

Texas A&M University - Central Texas  
COUN 5363 – Addictions Counseling  
Summer 2023

INSTRUCTOR AND CONTACT INFORMATION



**Instructor:** Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC  
**Vita:** [Dr. Airhart-Larraga's CV](#)  
**Pronouns\*:** She, Her, Ella  
**Class Time:** Online  
**Office:** WH 318D  
**Email:** [s.airhart-larraga@tamuct.edu](mailto:s.airhart-larraga@tamuct.edu)  
**Office Hours:** Mondays 1 p.m. to 5 p.m. (virtual only)  
Thursdays 1 p.m. to 5 p.m. (virtual or face to face)  
For other days / hours, email the instructor.  
[For a face-to-face appointment, click here](#)  
[For a virtual appointment, click here](#)

Importance of Pronouns: <https://pronouns.org/what-and-why>

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



canvas  
BY INSTRUCTURE



**Student-Instructor Interaction:**

I check email Monday through Friday between 8 a.m. and 5 p.m. and reply to student emails within 48 hours. *Emails received Saturday and Sunday are addressed on Monday.*

I invite students to use the office hours option. Why use office hours? To discuss material you are struggling with, to discuss obstacles that you want to overcome related to class or the counseling program, to discuss what classes to take next semester, for professional advice, to establish a relationship, to discuss practicum / internship, and / or to inquire about potential research opportunities. For appointments with me, please book using the following links.



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For a **face-to-face** appointment, [click here](#)  
For a **virtual** appointment, [click here](#)



-  **HELP**  
For when you need non-emergency assistance.
-  **FIRST AID CALL**  
For when you need medical assistance.
-  **EMERGENCY**  
If you feel threatened or need urgent assistance.
-  **MASS NOTIFICATIONS**  
If there is an incident, be the first to know.
-  **CHECK-IN**  
For lone working, share your position with security personnel for your personal safety.
-  **PRIVACY**  
SafeZone® does not reveal your identity unless you call for help.



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

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
  - Android Phone / Tablet  
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

**For updates on COVID information,** please monitor the University website [<https://www.tamuct.edu/covid19/>]

## **COURSE INFORMATION**

**Course overview and description (COUN 5363):** Study addiction counseling. Special emphasis is given to models of addiction, chemical dependence, process addictions, co-dependence and related ethical concerns. Materials fee \$25.00.

### **Student Learning Outcomes:**

1. Students will gain an understanding of the counseling profession and its specialty areas to include theories and etiologies of addiction and addiction behavior, multidimensional case conceptualization and treatment planning, and diagnostic classifications system.
2. Students will demonstrate understanding of a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders to include multicultural and pluralistic characteristics and spiritual beliefs.
3. Identify crisis intervention, trauma-informed, and community-based strategies, suicide prevention strategies and diagnostic processes related to addictive behaviors.

### **COUNSELING PROGRAM MISSION STATEMENT**

The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates from our Clinical Mental Health Counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program emphasizes overall competency-based performance as well as the promotion of our students' optimal state of health and wellness to foster continuous professional growth.

### **COUNSELING PROGRAM OBJECTIVES:**

1. develop strong professional identities as counselors.
2. establish helping relationships with diverse clients.
3. demonstrate understanding of individual and family development and transition across the life span including ways to promote optimal human development.
4. demonstrate an understanding of theories and models of career development, counseling, and decision-making approaches for conceptualizing the interrelationships between work and mental well-being.
5. demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.
6. use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.
7. abide by relevant ethics, laws, and standards of professional practice.
8. use theories and models to guide their professional practice.

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

CACREP Standard	Activity	SLOs
a. history and philosophy of the counseling profession and its specialty areas (IIF1a);	Discussion Boards	1
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (IIF1b);	Addictions Case Conceptualization and Treatment Plan Presentation	1
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);	Addictions Case Conceptualization and Treatment Plan Presentation	1
d. professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Discussion Boards	1
e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Discussion Boards	1
f. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Addictions Case Conceptualization and Treatment Plan Presentation	2
g. multicultural competencies (IIF2c).	Addictions Case Conceptualization and Treatment Plan Presentation	2
h. the impact of spiritual beliefs on clients' and counselors' worldview (IIF2g);	Behavioral Change Project	2
i. knowledge of theories and etiology of addictions and addictive behaviors (IIF3d);	Addictions Case Conceptualization and Treatment Plan Presentation	1
j. essential interviewing, counseling, and case conceptualization skills (IIF5g)	Addictions Case Conceptualization and	1

