learning objectives, and a checklist of required tasks for the week.
2. **Complete the Readings and View Materials:** Engage with all the provided materials. You will encounter a variety of resources designed to build your knowledge base:
  - **Textbook Readings:** Chapters from the required text, *Ethical, Legal, and Professional Issues in Counseling* by Remley and Herlihy.
  - **Supplemental Readings:** Journal articles and official documents such as the **ACA Code of Ethics**, **ASCA Ethical Standards**, and FERPA guidelines.
  - **Videos:** Instructional videos on topics like Telemental Health counseling.
3. **Participate in Activities and Complete Assignments:** After completing the readings, you will apply your knowledge through various activities and assessments. These are designed to develop your practical skills and ethical reasoning. You can expect to see:
  - **Discussion Forums:** You will analyze case studies (like "The Case of Kim" and "The Case of Savannah") and engage with your peers in thoughtful dialogue on Blackboard.
  - **Case Study Assignments:** You will apply a formal ethical decision-making model to complex scenarios and submit your analysis.
  - **Practical Application Assignments:** These assignments are designed to build real-world skills and include a **VoiceThread "Elevator Pitch"** on promoting yourself as a counselor and a **Zoom Recorded Assignment** where you will practice obtaining informed consent.
  - **Reflection Activities:** You will complete an "Ethics Quiz for School Counselors" to self-assess your understanding and reflect on your responses.
  - **Exams and Essays:** The course includes four major exams and an essay exam to assess your comprehension of the ethical, legal, and professional issues covered in the modules.

To succeed in this accelerated seven-week format, it is highly recommended that you review the requirements for each module in advance. Due dates for all assignments are listed in Blackboard. Regular and consistent participation is essential for your success in this course.

## Student-Instructor Communication Policy and Response Time

### Announcements/Course Messages/Emails

At the start of each week, you will receive a **"Monday Mail"** announcement. This communication will serve as our primary weekly check-in, clearly outlining the module's agenda, learning objectives, and specific expectations to guide your learning for the week. For the promptest reply to your questions, please **email me directly** rather than using the Blackboard course messaging system.

### Assignments and Assessments

I will provide feedback on your weekly assignments after the submission deadline has passed. As assignments are due on Sunday at midnight, you can typically expect feedback within the following week. Any updates or changes to this grading timeline will be communicated in the weekly "Monday Mail".

### Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette** (<http://www.tamui.edu/distance/students/netiquette.shtml>) for further instruction.

### Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**,



via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

## Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

## Computer/Technology Requirements

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage (<https://www.tamui.edu/distance/students/technology-requirements.shtml>) when using the learning management system (LMS) of the University.

**Additional Hardware.** For this class, you'll need a **webcam** and **microphone** for VoiceThread discussions. Many recently purchased laptops may have these built-in. If you don't have this equipment, you can purchase a stand-alone webcam, microphone, or a combined unit from a local or online electronics store

**NOTE:** Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

### Additional Software.

You'll need the following additional software: **Microsoft PowerPoint** for viewing lesson presentations. **Microsoft Word** for viewing course files and submitting assignments.

TAMIU students can access online versions of this software through their Dusty Office 365 account at <https://dusty.tamui.edu/>. This site also lets students download the Microsoft suite for educational use. See instructions for downloading the Microsoft Office suite.

**See instructions for downloading the Microsoft Office suite.**

**Note:** Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

## Learning Management System (Blackboard)

Students are provided with an orientation (\*eLearning (Blackboard) Student Orientation\*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at [elarning@tamui.edu](mailto:elarning@tamui.edu).

## Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the Instructional Technologies (<https://www.tamui.edu/distance/technology/>)

### Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

### AI Policy School Counseling Program

**AI Policy Summary:** You may use AI tools ethically to support your learning, such as for research assistance (literature reviews, data analysis) and practicing basic counseling concepts. However, submitting AI-generated content as your own (plagiarism), using it to cheat, or failing to critically evaluate its output is strictly prohibited academic misconduct. You **must** disclose all AI use, critically check AI-generated information for accuracy and bias, and cite it appropriately. Violations will result in grade deductions and/or academic misconduct proceedings.

### Rubrics



Rubrics are provided at the end of each assignment.

## **Late Work Policy**

All assignments for the course are due in the Blackboard website course page on their respective due dates with mostly due Sunday of the week assigned at midnight and/or noted in your syllabus or in Monday Mail. No late work will be accepted without prior written notice and upon approval by the professor due to medical and/or family emergencies or any other reasons.

You are encouraged to email your professor regarding your circumstances as soon as possible.

## **Course Evaluation**

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

## **Turnitin Policy Or Other Types of Assignments in Other Systems**

Candidates may be required to submit work to TurnItIn. Candidates are encouraged to submit their work to TurnItIn before they submit the assignment for a grade in order to view the similarity index. To do this, candidates, go to "Optional Settings"; select "No-repository" and submit.

## **Accessibility and Privacy Statements on Course Technologies**

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. In this class, we will utilize Blackboard, VoiceThread, and Turnitin. You may find the accessibility and privacy policies of these technologies on the following pages: Accessibility: Our Commitment (<https://www.tamtu.edu/accessibility/index.shtml>)

**Syllabus subject to change.**