Meeting Times

MEETING TIMES

This virtual, asynchronous course is presented in a 15-week format. Each module comprises 2 weeks and includes assigned readings, course videos, discussions with colleagues, and assignments that provide opportunities for students to apply the concepts covered each week. Prior to the first day of class, students must review the syllabus and Blackboard course thoroughly.

To enhance student-to-student and instructor-to-student interaction, the professor will host a live webinar with students utilizing Collaborate every other week with exceptions during the 15-week term. Students are encouraged, but not required, to attend the weekly webinars in person. However, it is required to view the recording within 24 hours of the webinar if you cannot attend the live webinar. Webinars will take place at 8:00 p.m. CST on the following dates:

- Week 1 – Monday, August 22
- Week 3 – Tuesday, September 6
- Week 5 – Monday, September 19
- Week 7 – Monday, October 3
- Week 10 – Monday, October 24
- Week 12 – Monday, November 7
- Week 14 – Monday, November 21

The information on how to join the live webinars is included in the "Course Schedule & Live Webinars" section of the "Start Here" page in the Blackboard course.

Contact Information

Professor; Dr. Steve Lackey, PhD, LPC-S, LCDC

email: sllackey@lamar.edu

Office: TBD by prior emailed request

Catalog Description

This course provides counselors and other human service workers with an overview and etiology of the addictive process. Students will develop conceptual knowledge, practical skills, and assessment strategies including the use of wraparound assessment and intervention services within a behavioral health setting. Pre-requisites: Admission to the Lamar Counseling Program.
Course Objectives

COURSE-LEVEL OBJECTIVES

Counselors-in-training will:

1. Learn theories/models of addiction, as well as the history and development of addictions counseling (CLO1).
2. Recognize ways that addictions impact clients’ lives (CLO2).
3. Analyze and synthesize characteristics of substance addictions, behavioral/process addictions, and co-morbid mental health disorders, and understand the relationships among them (CLO3).
4. Apply legal, ethical, and client-specific multicultural considerations when devising treatment plans for clients who are participating in addictions counseling (CLO4).
5. Discern among the types of services that are available for clients undergoing addictions treatment, and exemplify the counselor’s role in facilitating clients’ access to services (CLO5).
6. Describe the role and value of self-care for addictions counselors (CLO6).

Student Learning Outcomes

COURSE OUTCOMES

Counselors-in-training will be able to:

• Differentiate between substance and process addictions;
• Articulate diagnostic criteria for substance-related disorders and assess clients for substance use problems;
• Develop treatment plans for clients undergoing addiction treatment based on clients’ treatment needs;
• Discuss the ways that race, ethnicity, gender, and other cultural characteristics contribute to the development of addiction; and
• Demonstrate knowledge and skills that are necessary for multiculturally competent work with clients undergoing addiction treatment.

Course Materials

COURSE MATERIALS

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<tbody>
<tr>
<td></td>
<td>ISBN-10: 0135166934</td>
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|-------------------|--------------------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Required Electronic Sources</th>
<th>Free account with Canva.com</th>
</tr>
</thead>
</table>
Academic Prerequisites

Successful completion (i.e., grade of A or B) of the Gateway 1 courses, which include:

- CNDV 5302, 5303, 5304: Foundations of Counseling
- CNDV 5310: Counseling Skills
- CNDV 5311: Individual Counseling Theories & Techniques

Academic Week

For this course, the academic week is considered Monday through Tuesday. During the weeks that they are assigned, discussion board assignments (i.e., 12-Step Meetings) are due Thursday, and all other course assignments are due Sunday. All assignments are due by 11:59 p.m. CST on the designated due dates.

Late Work

All work submitted late will incur a late penalty of ~10% per day, up to three (3) days. After three (3) days past the due date, an assignment will be scored a grade of zero. Point penalties for late work are embedded in assignment rubrics.

Work that is uploaded to the wrong submission link will be considered late/missing until the student uploads it to the correct assignment link. But again, after three (3) days past the due date, a missing assignment will be scored a grade of zero.

