

Texas A&M University - Central Texas
COUN 5311 – Multicultural Counseling
PSYC 5311 – Social and Cultural Issues
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: Thursdays 6:00 p.m. to 8:45 p.m., WH 312
Office: WH 318D
Email: 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 course meets face-to-face with several classes held synchronously and asynchronously; supplemental materials made available online through 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 5311): Study the interaction of social/cultural groups in America, problems of minorities and ethnic groups, problems related to gender and age, problems within family systems and contemporary sources of positive change also covers related ethical concerns. Development of counseling skills and strategies based upon the special needs and characteristics of culturally and ethnically diverse clients. Prerequisite(s): None.

Course overview and description (PSYC 5311): Study interaction of social/cultural groups in America, problems of minorities and ethnic groups, problems related to gender and age, problems within family systems and contemporary sources of positive change.

Student Learning Outcomes:

1. Students will identify multicultural and pluralistic trends; characteristics, attitudes, beliefs, and experiences of (and among) diverse groups.
2. Students will describe cultural self-awareness and the historical, political, and institutional influences on the oppression of diverse populations.
3. Students will analyze public policies that affect the quality and accessibility of mental health services and enable effective advocacy for and treatment of diverse populations.
4. Students will learn about diverse populations and illustrate how counseling can best be suited to address the needs of said diverse population.
5. Students will assess the counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination toward diverse people.

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. 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 (<u>CACREP II.F.1.b</u>).	Culturally Responsive Counseling Research Presentation	4
b. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (<u>CACREP II.F.1.e</u>).	Culturally Responsive Counseling Research Presentation	5
c. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (<u>CACREP II.F.1.i</u>).	Culturally Responsive Counseling Research Presentation	5

d. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP II.F.2.a.).	Culturally Responsive Counseling Research Presentation	5
e. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP II.F.2.b.).	Cultural Self-Assessment	2, 4
f. Multicultural counseling competencies (CACREP II.F.2.c.).	Culturally Responsive Counseling Research Presentation	1
g. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP II.F.2.d.).	Intersectionality Paper	2
h. The effects of power and privilege for counselors and clients (CACREP II.F.2.e.).	Reflection Paper	5
i. Help-seeking behaviors of diverse clients (CACREP II.F.2.f.).	Culturally Responsive Counseling Research Presentation	1
j. The impact of spiritual beliefs on clients' and counselors' worldviews (CACREP II.F.2.g.).	Culturally Responsive Counseling Research Presentation	1
k. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP II.F.2.h.).	Reflection Paper	5
l. A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP II.F.3.h.).	Culturally Responsive Counseling Research Presentation	1
m. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP II.F.4.g.).	Culturally Responsive Counseling Research Presentation	3
n. Ethical and culturally relevant strategies for addressing career development (CACREP II.F.4.j.).	Assigned Readings	4
o. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP II.F.5.d.).	Cultural Immersion Activity - Interview	4

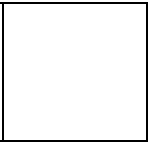
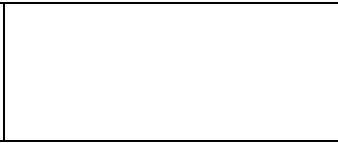
p. Counselor characteristics and behaviors that influence the counseling process (CACREP II.F.5.f.).	Cultural Self-Assessment	2
q. Ethical and culturally relevant strategies for designing and facilitating groups (CACREP II.F.6.g.).	Assigned Readings	4
r. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m.).	Assigned Readings	4
s. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a.).	Assigned Readings	4
t. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP II.F.8.j.).	Assigned Readings	4
Standards for Clinical Mental Health Counseling (CMHC) Track		
u. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC C.2.b.).	Culturally Responsive Counseling Research Presentation	3
v. legislation and government policy relevant to clinical mental health counseling (CMHC C.2.i.).	Culturally Responsive Counseling Research Presentation	3
w. Cultural factors relevant to clinical mental health counseling (CMHC C.2.j.).	Culturally Responsive Counseling Research Presentation	1

In accordance with the National Association of School Psychologists (NASP) best practices standards, the following areas will be promoted in this course:

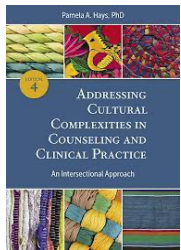
NASP Practice Model Domains	Activity	SLOs
Domain 4: Mental and Behavioral Health Services and Interventions School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on	Culturally Responsive Counseling Research Presentation	1, 3, 4

<p>learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.</p>		
<p>Domain 7: Family, School, and Community Collaboration</p> <p>School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.</p>	<p>Cultural Immersion Activity - Interview</p>	<p>2</p>
<p>Domain 8: Equitable Practices for Diverse Student Populations</p> <p>School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the</p>	<p>Culturally Responsive Counseling Research Presentation</p>	<p>5</p>

same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.



