



TEXAS A&M UNIVERSITY SAN ANTONIO

EDHS 3331 Ethics in Human Services

College of Education and Human Development

Department of Counseling, Health & Kinesiology

Spring 2026

Course Information

Instructor: Gillian Rodriguez, MA, LPC

Meeting Day & Time: Mondays & Wednesdays, 9:00 a.m. – 10:30 a.m. CST in-person

Location: Science & Technology Building Room 279

Contact Information: grodriuez@tamusa.edu

Student Hours: By appointment; I am usually on campus Monday-Thursday

Office Location: Classroom Hall Building Office 214K

Required Textbooks

Ethics and Issues in the Helping Professions, 11th Edition

Gerald Corey, Marianne Schneider Corey, Cindy Corey

ISBN 9780357622599

Course Description

This 3-hour course will explore ethical issues inherent in the human services milieu including respecting the dignity of clients, valuing diversity, supporting autonomy, and promoting social justice.

Student Learning Outcomes

- Understand traditional ethical models in the helping professionals
- Understand the importance of ethical behaviors for human services professionals
- Understand and demonstrate the ability to address ethical dilemmas
- Demonstrate the ability coordinate services through collaboration and consultation with other helping professionals
- Identify and implement strategies for personal and professional self-evaluation, including implications for practice, self-care strategies and the role of counseling supervision

Course Assignment Grading Scale

The assignments for this course have been developed to estimate the progressive acquisition of learning and provide evidence of student learning outcomes. Descriptions of the assignments and their related submission portals are provided within your BlackBoard learning environment.

| Overview of Assignments | Related Points (%) |
|----------------------------|--------------------|
| Participation | 10% |
| Discussion Video Chats (4) | 20% |
| Ethics Case Study | 20% |
| Capstone Project | 30% |
| Professional Training (2) | 20% |
| TOTAL | 100 (100%) |

Description of Course Assignments

All assignments are due on Fridays by midnight central standard time and submitted online via Blackboard, unless otherwise noted. Questions should be asked 24 hours or more ahead of the due date either during class, office hours, or via email. Major assignments include a detailed rubric available in this syllabus and posted on blackboard. Please see the late work policy at the end of this syllabus.

Participation

Since this is a Human Services course, your participation is an essential aspect of experiential learning and comprehension. Blackboard analytics provides a generous monitor of clicks, session duration and other insights to help faculty determine student interaction with the learning material. Participation includes: attendance (5%) and engagement—both in class and via blackboard (5%) for a total of 10% of your overall course grade.

Discussion Video Chats

- Assigned to a group via Blackboard; meet via Microsoft Teams or Zoom at a mutually agreed time.
- Each week, one student sends the Teams invite, starts the meeting, and ensures the meeting is recorded.
- Record a 15–20-minute video chat reflecting on the week's material and any supplemental material.
- After the meeting, locate the meeting transcript in your OneDrive and upload a copy to the Blackboard assignment. Each participant's name must be visible in the transcript.
- Cameras must be on and students visible in the recording. Discussion should be organic and focused on the topic.

There is a How-To Guide for this assignment with detailed information on using Microsoft Teams for this purpose.

Your individual grade will be based on your participation within the group as reflected in the transcript you upload. Each video chat is worth 5% of your overall course grade; four chats = 20% total.

Ethics Case Study

You will be assigned a case synopsis to formulate a thorough response using the ethical decision-making model. Create a PowerPoint or similar and present in class, followed by a peer evaluation. Include:

1. Slide 1: Identify the problem
2. Slide 2: Identify the potential issues involved
3. Slide 3: Review the relevant ethical codes
4. Slide 4: Review the applicable laws and regulations
5. Slide 5: Obtain consultation
6. Slide 6: Consider possible AND probable course(s) of action
7. Slide 7: Enumerate consequences of decisions

8. Slide 8: Decide on what appears to be the best course of action

Ethics Case Study Rubric:

Slide 1: Identify the Problem (2 points)

| Beginning | Developing | Proficient | Exemplary |
|---|--|--|--|
| Problem is not identified or identification is vague and inaccurate. Shows minimal understanding of the case. | Problem is identified but lacks clarity or specificity. May be incomplete or partially inaccurate. | Problem is clearly identified with good specificity. Shows solid understanding of the central issue in the case. | Problem is precisely and comprehensively identified. Demonstrates sophisticated understanding of the core ethical dilemma with nuanced analysis. |

Slide 2: Identify the Potential Issues Involved (2 points)

| Beginning | Developing | Proficient | Exemplary |
|---|--|---|---|
| Potential issues are missing or show minimal understanding. Few or no relevant issues identified. | Some potential issues are identified but list is incomplete or lacks depth. May miss key stakeholders or concerns. | Potential issues are clearly identified with good coverage of relevant concerns and stakeholders. Shows solid analysis. | Comprehensive identification of all potential issues with thorough consideration of multiple stakeholders, competing interests, and contextual factors. |