Additionally, it is incumbent on the student to upload the correct version of their completed work to the assignment link. If the student uploads the "wrong version" of an assignment to the assignment link, then the student may go back to the assignment link and upload the correct version, so long as the correct version is submitted by the assignment due date/time. If the "wrong version" of a student's work is submitted and the student does not upload the correct version of her/his/zir work by the due date/time designated for the assignment, then the 'wrong version' is the version that will be graded. The instructor will NOT grant students additional time to correct submission errors past assignment due dates/times. Nor will she/he/zir extend the assignment deadline for a student who claims "technology problems" as a reason that an assignment was submitted late.

Late Work Due to Illness

If illness obstructs your ability to complete an assignment by the designated due date/time, then you must present supporting documentation to Dr. Lackey. Otherwise, the late work policy will apply. Supporting documentation from the student's medical/mental health provider must include:

- the date(s) that the student was treated,
- the student's symptoms upon arrival at the treatment facility and/or the student's diagnosis,
- discharge instructions for the student,
- the date that the student may resume work- and/or school-related activities, and
- the name of the treatment provider.

Late Work Due to Unforeseen Events/Family Emergencies

If a family emergency or an unforeseen event obstructs your ability to complete an assignment by the designated due date/time, then you must present supporting documentation to Dr. Lackey. The type of documentation that you provide will depend on the nature of the emergency. Appropriate types of documentation include, but are not limited to:

- a family member's obituary showing the student's name in the list of surviving family members,
- a funeral program showing the date/time of a family member's funeral and the student's name in the list of surviving family members,
- a jury duty summons and/or summary of jury duty service showing dates/times of attendance,
- and similar.

Do not email the instructor to request a due date extension. All requests for due date extensions must be submitted to Blackboard using the "Special Requests" link at the top of the Contents page. After reviewing a request, the instructor will notify the student of the outcome via a "grading comment" in Blackboard. Requests that are emailed to the instructor will not be addressed. An assignment extension will NOT be approved without proper documentation as outlined above.

Make-up Work
All make-up work is at the discretion of the professor and is subject to a late penalty of ~10% per day, up to three (3) days. *After 3 days past the due date, an assignment will be scored a grade of zero.* Assignment rubrics include point penalties for late submissions. Discussion board assignments (i.e., 12-step meetings) are not permitted to be made-up and will be scored according to the rubric located in Blackboard.

**Participation**

*General Participation in the Course*

Students are expected to login to the Blackboard course during the early part of Week 1 and to login to the course regularly throughout the duration of the 15-week term. Students remain responsible for communicating with the professor about circumstances that impede their ability to participate in class. **The professor will drop all students with a grade of Q who do not login the course, participate in discussion boards, submit assignments for grading, or communicate with the professor about participation challenges by the deadline for penalty-free drops.** All communications about assignments or grades must include the professor and the IA.

*Discussion Board Forums*

As part of your Abstinence Project this semester, students will participate in 12-Step meetings with other students who are trying to give up substances/behaviors for the Abstinence Project. Discussion board forums in Blackboard will provide the virtual media for 12-Step “meetings”, which will take place on Wednesday and Thursday of Weeks 2-8 and 10-13. Each 12-Step discussion forum will open at precisely 12:00 a.m. CST Wednesday morning and will close at exactly 11:59 p.m. CST Thursday night. Thus, all communications among group members must occur during this window of time. Initial posts must be made on Wednesday, and peer posts must be made on Thursday. **Students who miss a meeting (i.e., do not post to the discussion forum) will not be allowed to make up the assignment,** as it’s pointless to attend a meeting when there’s only one person in attendance. Furthermore, initial posts made on Thursday will not be graded and will not be awarded points. Students are expected to abide by Netiquette rules in all discussion board communications. Each 12-Step meeting is worth 20 points, yielding a total of 220 possible points for all discussion board assignments. Additional information and instructions for 12-Step meetings are provided in the Blackboard course. For information about appropriate decorum on the Internet, please refer to the Netiquette guidelines at [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html).

*Live Webinars*

Each student is required to have a webcam, a microphone, and a headset to participate successfully in live webinars. Moreover, students must be in private, stationary locations while participating in live webinars.

*Assignments*

When completing experiential assignments, students must abide by the *Netiquette rules* when engaging others in their classroom, home, and community environments.