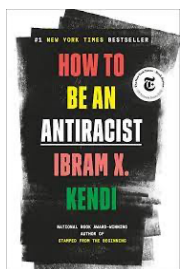
Required Books and Textbook(s):



Hays, P. A. (2022). *Addressing cultural complexities in counseling and clinical practice: An intersectional approach* (4th ed.). American Psychological Association.



American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.



Kendi, I. X. (2019). *How to be an antiracist* / Ibram X. Kendi. One World.

*** 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):

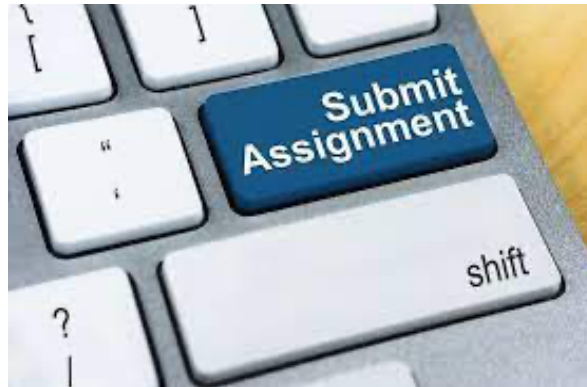
1. Multicultural and Social Justice Counseling Competencies (2015): <https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>
2. LGBTQIA Counseling Competencies (2013): <https://saigecounseling.org/wp-content/uploads/2019/07/Competencies-for-Counseling-with-LGBTQIA-Individuals.pdf>
3. ALGBTIC Transgender Competencies (2010): <https://saigecounseling.org/wp-content/uploads/2019/07/Competencies-for-Counseling-Transgender-Clients.pdf>
4. For LSSP students, link to NASP Diversity & Social Justice resources: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice>

Required Articles (available through the university library):

Ratts, M. J., Singh, A. A., Butler, S. K., Nassar-McMillan, S., & McCullough, J. R. (2016, January). Multicultural and Social Justice Competencies: Practical Applications in Counseling. *Counseling Today*. <https://ct.counseling.org/2016/01/multicultural-and-social-justice-counseling-competencies-practical-applications-in-counseling/>

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

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



Assignment	Points	Description
Professionalism	50	<p>As a student enrolled in a graduate training program designed to prepare you for a career as a professional 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 your ability to meet deadlines for course assignments, class participation, attendance, the technical quality of your writing, and your demeanor when interacting with the instructor and your colleagues.</p> <p><i>Rubric in Canvas.</i></p>
Cultural Self-Assessment	20	<p>You will complete a cultural self-assessment based on Hays’s (2022) ADDRESSING model. Using a word document, respond to each section as fully as possible. Label each section in bold and then write out your response. Include a cover page on your assignment. The assignment does not have to be double-spaced. You will be graded on the thoroughness of your response not on the response itself. This assignment is to help increase self-awareness and foster growth as a future counselor. It is also the foundation of your intersectionality paper. Assignment must be submitted in word format.</p> <p><i>Rubric in Canvas.</i></p>
Intersectionality Paper	30	<p>To increase your cultural self-awareness, you will complete an essay wherein you describe yourself from an intersectional perspective. The responses generated for the Cultural Self-Assessment assignment should prove a helpful starting place. Things you should comment on:</p> <ol style="list-style-type: none">1. What advantages/privileges have you experienced relevant to your cultural influences?2. What disadvantages/obstacles have you experienced relevant to your cultural influences?

3. Are there cultural influences for which the impact of your dominant/minority status is affected by your status in a different category of cultural influence?
4. Where do you think your growth edges are regarding knowledge of and/or attitudes toward individuals who are culturally like you?
5. How will you attend to these growth edges?
6. Where do you think your growth edges are regarding knowledge of and/or attitudes toward individuals who are culturally different from you?
7. How will you attend to these growth edges?
8. Observations / Reflections / Thoughts regarding any insight you gained through this assignment.

The paper should be 4 to 5 double-spaced pages in length (12-point font with 1-inch margins) Please follow APA 7 formatting guidelines including citations, reference section, and cover page. An abstract is not necessary.

Rubric in Canvas.

Reflection Paper

30

You are assigned to read the book *How to be an Antiracist* and individually complete a reflection paper. The reflection paper will be 4-5 pages in length and address the following sections (use as subheadings in your paper). Please follow APA 7 formatting guidelines including citations, reference section, and cover page. An abstract is not necessary.