	Treatment Plan Presentation	
k. suicide prevention models and strategies (IIF5l)	Discussion Boards	3
l. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m)	Online Trainings	3
m. theoretical foundations of group counseling and group work (IIF6a)	12-Step Meeting Attendance and Reflection Paper	2
n. identification of evidence-based practices (IIF8b).	Online Trainings	2
<b>Standards for Clinical Mental Health Counseling (CMHC) Track</b>		
1. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 5C1c);	Addictions Case Conceptualization and Treatment Plan Presentation	1
2. neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CMHC: 5C1d);	Addictions Case Conceptualization and Treatment Plan Presentation	1
5. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CMHC: 5C2c);	12-Step Meeting Attendance and Reflection Paper	2
6. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)(CMHC:5C2d);	Addictions Case Conceptualization and Treatment Plan Presentation	1
7. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC:C52e);	Addictions Case Conceptualization and Treatment Plan Presentation	1

## Required Books and Textbook(s):



Capuzzi, D., & Stauffer, M. D. (2020). *Foundations of addictions counseling (4th ed.)*. Pearson.



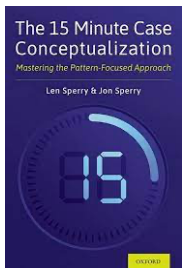
American Psychological Association. (2020). *Publication manual of the American Psychological Association (7<sup>th</sup> ed.)*. American Psychological Association.



Perkinson, R. R., Jongsma Jr., A., & Bruce, T. (2022). *The addiction treatment planner (6<sup>th</sup> ed.)*. Wiley.  
(Older editions of the treatment planners are just as helpful and much less expensive)



## Recommended Textbook:



Sperry, L. & Sperry, J. (2022). *The 15-minute case conceptualization: Mastering the pattern-focused approach*. Oxford Press.

\*\*\* You are not required to purchase books at the university bookstore – I encourage you to shop around to find the best deals! \*\*\*

## Additional Required (click on the links to download):

1. Substance Abuse and Mental Health Services Administration. (2013, November). *Addressing suicidal thoughts and behaviors in substance abuse treatment: Quick guide for clinicians Based on TIP 50*. U.S. Department of Health and Human Services. <https://store.samhsa.gov/product/TIP-50-Addressing-Suicidal-Thoughts-and-Behaviors-in-Substance-Abuse-Treatment/SMA15-4381>
2. Substance Abuse and Mental Health Services Administration. (2020, March). *Treatment improvement protocol (TIP) series, no. 42: Substance use treatment for persons with co-occurring disorders*. U.S. Department of Health and Human Services. <https://store.samhsa.gov/product/tip->

[42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004?referrer=from\\_search\\_result](https://www.samhsa.gov/42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004?referrer=from_search_result)

**Recommended Websites:**

<https://www.samhsa.gov>

<https://www.naadac.org>

<https://habitslab.umbc.edu/the-model/>

<https://web.uri.edu/cprc/measures/>

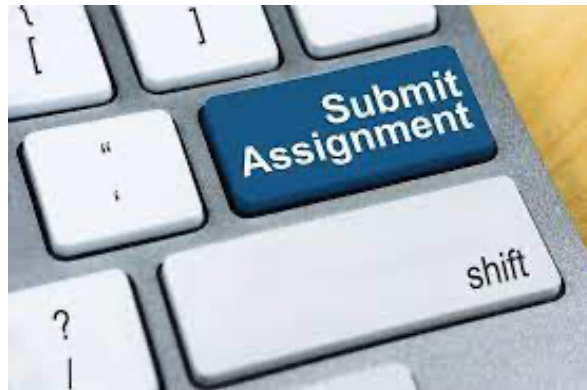
<https://www.hhs.texas.gov/business/licensing-credentialing-regulation/professional-licensing-certification-compliance/licensed-chemical-dependency-counselor-program>

<https://www.counseling.org/knowledge-center/mental-health-resources/substance-use-disorders-and-addiction>