*Response Times*

*Email and Phone Communications*

Communications with the course professor should occur within the weekly live webinars unless they are of a critical nature. The course professor will respond to emails and voicemails from students within 48 business hours after their delivery. The professor will not respond to student emails and voicemails after work hours on Friday, during weekends, or before work hours on Monday of each week. **All communications about grades or assignments must include the professor and the IA.**

*Assignment Grades*

Each assignment will be graded within 3 days after its due date. For questions related to grading and rubrics, please contact the Instructional Associate (IA) who is assigned to assist with the course. His/her/zir information is posted in the “Meet Your Professor & Instructional Associate” section of the *Getting Started* page in Blackboard.

*Virtual Office Hours*

The professor will hold virtual office hours with individual students by appointment only. To request a virtual meeting, students are to email the course professor to establish a date/time for the meeting.
Required Survey: Learning Commitments

By the 3rd day of class, all students must complete the survey titled Learning Commitments in its entirety and successfully submit it to Blackboard. The survey itself is worth 10 total points, and none of the assignments for CNDV 5326 will be viewable in Blackboard until the survey is submitted successfully.

APA Guidelines

When specified for an assignment, students are to follow APA (7th ed.) formatting guidelines.

Instructional Associate (IA)

The Instructional Associates (IA) plays a vital role in ensuring smooth facilitation of the course. The IA for this course was carefully selected based on her/his/zir teaching experiences and professional accomplishments.

The IA is the first point of contact for students when they have questions pertaining to grading practices and rubrics. However, ultimate responsibility for all course grades resides with the course professor.

When emailing the IA, students must do all of the following:

- address the IA by her/his/zir appropriate professional title (e.g., Mr. Doe, Dr. Doe),
- include the course number and the student’s course section (e.g., CNDV 5320, M02) in the subject line, and
- CC the course professor.

Course-related Assistance

The IA is the first point of contact for students who have assignment-related questions, including (but not limited to) those related to grading, rubrics, and assignment due dates, among others.

If the IA is unable to answer a student’s assignment-related question or to resolve a student’s assignment-related concern, then the course professor is the second point of contact. For course-related assistance that is not assignment-related, the course professor is students’ first point of contact.

If the course professor is unable to assist a student with a course-related question or concern, then the Dept. Chair, Dr. Belinda Lopez, is the student’s third and final point of contact. If necessary, Dr. Lopez will consult with the Associate Dean and/or Dean of the College of Education to seek the information necessary to address the students’ question or concern.

Course Evaluation

During the final days of the 15-week term, students will complete a course evaluation. Near the end of the semester, the university will provide students with instructions for completing it via email.

SafeAssign

Students are required to submit some assignments through SafeAssign to assess for originality. The course professor will scrutinize all papers for plagiarism that were submitted through SafeAssign and that yielded an originality score greater than 30%. If the body of a paper contains: (a) too many sentences and phrases that match other sources word-for-word, (b) evidence of strategies like "find and replace", (c) evidence of insufficient efforts to paraphrase information sufficiently, (d) at least one quote that is longer than 39 words, or (e) more than two quotes total, then the student will either:

- receive a score of zero for the assignment with no opportunity to revise and resubmit it,
- earn a lower letter grade for the course,
- earn a failing grade for the course, and/or
- be referred to the Student Development and Academic Performance Committee for review.

The professor will notify a student found guilty of academic dishonesty of the violation, the penalty, and the student’s right to appeal the determination of dishonesty and/or the sanction imposed.

Using a paper (or sections/paragraphs/sentences/phrases from a paper) that you wrote for an assignment in another class, even if you dropped the class mid-semester (or for an assignment that you submitted for this class earlier in the term), constitutes self-plagiarism, which is an act that is just as egregious as the act of plagiarizing others’ work. Self-plagiarism is no more acceptable than
plagiarism, and evidence of plagiarism of either kind will not be permitted.

To avoid a SafeAssign score higher than 30%, utilize these strategies:

1. Write your paper from scratch.
2. Include no more than two (2) direct quotes that are no longer than 39 words. (Using no direct quotes is better.)
3. When you paraphrase others' ideas, rearrange the syntax of the original author's sentences, use synonyms for the original author's words, and state the information in a totally different way than the source author stated it (to do the latter, try laying the source face-down on the table or minimizing the browser, and then saying out loud what the author had written).
4. Choose sources with plenty of content, read through the material and write using your own words. Avoid using a source with little information or just rearranging a sentence or two. SafeAssign will pick that up.

Check your SafeAssign score before you submit. If you don’t know how to do that, peruse the SafeAssign use material.