1. Kendi writes, "The only way to undo racism is to constantly identify it and describe it – and then dismantle it." What are your thoughts on calling out racism when we see it, even if it can be uncomfortable to identify?
2. Kendi makes the case that to be antiracist, one must stand against all forms of bigotry. Why is standing against other bigotries so essential to standing against racism?
3. Kendi believes we can defy the odds, heal society of racism, and create an antiracist society. Do you? Why is hope so central to the antiracist movement?
4. Observations / Reflections / Thoughts regarding any insight you gained through this assignment.

Rubric in Canvas

Cultural Immersion Activity - Interview

35

You are to conduct an interview with a person that is a member of a cultural group significantly different from your own. The interview can be done in person or virtually (via Zoom, Teams, etc.). Individuals chosen for this interview may not be your own family members or close friends. Please be respectful during the interview and make sure to thank the person for giving you their time and story. The submitted paper should follow APA 7 formatting including a cover page. The

length of the paper should be as long as needed to answer the required questions. Answer the following in your paper via your interview with the individual:

1. A biographical sketch of the interviewee gathered through the interview.
2. How important is membership in that group to the person?
3. What about membership is important to them?
4. How does this membership affect their life?
5. What is a source of pride and/or a positive dimension of being in that group?
6. What is a less-desirable or negative dimension of the group's culture and/or of their membership?
7. How does that group membership affect:
 - a. Social life?
 - b. Career?
 - c. Housing/Geographical location?
 - d. Other issues, e.g., influence on movement in society, in the larger community, political activity, etc.
 - e. Their experience with the COVID-19 pandemic?
8. What would that person like counselors to know about the group and its members?
9. Comparison/contrast of your interviewee with the generalizations and/or stereotypes of this group
10. Comment on any intersections of oppression that the person might have (e.g., being lesbian, poor, Latino/Latina, and female)

Culturally Responsive Counseling Research Presentation

75

GROUP ASSIGNMENT – To increase your knowledge of multicultural and pluralistic characteristics within and among diverse groups, you will develop a multi-media presentation regarding a particular cultural group (which you do not currently identify with). The presentation should be approximately 20-30 minutes in length. You will need ten sources for this presentation (other than your book); 6 must be peer-reviewed and within the last 10 years (2013 to 2023). A word document with references must be submitted along with the presentation.

*To facilitate maximum growth, the group about which you do the presentation should be **significantly culturally different from you (at least one identity)**. Your presentation should be designed to address the following topics (but are not limited to):*

1. Description of the cultural group
 - a. Why you chose to do your assignment on this cultural group
 - b. How they are culturally different from you? How are they similar?
2. Characteristics and strengths of the cultural group
3. Specific challenges of the cultural group

- a. Barriers
 - b. Prejudices
 - c. Oppression
 - d. Discrimination
4. Significant historical events related to the cultural group
 5. Implications for mental health counseling, assessment, and/or career counseling
 - a. The effects of power and privilege in counseling this cultural group
 - b. Help seeking behaviors of this cultural group
 - c. The impact of spiritual beliefs on the cultural group's worldview
 - d. Communication style of the cultural group (e.g., eye contact, etc).
 6. Theories / models of multicultural counseling that would help you work with this cultural group.
 7. Discuss how the Multicultural and Social Justice Counseling Competencies, LGBQQIA Counseling Competencies, and / or ALGBTIC Transgender Competencies will guide you in working with this group.
 8. Strategies for elimination of barriers, prejudices, and process of intentional and unintentional oppression and discrimination of the cultural group;
 9. Relevant governmental policies/legislation related to this group;
 10. Opportunities for advocacy for the cultural group;
 11. Resources for members of this cultural group.
 12. Peer evaluation

Rubric in Canvas.

****Extra Credit Opportunity**

- 5 You can listen to two podcasts of your choice related to *social justice and / or advocacy* and write a 1-page reflection on each podcast focusing on the following (1) brief overview of the podcast; (2) how you will apply the knowledge gained to help you provide culturally relevant mental health services, and (3) your own observations, reflections, and reactions to the podcast. You may submit up to two reflections (each is worth 2.5 points for a max total of 5 points) for 5 points toward your final grade.