Slide 3: Review the Relevant Ethical Codes (2 points)

| Beginning | Developing | Proficient | Exemplary |
|--|--|--|---|
| Ethical codes are missing, incorrectly identified, or not relevant to the case. Little to no application demonstrated. | Some relevant ethical codes are mentioned but review lacks depth or specificity. | Relevant ethical codes are clearly reviewed with good application to the case. | Thorough, precise review of all relevant ethical codes with detailed application to the case. |

Slide 4: Review the Applicable Laws and Regulations (2 points)

| Beginning | Developing | Proficient | Exemplary |
|---|---|--|--|
| Laws and regulations are missing, incorrectly identified, or not relevant. Shows minimal legal awareness. | Some applicable laws/regulations are mentioned but review is incomplete or lacks specificity. | Applicable laws and regulations are clearly reviewed with good explanation of relevance to the case. | Comprehensive review of all applicable laws and regulations with detailed explanation of their relevance and implications. |

Slide 5: Obtain Consultation (2 points)

| Beginning | Developing | Proficient | Exemplary |
|---|--|---|---|
| Consultation sources are missing, inappropriate, or poorly explained. | Some consultation sources are identified but choices lack justification. | Appropriate consultation sources are clearly identified with rationale. | Highly appropriate and diverse consultation sources identified with thorough rationale. |

Slide 6: Consider Possible AND Probable Course(s) of Action (2 points)

| Beginning | Developing | Proficient | Exemplary |
|--------------------------------|-----------------------------------|---------------------------------|--------------------------|
| Courses of action are missing, | Some courses of action identified | Multiple courses presented with | Comprehensive range with |

| Beginning | Developing | Proficient | Exemplary |
|---|------------------------------------|--|--|
| unrealistic, or show minimal critical thinking. No distinction between possible and probable. | but analysis lacks depth or range. | clear distinction between possible and probable options. | thoughtful distinctions; exceptional critical thinking and feasibility assessment. |

Slide 7: Enumerate Consequences of Decisions (2 points)

| Beginning | Developing | Proficient | Exemplary |
|---|--|---|---|
| Consequences are missing or superficial. Minimal ability to project outcomes. | Some consequences identified but analysis incomplete or one-dimensional. | Consequences enumerated with consideration of stakeholders and short/long-term impacts. | Comprehensive analysis of impacts, immediate and long-term, intended and unintended outcomes. |

Slide 8: Decide on Best Course of Action (2 points)

| Beginning | Developing | Proficient | Exemplary |
|--|--|---|---|
| Decision is missing, poorly justified, or inconsistent with previous analysis. | Decision identified but justification lacks depth or clear connection to analysis. | Best course of action decided with justification integrating codes, laws, consequences, and consultation. | Decisive, comprehensive, well-reasoned justification integrating all elements of the model. |

Part II: Peer Evaluation (4 points)

| | |
|---|---|
| Clarity and Organization of Presentation (0-2 pts) | Professionalism and Engagement (0-2 pts) |
| Ranges from unclear/disorganized to exceptionally clear and expertly organized. | Ranges from minimal professionalism/engagement to polished, dynamic delivery. |

Capstone Project (30 points)

For this course, there is a major project in lieu of exams. Components: Written Essay, Presentation, Peer Evaluation.

Checkpoint Submissions (Required): Topic & one-page outline due 2/20/2026; Draft/Progress Check due 4/10/2026. Failure to submit checkpoints on time will result in a 5-point deduction per missed checkpoint.

Professional Training (2)

Texas Health Steps Online Learning Center: Recognizing, Reporting and Preventing Child Abuse (≈1.25 hours). Upload completion evidence.

Link: [Texas Health Steps course](#)

Alison Self-Development Platform: Artificial Intelligence Between Ethics and Psychology (Beginner; ≈2–3 hours). Upload completion evidence.

Link: [Alison course search](#)

Texas A&M University San Antonio Important Policies and Resources



**TEXAS A&M UNIVERSITY
SAN ANTONIO**

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamus.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may

have a disability, Disability Support Services is in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

| Day of the Week | Appointments Available | Walk-in Tutoring (no appointment needed) |
|------------------------|-------------------------------|---|
| Monday | 8:00 AM – 6:00 PM | 9:00 AM – 5:00 PM |
| Tuesday | 8:00 AM – 6:00 PM | 9:00 AM – 5:00 PM |
| Wednesday | 8:00 AM – 6:00 PM | 9:00 AM – 5:00 PM |
| Thursday | 8:00 AM – 6:00 PM | 9:00 AM – 5:00 PM |
| Friday | 8:00 AM – 5:00 PM | 11:00 AM – 4:00 PM |

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis

support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The [TELUS Student Support App](#) provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit the [Jag E Alert System website](#). You can access more information about [Emergency Operations Plan and the Emergency Action Plan on our website](#). Download the [SafeZone App](#) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services tab**. Click on **Writing, Language, and Digital Composing Center** to make your appointment. Students wanting to work in real time with a tutor can schedule an **Online Appointment**. Students wishing to receive asynchronous, written feedback from a tutor can schedule an **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the [Writing Center's website](#). The Writing Center can also be reached by emailing: writingcenter@tamusa.edu.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to [submit a CARE report for support](#). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. The [General's Store is a food pantry](#) that is available on campus as well.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that

exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, based on race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University’s Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio’s Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university’s Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student’s studies; (3) participate in an alternative program; (4) change the student’s major, degree, or

certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamus.edu; 210-784- 2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamus.edu or call (210) 784-2636.

Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and

pregnancy/parenting or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#).

Important Spring 2026 Dates

| Dates | Event |
|--------------|--|
| January 13 | Tuition and Fee Payments deadline |
| January 19 | Marting Luther King Jr. Day – No Classes |
| January 20 | First Day of Class |
| February 4 | Census Date |
| March 6-23 | Midterm grading period |
| March 9-14 | Spring Break |
| April 3 | Study Day – No classes |

| Dates | Event |
|----------|---|
| April 17 | Last day to drop with an automatic withdrawal |
| May 1 | Last day to drop a course or withdraw from the university |
| May 4 | Last Day of Classes |
| May 5 | Study Day – No classes |
| May 6-12 | Final Exams |
| May 19 | Commencement |

The complete [Academic Calendar](#) as available on our website.

Artificial Intelligence Policy

Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed them of their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

(Note: [There is guidance for how to cite AI-generators, like ChatGPT on the APA website.](#))

Course Schedule

| Week | Dates | Topics and Assignments |
|------|------------------|--|
| 1 | 1/21/26 | Introduction to Course Review Objectives, Materials, & Schedule Chapter 1: Introduction to Professional Ethics |
| 2 | 1/26/26; 1/28/26 | Chapter 2: The Counselor as a Person and as a Professional Discussion Video Chat #1 (Due: 1/30/2026) |

| Week | Dates | Topics and Assignments |
|--------------|------------------|--|
| 3 | 2/2/26; 2/4/26 | Chapter 3: Values and the Helping Relationship |
| 4 | 2/9/26; 2/11/26 | Chapter 4: Multicultural Perspectives Discussion Video Chat #2 (Due: 2/13/2026) |
| 5 | 2/16/26; 2/18/26 | Chapter 5: Client Rights and Counselor Responsibilities Chapter 6: Confidentiality: Ethical and Legal Issues Capstone Checkpoint 1 (Topic & 1-page outline) (Due: 2/20/2026) |
| 6 | 2/23/26; 2/25/26 | Chapter 7: Managing Boundaries and Multiple Relationships Chapter 8: Professional Competence and Training |
| 7 | 3/2/26; 3/4/26 | Chapter 9: Ethical Issues in Supervision GUEST LECTURE Catch up if needed Case Study Project (Due: 3/6/2026) |
| SPRING BREAK | 3/9/26–3/14/26 | No classes |
| 8 | 3/16/26; 3/18/26 | Chapter 10: Issues in Theory and Practice |
| 9 | 3/23/26; 3/25/26 | Chapter 11: Ethical Issues in Couples and Family Therapy GUEST LECTURE – Annie |

| Week | Dates | Topics and Assignments |
|------|------------------|---|
| | | Viers, MA, LMFT-S, LPC-S Discussion Video Chat #3; Professional Training (1 of 2) (Due: 3/27/2026) |
| 10 | 3/30/26; 4/1/26 | Chapter 12: Ethical Issues in Group Work |
| 11 | 4/6/26; 4/8/26 | Chapter 13: Community Perspectives Capstone Checkpoint 2: Draft (Due: 4/10/2026) |
| 12 | 4/13/26; 4/15/26 | BONUS: “What would YOU do?” Experiential Exercise Discussion Video Chat #4; Professional Training (2 of 2) (Due: 4/17/2026) |
| 13 | 4/20/26; 4/22/26 | BONUS: Self-Care as Ethical Practice Capstone Final Project (Due: 4/24/2026) |
| 14 | 4/27/26; 4/29/26 | Capstone Presentations |
| | 5/4/26 | Capstone Presentations |
| | 5/5/26 | Study Day – No classes |

Late Work Policy

As a general rule, assignments should be submitted either early or on time. Occasionally, life happens and late work is unavoidable. Because I would rather you submit something rather than nothing, I have a late work grade policy. However, some assignments do not have a late work option by nature of the assignment (ie. Discussion video chats). Do NOT rely on submitting work late as a plan.

- 1 DAY LATE BY MIDNIGHT = Assignment will be graded from 80 points

- 2 DAYS LATE BY MIDNIGHT = Assignment will be graded from 70 points
- 3 DAYS OR MORE = Assignment will not be accepted; automatic grade of 0 points