Technology Requirements

The minimum technical skills and the system requirements for this course:

Blackboard

Students will utilize the Lamar University’s Learning Management System (LMS), Blackboard, for online courses. For Blackboard support go to (https://blackboardsupport.lamar.edu) for more information.

System Requirements

Computer/Technology Requirements:

1. Students will need regular access to Windows, MAC with a broadband Internet connection. Note: mobile devices (if you have mobile devices there are limitations)

The minimum computer requirements are:

- Most current version of Firefox is recommended
  - Please note that Blackboard may not support Internet Explorer, Safari, or Chrome.
- 8 GB or more preferred /1024 x 768 or higher resolution /Broadband connection (cable modem, DSL, or other high speed) required
- some courses are video intensive
- Current anti-virus software must be installed and kept up to date.
- Students will need some additional free software for enhanced web browsing. Be certain to download the free versions of the software.
  - Firefox (http://www.mozilla.org)
  - Adobe Reader (https://get.adobe.com/reader/)
  - Adobe Flash Player (http://get.adobe.com/flashplayer)
  - Java (http://www.java.com)
  - QuickTime (https://www.apple.com/quicktime/download/)
  - Silverlight (https://www.microsoft.com/silverlight/)
- Most home computers purchased within the last 3-4 years meet or surpass these requirements.

1. At a minimum, students must have Microsoft Office 365 (https://my.wip.lamar.edu) click on MS Office 365). Microsoft Office 365 is available for all students.

Required Skills:

- Navigate websites, including downloading and reading files from them.
- Use e-mail, including attaching and downloading documents/files.
- Save files in commonly used word processing formats (.doc, .docx).
- Copy and paste text and other items in computer documents.
- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>AAQEP</th>
<th>TAC</th>
<th>Related Assignments</th>
</tr>
</thead>
</table>
| 1. Differentiate between substance and process addictions.                       | 1.a, 2.e, 2.f | b.1.6, b.1.7, b.1.10, b.1.14, b.1.16, b.1.19, c.2.4, c.2.5, e.4.1, e.4.2, e.4.3, e.4.5, e.4.7, f.5.3, f.5.7, g.6.2 | Abstinence Project  
Mid-Term Quiz  
Prevention Campaign  
Journal Assignments  
Diagnosing Substance-Related Disorders |
| 2. Articulate diagnostic criteria for substance-related disorders and assess clients for substance use problems. | 1.a, 1.d, 2.e | b.1.6, b.1.7, b.1.10, b.1.14, b.1.16, b.1.19, c.2.4, c.2.5, e.4.1, e.4.2, e.4.3, e.4.5, e.4.7, f.5.3, f.5.7, g.6.2 | Screenplay Scenario  
Mid-Term Quiz  
Journal Assignments  
Diagnosing Substance-Related Disorders |
| 3. Develop treatment plans for clients undergoing addiction treatment based on clients’ treatment needs. | 1.a, 1.c, 1.d, 2.b, 2.c, 2.d, 2.e, 2.f | b.1.6, b.1.7, b.1.10, b.1.14, b.1.16, b.1.19, c.2.4, c.2.5, e.4.1, e.4.2, e.4.3, e.4.5, e.4.7, f.5.3, f.5.7, g.6.2 | Gearing Up for Change  
Screenplay Scenario  
Mid-Term Quiz  
Journal Assignments  
Stories Through Song  
Diagnosing Substance-Related Disorders |
| 4. Cultivate self-awareness and the ability to discuss the ways that race, ethnicity, gender, and other cultural characteristics contribute to the development of addiction. | 1.a, 1.c, 1.f, 2.e, 2.f | b.1.6, b.1.7, b.1.10, b.1.14, b.1.16, b.1.19, c.2.4, c.2.5, e.4.1, e.4.2, e.4.3, e.4.5, e.4.7, f.5.3, f.5.7, g.6.2 | Abstinence Project  
Stories Through Song  
12-Step Meetings  
Prevention Campaign  
Journal Assignments |
Demonstrate knowledge and skills that are necessary for multiculturally competent work with clients undergoing addiction treatment.

b.1.6, b.1.7, b.1.10, b.1.14, b.1.16, b.1.19, c.2.4, c.2.5, e.4.1, e.4.2, e.4.3, e.4.5, e.4.7, f.5.3, f.5.7, g.6.2

Stories Through Song
Screenplay Scenario
Mid-Term Quiz
Prevention Campaign
Diagnosing Substance-Related Disorders

Grading and Assignments

GRADING & EVALUATION

Preface

This course is experiential and self-reflective in nature. Moreover, some of the assignments require students to use technologies that might be new for them. However, "computer problems" is not an appropriate excuse for failing to submit coursework by the designated due dates. The preponderance of the assignment rubrics have deductions for late work embedded in the point systems.