<https://www.nbcc.org/certification/mac>

## COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

\*\*\* ALL ASSIGNMENTS ARE DUE SUNDAYS AT 11:59 P.M. \*\*\*



Assignment	Points	Description
<b>Professionalism</b>	25	<p>As a student enrolled in a graduate training program designed to prepare you for careers as professionals in the mental health field, your developing skill set should include a variety of abilities and dispositions generally referred to as “professionalism.” In this course, your professionalism will be evaluated based on time management, teamwork, respect, and quality of the work submitted.</p> <p><i>Rubric in Canvas.</i></p>
<b>Online Trainings</b>	30	<p>(10 points each, 30 points total). To increase your knowledge of working with addiction issues, please watch the following NAADAC webinars. The webinars are free to watch (please do not click on the option for a CE certificate since I don’t want you to pay \$25). You will need to create a free account with NAADAC but you do not need to be a member to view the webinars. To receive credit for attending the webinars, please submit a <i>one-page document</i> via Canvas with the following: (1) name of the webinar, (2) presenter(s) name and credentials, and (3) two paragraphs describing the webinar and what you learned.</p> <ol style="list-style-type: none"><li><b>Blurred Lines: The Convergence of Gaming and Gambling</b> <a href="https://www.naadac.org/gaming-and-gambling-webinar">https://www.naadac.org/gaming-and-gambling-webinar</a></li><li><b>Substance Use Disorders and Suicide: Addressing a Co-occurring Epidemic</b> <a href="https://www.naadac.org/SUD-suicide-epidemic-webinar">https://www.naadac.org/SUD-suicide-epidemic-webinar</a></li><li><b>Clinical Skills for Group Evidence-Based Practice</b> <a href="https://www.naadac.org/clinical-skills-for-group-evidence-based-practice">https://www.naadac.org/clinical-skills-for-group-evidence-based-practice</a></li></ol>



## Behavioral Change Project

60

(Part 1 is 20 points and Part 2 is 40 points, 60 points total). This exercise is designed to help you experience some of the feelings/thoughts that individuals with SUD experience when they quit their drug or behavior of choice. This exercise requires that you commit to a behavioral change, selecting an activity that is typically very enjoyable or rewarding. You want to choose an activity that is a frequent “indulgence” not necessarily a problem behavior you are trying to rid yourself (e.g., caffeine, coffee, social media, eating sweets, buying coffee at a coffee shop, watching television, cell-phone usage) for a period of **5 weeks**. The purpose of this project is to increase empathy for those who are asked to abstain from something desirable. The project does not serve to emulate recovery, but rather to increase empathy and foster insight into the psychological aspects of abstinence. Students should brainstorm positive substitutes for the activity/item/behavior from which they are abstaining. *Rubric for the assignment posted on Canvas.*

- **Part 1: Write a “Goodbye Letter to my Behavior:” (20 points)**  
Written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins. This 2-page paper (APA 7 format to include a cover page) is to be written to the behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning...”) and should cover the following 6 areas:
  - Reasons for choosing this substance / behavior.
  - What substitutes will you employ for this substance / behavior.
  - Obstacles you anticipate arising over the next 5 weeks that may interfere with your abstinence.
  - Supports that you will use to help you achieve abstinence.
  - What you anticipate will be the most difficult part of this experience.
  - What are your initial thoughts / feelings about this project?
- **Part 2: Summary paper: (40 points)** This is to be a 2-3 page paper (APA 7 format to include a cover page) describing the experience:
  - What obstacles occurred through the course of the 5 weeks?
  - What did you notice triggers the cravings for this substance / behavior?
  - What was your stage of change at the beginning of this project?

## Addictions Case Conceptualiza- tion and Treat- ment Plan Presentation

75

**GROUP ASSIGNMENT** – Working in a group, you will present a case conceptualization and treatment plan based on a character from one of these movies (options: *Rachel Getting Married*, *28 Days*, *Shattered Spirits*, *Country Strong*, *When a Man Loves a Woman*, *Half Nelson*, *Walk the Line*, *A Star is Born*). The instructor will assign group members and the movie (based on the above list). The presentation must be 30 minutes and follow the format posted on Canvas. Rubric for the assignment posted on Canvas. Students are required to incorporate **5 outside resources** (peer reviewed journal articles) in their presentations. Use the following journal article to guide your case conceptualization: **Peters, S. (2020). Case formulation and intervention: Application of the five Ps framework in substance use counseling. The Professional Counselor, 10, 327-336.**