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	50 points
Cultural Self-Assessment	20 points
Intersectionality Paper	30 points
Reflection Paper	30 points
Cultural Immersion Activity - Interview	35 points
Culturally Responsive Counseling Research Presentation	75 points
Total	260 points

Grade Equivalent

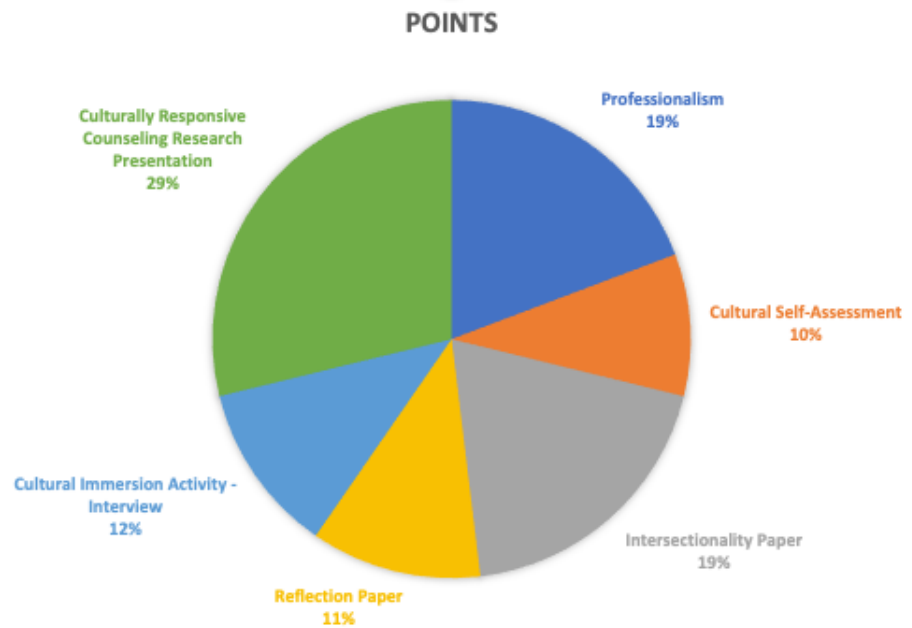
A = 234 to 260 points

B = 208 to 233 points

C = 182 to 207 points

D = 156 to 181 points

F = 0 to 155 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 Thursday 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.

*****Attendance policy:** Class attendance is required and crucial to your development as a student and future counselor. Please send an email if you will be absent from any class. You will be allowed one absence with no penalty. *There will be a grade reduction in the total professionalism grade for additional absences.*

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

Class Meets Thursdays 6:00-8:45 pm unless otherwise indicated on the schedule.

All assignments due Thursdays 11:59 pm

Week	Assigned Readings / Videos / Movies / Podcasts	Assignments Due
Class Topic		
Week 1: June 8, 2023 Face to Face Class	Syllabus Review Chapter 1: Diversity, Complexity, & Intersectionality Chapter 2: Essential Knowledge & Qualities Chapter 3: Your Cultural Self-Assessment	
Week 2: June 15, 2023 Face to Face Class	Chapter 4: That's Not What I Meant Chapter 5: Intersectionality Chapter 6: Creating a Positive Therapeutic Alliance	
Week 3: June 22, 2023 *ASYNCHRO-NOUS CLASS - Recorded Lecture	Chapter 7: Conducting a Culturally Responsive Assessment Chapter 8: Understanding Trauma	***Participation in discussion board required to get attendance credit*** Cultural Self-Assessment
Week 4: June 29, 2023 Face to Face Class	Multicultural and Social Justice Counseling Competencies (2015): https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20 Ratts, M. J., Singh, A. A., Butler, S. K., Nassar-McMillan, S., & McCullough, J. R. (2016, January). Multicultural and Social Justice Competencies: Practical Applications in Counseling. <i>Counseling Today</i> . https://ct.counseling.org/2016/01/multicultural-and-social-justice-counseling-competencies-practical-applications-in-counseling/	Intersectionality Paper

<p>Week 5: July 6, 2023</p> <p>*ASYNCHRO- NOUS CLASS - Recorded Lec- ture</p>	<p>Chapter 9: Culturally Responsive Testing Chapter 10: Making a Culturally Responsive Diagnosis Chapter 11: Culturally Responsive Therapy</p>	<p>***Participation in discussion board required to get attendance credit***</p>
<p>Week 6: July 13, 2023</p> <p>Face to Face Class</p>	<p>Kendi, I. X. (2019). <i>How to be an antiracist</i> / Ibram X. Kendi. One World.</p>	<p>Reflection Paper</p>
<p>Week 7: July 20, 2023</p> <p>Face to Face Class</p>	<p>Culturally Responsive Counseling Research Presentations</p>	
<p>Week 8: July 27, 2023</p> <p>Face to Face Class</p>	<p>Chapter 12: Culturally Adaptive Tools and Techniques Chapter 13: Indigenous, Creative, Mindfulness, and Social Justice Interventions Chapter 14: Putting It All Together</p>	<p>Cultural Immer- sion Activity - Interview</p>

****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

Phone: (254) 519-5466

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

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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, 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, 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, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or 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 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. 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 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.