General Performance Expectations

- All course assignments must be submitted to Blackboard. Students are not to email assignments to the professor or the IA.
- Students are expected to remain current with the course schedule and to submit assignments by the due dates designated in Blackboard.
- Students must complete each assignment using the format designated for it.
- Prior to submitting assignments, students should refer to the assignment rubrics for information about grading criteria.
- Students should spend a minimum of 8 hours weekly preparing for and participating in the course.
- Students are expected to read all assigned readings and to watch all assigned videos.

Assignments

Learning Commitments Quiz (10 pts.)

By Day 3 of class, students are required to complete the no-fail Learning Commitments Quiz before working on course assignments. All course modules are configured so that none are viewable in Blackboard until the quiz is completed and submitted. Students are to refresh their computer screens if the assignments are not viewable after the quiz is submitted.

Journals (175 pts.)

During each of Weeks 1, 3, 5, 7, 10, 12, and 14, students will complete a journal assignment, the purpose of which is to give students a place to write freely about their reactions to the assigned readings, course videos, and assignments. APA writing is not the focus for the journal assignments. Students are not required to include in-text citations or a list of references when completing them. However, when students do reference information from another source in their journal writing, they must include enough information to point the reader to the original source (e.g., On p. 31 of the textbook, it says that...). Each journal entry is worth a total of 25 possible points.

12-Step Group Discussions (220 pts.)

This semester, students will participate in 12-Step meetings with other students who are trying to give up similar substances/behaviors for the Abstinence Project. Discussion board forums in Blackboard will provide the virtual media for 12-Step “meetings”, which will take place on Wednesday of Weeks 1-8 and 10-13. Each 12-Step discussion forum will open at precisely 12:00 a.m. CST Wednesday morning and will close at exactly 11:59 p.m. CST Thursday night. Thus, all communications among group members must occur during this window of time. Initial posts must be made on Wednesday, and peer posts must be made on Thursday. Students who miss a meeting (i.e., do not post to the discussion forum) will not be allowed to make up the assignment, as it’s pointless to attend a meeting when there’s only one person in attendance. Furthermore, initial posts made on Thursday will not be awarded points. Students are expected to abide by Netiquette rules in all discussion board communications. Each 12-Step meeting is worth 20 points, yielding a total of 220 possible points for all discussion board assignments. Additional information and instructions for 12-Step meetings are provided in the Blackboard course. For information about appropriate decorum on the Internet, please refer

**Abstinence Project Assignments (200 pts.)**

This semester, students will complete an ABSTINENCE PROJECT designed to help them experience some of the feelings/thoughts that addicted individuals experience when they quit a substance or behavior of choice. The semester-long project includes 3 specific assignments: Gearing Up for Change! (Week 1; 50 pts.), Dear Addiction Letter (Week 2; 50 pts.), and Abstinence Project Paper (Week 15; 100 pts.). Specific instructions for each assignment are included in Blackboard.

**Diagnosing Substance-Related Disorders (100 pts.)**

This assignment (Week 4) addresses assessment and diagnosis in addiction treatment. Specific instructions for the assignment are included in Blackboard.

**Stories Through Song (60 pts.)**

For this assignment, students will analyze multicultural elements of a song on an addiction topic. Students must submit the link to their poster to both the assignment link and the accompanying discussion board located in the Module 3 (Week 6) folder. Submission to the assignment link will be graded for a total of 54 points, submission to the discussion board (which is used for students to share their posters with the classroom community) will be graded for 6 points, and combined points for both submissions total 60 points.