The presentation should address the following:

- Description of the client including:
  - demographic information,
  - family information,
  - legal information,
  - medical information,
  - multicultural information.
- Presenting Problem
- Predisposing Factors
- Precipitating Factors
- Perpetuating Factors
- Protective Factors
- DSM-5-TR Substance Use Disorder Diagnosis:
  - include DSM-5-TR criteria that justifies this diagnosis versus another diagnosis
  - make sure to include any co-morbid diagnosis (e.g., SUD & MDD)
- Therapeutic approach to working with the client (e.g., theory of addiction counseling)
- Treatment Plan:
  - **Two** goals (must connect to the therapeutic approach and the diagnosis);
  - **Two** objectives per goal;
  - **Two** interventions per objective.

- Complete the peer evaluation via Canvas

### 12-Step Meeting Attendance & Reflection Paper

30 You will attend one 12-step program meeting over the duration of the semester. These may include AA, NA, Al-Anon, Nar-Anon, OA, SAA, GA meetings. **Meetings must be online.** You will write a 1-2 page paper reflecting on your feelings and experiences regarding the meeting. Please comment on your feelings prior to attending the meeting (include type and location of meeting), meaningful moments during the meeting (and links to course material), and subsequent thoughts after attending (insight, self-awareness, increased empathy, etc.). Please feel free to express both positive and negative reactions to the experience, but please be reminded that the anonymity of all parties (such as meeting participants) must be respected. Use correct APA style in your writing. *Rubric for assignment posted on Canvas.* Some links (there are many more) to find online meetings:  
<https://12step.org/social/online-meetings/>  
<https://www.intherooms.com/home/>  
<https://www.12step-online.com/meetings/online-aa-meetings/>  
<https://virtual-na.org>

#### Guidelines for visiting 12-step meetings:

1. Only attend “**open**” meetings which can accommodate visitors. “Closed” meetings are limited to individuals in recovery and involved in a particular program.
2. You should ask before you go to a meeting or immediately upon arrival. If the chair asks for introductions, you may want to introduce yourself as a visitor, such as a student wanting to learn about addiction.
3. Do not lie, but do not advertise that you are “here for a class” as that may minimize the experience of other members.
4. Do not take notes during the meeting. Remember that the anonymity of all participants should be respected during the meeting and in any evaluation process following the experience.
5. Be respectful of the members of the group and appreciative for letting you be there.
6. As a reminder you represent the counseling program as well as TAMUCT in your activities outside of class.

### Weekly Discussion Board

80 (10 points each, 80 points total). You are expected to participate in the weekly discussion board. Each week, a prompt will be posted to the discussion board. Students will respond to the discussion board prompt **citing the book or other outside resource(s) to support their response.** The response should be minimum of 1 complete paragraph, no more than 2 paragraphs. You are expected to respond to one another student’s post. As with all classroom and online discussion, **please be kind and respectful.** *Rubric for the discussion board posted on Canvas.*

**\*\*Extra Credit  
Opportunity**

- 10 Students can watch on-demand webinars from NAADAC (<https://www.naadac.org/on-demand-webinars>) related to SUD. For each webinar attended, students will receive 2 points toward their final grade (with up to 10 points total). To receive credit for attending the webinar, students must submit the following (for each webinar): (1) Name of Workshop, (2) Presenter(s) Name and Credentials, (3) Paragraph Describing the Workshop and What You Learned.

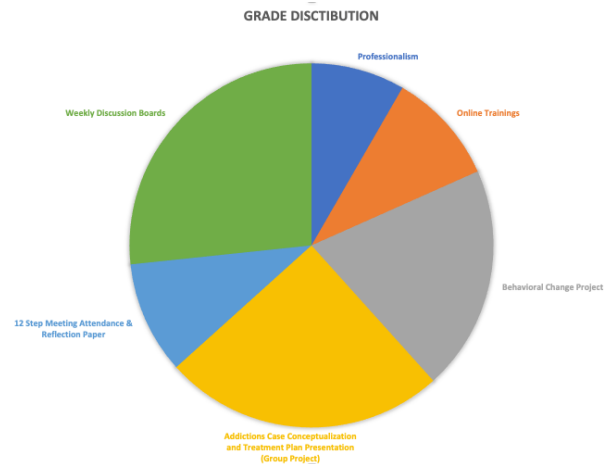
## Grading Criteria and Conversion

Grades will be determined by how many points are earned over the semester. The menu of evaluations and their points appears next:

Activity	Points
Professionalism	25 points
Online Trainings	30 points
Behavioral Change Project	60 points
Addictions Case Conceptualization and Treatment Plan Presentation (Group Project)	75 points
12 Step Meeting Attendance & Reflection Paper	30 points
Weekly Discussion Boards	80 points
Total	300 points

## Grade Equivalent

- A = 270 to 300 points
- B = 240 to 269 points
- C = 210 to 239 points
- D = 180 to 209 points
- F = 0 to 179 points



**Posting of Grades:** Grades will be posted on the Canvas Gradebook. I will do my best to post grades within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

**Late work policy:** *You can request one (1) 48-hour extension on an assignment.* Please send an email to request this extension. Assignments will have due dates posted in Canvas (typically Sunday evenings 11:59pm). Rather than levying late penalties on assignments that are turned in late, submission of an assignment after the posted deadline will result in a loss of points for “professionalism.” However, assignments will not be eligible for credit (i.e., grade of 0 assigned) if they are not submitted within **one week of the posted deadline**. If significant (documented) life events (e.g., illness) interfere with your ability to meet a deadline, you and the instructor will discuss whether late submission will result in loss of points and/or if submission past the 1-week cutoff would be permissible. The final decision will be made by the instructor.

**Plagiarism Note:** Plagiarism constitutes using others’ ideas, words, or images without properly giving credit to those sources. If you turn in any work with your name attached to it, I assume that work is your own and that all sources are specified and acknowledged in the text (with quotations and/or proper citations). If this is not the case, I will follow university policy concerning plagiarism. All cases of plagiarism (intentional and unintentional) will be reported to student affairs and the student may receive a zero on the assignment. For more information on academic integrity, see the university webpage: <https://www.tamuct.edu/student-affairs/academic-integrity.html>.

### ADDITIONAL LEARNER-CENTERED INFORMATION



We will be covering topics that could be potentially triggering in the course. *As always, self-care is very important.* I encourage you to engage in personal counseling to remain well. The university offers counseling services to our students. Please see this link for the student wellness and counseling center: <https://www.tamuct.edu/student-affairs/student-counseling.html>

## COURSE CALENDAR

All assignments due Sundays 11:59 pm

Week	Assigned Readings / Videos / Movies / Podcasts  Class Topic	Assignments Due
Week 1: June 5, 2023	Chapter 1 History and Etiological Models of Addiction  Chapter 2 Substance Addictions  Chapter 3 Process Addictions	<b>Discussion Board 1</b>  <b>Online Training # 1</b>
Week 2: June 12, 2023	Chapter 4 Professional Issues in Addiction Counseling  Chapter 5 Introduction to Assessment  Chapter 6 Assessment and Diagnosis of Substance-Related and Addictive Disorders  SASSI Instrument	<b>Discussion Board 2</b>  <b>Behavioral Change Project Part 1</b>
Week 3: June 19, 2023	Chapter 7 Motivational Interviewing  Chapter 8 Psychotherapeutic Approaches  Chapter 9 Treatment of Comorbid Disorders  Substance Abuse and Mental Health Services Administration. (2020, March). <i>Treatment improvement protocol (TIP) series, no. 42: Substance use treatment for persons with co-occurring disorders</i> . U.S. Department of Health and Human Services. <a href="https://store.samhsa.gov/product/tip-42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004?referer=from_search_result">https://store.samhsa.gov/product/tip-42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004?referer=from_search_result</a>	<b>Discussion Board 3</b>  <b>Online Training # 2</b>
Week 4: June 26, 2023	Chapter 10 Group Counseling for Treatment of Addictions  Chapter 12 12-Step Facilitation of Treatment  Substance Abuse and Mental Health Services Administration. (2013, November). <i>Addressing suicidal thoughts and behaviors in substance abuse treatment: Quick guide for clinicians Based on TIP 50</i> . U.S. Department of Health and Human Services.	<b>Discussion Board 4</b>  <b>Online Training # 3</b>