**Mid-Term Exam Prep Quiz (75 pts.)**

To prepare for licensure and certification exams, students will complete the Mid-Term Exam Prep Quiz, which comprises 25 multiple-choice questions that cover information presented in the textbook chapters assigned for Modules 1-4 (i.e., Weeks 1-8). Each quiz item is worth 3 points, yielding a total of 75 possible points for the Mid-Term Exam Prep Quiz. Students are allowed only 2 attempts at the quiz, and each attempt has a 60-minute time limit. The highest score of the 2 attempts will be recorded in the gradebook.

**Prevention Campaign (60 pts.)**

This assignment requires students to develop a prevention campaign poster for a specific population using Canva.com. Students must submit the link to their poster to both the assignment link and the accompanying discussion board located in the Module 5 (Week 11) folder. Submission to the assignment link will be graded for a total of 54 points, submission to the discussion board (which is used for students to share their posters with the classroom community) will be graded for 6 points, and combined points for both submissions total 60 points.

**Screenplay Scenario (100 pts.; Key Assessment)**

This assignment (Week 13) is the key assessment for CNDV 5326, and it requires students to consider various elements of a client’s addiction treatment through all phases of a treatment episode (i.e., intake through discharge). In Blackboard, it is presented as you smaller assignments: Screenplay Scenario (Phase 1) and Screenplay Scenario (Phase 2). Students must submit the Phase 1 assignment using the template provided in Blackboard and to review all information and instructions that are provided for the assignment in the learning module thoroughly.

**Distribution of Points**

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<thead>
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<th>Assignment</th>
<th>Points Per Week</th>
<th>Total Course Points</th>
<th>Percentage of Total Course Grade</th>
</tr>
</thead>
<tbody>
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<td>Learning Commitments Quiz (Week 1)</td>
<td>10 pts.</td>
<td>10</td>
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<tr>
<td>12-Step Meetings (Weeks 2-8 and 10-13)</td>
<td>11 @20 pts. each</td>
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<td>Journal Assignments (Weeks 1, 3, 5, 7, 10, 12, &amp; 14)</td>
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<td>Assignment</td>
<td>Points</td>
<td>Grade</td>
<td>Percentage</td>
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<tr>
<td>----------------------------------------------</td>
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<tr>
<td>Gearing Up for Change! (Week 1)</td>
<td>50 pts.</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>“Dear Addiction” Letter (Week 2)</td>
<td>50 pts.</td>
<td>50</td>
<td>5%</td>
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<td>Diagnosing Substance-Related Disorders (Week 3)</td>
<td>100 pts.</td>
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<td>Stories Through Song (Week 6)</td>
<td>60 pts.</td>
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<td>Mid-Term Exam Prep Quiz (Week 8)</td>
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<td>Prevention Campaign (Week 11)</td>
<td>60 pts.</td>
<td>60</td>
<td>6%</td>
</tr>
<tr>
<td>Screenplay Scenario (Week 13)</td>
<td>100 pts.</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Abstinence Project Paper (Week 15)</td>
<td>100 pts.</td>
<td>100</td>
<td>10%</td>
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<td><strong>Total Possible Points</strong></td>
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<td><strong>100</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale**

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<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000 pts.</td>
</tr>
<tr>
<td>B</td>
<td>800-899 pts.</td>
</tr>
<tr>
<td>C</td>
<td>700-799 pts.</td>
</tr>
<tr>
<td>F</td>
<td>699 pts. &amp; below</td>
</tr>
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</table>

**Additional Items**

**Institutional Policies**

**COVID-19 Statement**

As we begin the new academic year, the COVID-19 virus that has challenged us since 2020 persists. Important differences in outcomes are observed, however, as safe and effective vaccines and therapeutic agents that reduce the risk of severe illness are now available. Consequently, we anticipate that our campus community will continue to be impacted by the virus and we encourage all faculty, staff, and students to practice individual safety protocols at their discretion.

We recommend good personal hygiene practices including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available. Please show respect to those who choose to practice social distancing measures and wear face coverings.

Vaccines are available to those who seek them throughout the region and at the Student Health Center. Please self-screen for any signs or symptoms of COVID-19 and seek medical attention if you begin to feel ill.

**Academic Continuity Policy**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to check Lamar University’s website and login to LU Connect for instructions about continuing courses remotely.

**Academic Honesty Policy**
Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the assignment and/or course up to suspension or expulsion from the university. The penalty may vary by instructor.

Additional information is available on the [Academic Policy website](https://students.lamar.edu/academic-support/academic-policies.html).

**Attendance Verification**

Students must complete an Attendance Verification Quiz for ALL COURSES - both on-campus and online - in which they are enrolled each term by the third class day to comply with U.S. Department of Education attendance requirements. Failure to complete this quiz by the deadline may result in loss of course enrollment and/or financial aid. The quiz is located in EVERY COURSE through LULearn (Blackboard), even if the course meets on campus.

**Course Drop Policy**

Students may drop a course and receive a grade of “Q” during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as “Q” or “F,” indicating the student was passing or failing at the time of the drop. A grade of "Q" may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. Students may not drop a course during the last 20 percent of the term. Students should check the academic calendar at [https://www.lamar.edu/academic-calendar](https://www.lamar.edu/academic-calendar) for specific dates.

**Students with Disability Policy**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Accessibility Resource Center (ARC) is located in the Communication building, room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the ARC at 409-880-8347 or arc@lamar.edu to arrange a confidential appointment with the Director of the ARC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the ARC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the [ARC website](http://www.lamar.edu/disability-resource-center/).

**Academic Support**

Academic Support can be located at [https://www.lamar.edu/students/#acad-supp](https://www.lamar.edu/students/#acad-supp).

There are many areas (i.e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

**Student Services**

*Lamar University recognizes that students may experience challenges that hinder success in their academics and/or college experience. We believe in giving all students access to resources that allow them to overcome these challenges. If you are struggling with stress, procrastination, anger management, depression, anxiety, substance abuse and/or eating disorders, please*
reach out to our counseling professionals at the Student Health Center at 880-8466 to call for an appointment or visit our website https://www.lamar.edu/students/student-engagement/student-health-center/index.html for more information about our services.

Students who face challenges securing food or housing, tuition and/or books and believes this may affect their performance in the course is urged to contact the LU Strong program. The program is located in the Setzer Student Center, Room 230 at 409-880-8458 or at lustrong@lamar.edu Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any additional resources they may possess.

Your information and situation will be treated with the utmost privacy and is protected by Texas law. These services are available to all currently enrolled students at Lamar University and Lamar Institute of Technology.

Information on Student Services can be located at http://students.lamar.edu/index.html. There are many resources (i.e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the Office of Environmental Health/Safety and Risk Management (https://www.lamar.edu/about-lu/administration/risk-management/index.html) webpage.

Severe Weather

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building and you cannot get to the ground floor, pick a hallway in the center of the building.

Stay in the center of the room, away form exterior walls, windows, and doors.

Violence/Active Shooter

CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Copyright Policy Statement

Copyright is defined as the ownership and control of the intellectual property in original works of authorship, which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

LU Connect Portal

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University’s homepage (http://www.lamar.edu) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

LU Learn/Blackboard Learning Management System (LMS)
Students will utilize Lamar University’s Learning Management System (LMS), Blackboard, for online courses.

For Blackboard technical support go to [https://blackboardsupport.lamar.edu](https://blackboardsupport.lamar.edu).

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LULearn (Blackboard) may require online proctoring. For additional information about online proctoring, click [here](https://www.lamar.edu/lu-online/student-support-services-quick-links/index.html#proctoring-services) and view details under proctoring services.

**Network Use**

**ACCEPTABLE USE**

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

**UNACCEPTABLE USE**

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else's account, internet address, or other network codes, or attempt to access another user's files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university's Sexual Harassment Policy.

**Netiquette (Online Etiquette) Statement**

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing emails and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the [Lamar University Acceptable Use Policies when Using Networks](https://students.lamar.edu/academic-support/code-of-conduct.html). A more comprehensive student code of conduct can be found at [https://students.lamar.edu/academic-support/code-of-conduct.html](https://students.lamar.edu/academic-support/code-of-conduct.html).

**GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS**

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

**GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)**

- Always sign your name to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
Technical Support

Technical Support can be located at [http://students.lamar.edu/it-services-and-support/index.html](http://students.lamar.edu/it-services-and-support/index.html).

Phone: 409-880-2222
Email: servicedesk@lamar.edu

Hours of Operation (CST):
Monday - Thursday 7:30 a.m.-12:00 a.m.
Friday 7:30 a.m. - 7:30 p.m.
Saturday 9:00 a.m. - 6:00 p.m.
Sunday 3:00 p.m. - 12:00 a.m.