	<a href="https://store.samhsa.gov/product/TIP-50-Addressing-Suicidal-Thoughts-and-Behaviors-in-Substance-Abuse-Treatment/SMA15-4381">https://store.samhsa.gov/product/TIP-50-Addressing-Suicidal-Thoughts-and-Behaviors-in-Substance-Abuse-Treatment/SMA15-4381</a>	
Week 5: July 3, 2023	Chapter 11 Addiction Pharmacotherapy Chapter 13 Maintenance and Relapse Prevention	<b>Discussion Board 5</b>
Week 6: July 10, 2023	Chapter 14 Substance Addiction in Families Chapter 16 Substance Addiction Prevention Programs Across the Lifespan	<b>Discussion Board 6</b> <b>Addictions Case Conceptualization and Treatment Plan Presentation</b>
Week 7: July 17, 2023	Chapter 15 Persons with Disabilities and Substance-Related and Addictive Disorders Chapter 17 Cross-Cultural Counseling: Engaging Ethnic Diversity	<b>Discussion Board 7</b> <b>12-Step Meeting Attendance &amp; Reflection Paper</b>
Week 8: July 24, 2023	Chapter 18 Gender, Sex, and Addiction Chapter 19 LGBTQ Affirmative Addictions Treatment <b>*** Assignments Due Friday July 28 at 11:59 p.m. ***</b>	<b>Discussion Board 8</b> <b>Behavioral Change Project Part 2</b>

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



# IMPORTANT UNIVERSITY DATES

## 2 Academic Calendars and Registration Schedules

December 13, 2022	Deadline for Theses to Clear Graduate School Office for Fall Semester	April 7, 2023	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2022	Student End of Course Survey Closes (16- and Second 8-Week Classes)	April 14, 2023	Deadline for Final Committee-Edited Theses with Committee Approval Signatures
December 26-30, 2022	Winter Break (University Closed)	April 24, 2023	Priority Deadline for VA Certification Request (Summer)
January 3, 2023	Priority Deadline for Admissions Applications	April 28, 2023	Student End of Course Survey Opens (16- and Second 8-Week Classes)
January 13, 2023	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)	April 28, 2023	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
January 16, 2023	Martin L. King Jr. Day (University Closed)	May 12, 2023	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
January 17, 2023	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.	May 12, 2023	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
January 17, 2023	Classes Begin for Spring Semester	May 12, 2023	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
January 19, 2023	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes	May 12, 2023	Spring Semester Ends
January 24, 2023	Deadline to Drop First 8-Week Classes with No Record	May 13, 2023	Commencement Ceremony Bell County Expo Center 3 pm
February 1, 2023	Deadline to Drop 16-Week Classes with No Record	May 15, 2023	Classes Begin for Minimester
February 1, 2023	Educator Preparation Program (Teacher and Principal) application deadline	May 16, 2023	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
February 1, 2023	Superintendent Program application deadline	May 16, 2023	Deadline for Theses to Clear Thesis Office for Spring Semester
February 24, 2023	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)	May 16, 2023	Student End of Course Survey Closes (16- and Second 8-Week Classes)
February 24, 2023	Student End of Course Survey Opens (First 8-Week Classes)	May 22, 2023	Priority Deadline for Admissions Applications (Summer)
March 10, 2023	Deadline for Admissions Applications (Spring)	May 29, 2023	Memorial Day (University Closed)
March 10, 2023	Classes End for First 8-Week Session	June 2, 2023	Deadline for Tuition and Fee Payments (10-, 8-, and First 5-Week Classes)
March 13-17, 2023	Spring Break	June 2, 2023	Minimester ends
March 14, 2023	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)	June 5, 2023	Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. \$25 fee assessed for late registrants.
March 14, 2023	Student End of Course Survey Closes (First 8-Week Classes)	June 5, 2023	Classes Begin for First 5-, 10-, and 8-Week Session
March 17, 2023	Deadline for Tuition and Fee Payments (Second 8-Week Classes)	June 8, 2023	Deadline to Drop First 5-Week Classes with No Record
March 20, 2023	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.	June 12, 2023	Deadline to Drop 8-Week Classes with No Record
March 20, 2023	Classes Begin for Second 8-Week Session	June 19, 2023	Juneteeth (University Closed)
March 20, 2023	Advising Begins for Summer Semester	June 21, 2023	Deadline to Drop 10-Week Classes with No Record
March 20, 2023	Class Schedule Published For Summer Semester	June 23, 2023	Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)
March 22, 2023	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes	June 23, 2023	Student End of Course Survey Opens (First 5-Week Classes)
March 27, 2023	Deadline to Drop Second 8-Week Classes with No Record	June 30, 2023	Deadline for Admissions Applications (Summer)
March 31, 2023	Deadline for Graduation Application for Ceremony Participation	July 4, 2023	Independence Day (University Closed)
April 1, 2023	Clinical Teaching Placement Form Deadline	July 7, 2023	Classes End for First 5-Week Session
April 1, 2023	School Counselor Program Application deadline (Summer)	July 7, 2023	Deadline for Graduation Application for Ceremony Participation
April 1, 2023	Deadline for GRE/GMAT Scores to Office of Graduate Studies	July 7, 2023	Deadline to Withdraw from the University for First 5-Week Classes
April 3, 2023	Registration Opens for Summer Semester	July 10, 2023	Add, Drop, and Late Registration Begins for Second 5-Week Classes. \$25 fee assessed for late registrants.
April 5, 2023	Priority Deadline for International Student Admission Applications (Summer)	July 10, 2023	Classes Begin Second 5-Week Session
April 7, 2023	Deadline for Scholarship Applications for the Summer Semester	July 11, 2023	Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)

July 11, 2023	Student End of Course Survey Opens (First 5-Week Classes)
July 13, 2023	Deadline to Drop Second 5-Week Classes with No Record
July 14, 2023	Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)
July 14, 2023	Deadline for Final Committee-Edited Theses with Committee Approval Signatures
July 14, 2023	Student End of Course Survey Opens (8-Week Classes)
July 21, 2023	Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)
July 28, 2023	Classes End for 8-Week Session
July 28, 2023	Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)
July 28, 2023	Deadline to Withdraw from the University for 8-Week Classes
July 28, 2023	Student End of Course Survey Opens (10- and Second 5-Week Classes)
August 1, 2023	Deadline for GRE/GMAT Scores to Office of Graduate Studies
August 1, 2023	Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)
August 1, 2023	Student End of Course Survey Closes (8-Week Classes)
August 11, 2023	Classes End for 10- and Second 5-Week Sessions
August 11, 2023	Commencement Ceremony Bill Yowell Conference Center in Warrior Hall 10AM
August 11, 2023	Deadline for Applications for \$1,000 Tuition Rebate for Summer Graduation (5pm)
August 11, 2023	Deadline for Degree Conferral Applications to the Registrar's Office; \$20 Late Application Fee
August 11, 2023	Deadline to Withdraw from the University for 10- and Second 5-Week Classes
August 15, 2023	Deadline for Faculty Submission of 10-Week and Second 5-Week Final Class Grades (due by 3pm)
August 15, 2023	Deadline for Theses to Clear Thesis Office for Summer Semester
August 15, 2023	Student End of Course Survey Closes (10- and Second 5-Week Classes)

## Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linux, iOS, android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.**

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

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

### Canvas Support

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

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

### Online Proctored Testing

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

### Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

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

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

## Academic Integrity

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

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

If you know of potential honor violations by other students, you may submit a referral, [<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

## Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Records and Admissions Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

## Pregnant and/or Parenting Students Rights and Accommodations

A&M-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

[Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

### **Title IX Rights and Reporting Responsibilities**

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

Please be aware that that under [Title IX, Texas Senate Bill 212](https://policies.tamus.edu/08-01-01.pdf), and [System Regulation 08.01.01](https://policies.tamus.edu/08-01-01.pdf), all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

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

### **Tutoring and Success Coaching**

Tutoring and success coaching services are available to all A&M-Central Texas students, both virtually and in-person.

To schedule tutoring sessions or view tutor availability, please contact [Warriorcenter@tamuct.edu](mailto:Warriorcenter@tamuct.edu) or visit Warrior Hall, 111.

If you have questions about these or other academic support services or are interested in becoming a tutor, please contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, email us at [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu). You are welcome to visit the Warrior Center at Warrior Hall, suite 212.

*Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.*

### **University Library & Archives**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and

75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments) [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

### **University Writing Center**

University Writing Center: For the summer semesters, all University Writing Center (UWC) tutoring services are entirely online. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday through Thursday with additional hours Monday through Thursday nights from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

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

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WConline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## **OTHER POLICY STATEMENTS**

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking)

while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [<https://www.tamuct.edu/compliance/titleix.html>].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online

[<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.