



TEXAS A&M UNIVERSITY
SAN ANTONIO

College of Education and Human Development
Department of Counseling, Health & Kinesiology
EDCG 5342 Counseling Diverse Populations | Fall 2026

Instructor: Tamara Hinojosa, PhD, LPC

Class Time and Location: Tuesdays 5:25–6:55 p.m. | Classroom Hall 205

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Office Hours: Tues & Thurs: 3:30 pm – 5:30 pm (*also available by appointment*)

Office Location: Classroom Hall 214E

Course Materials

Required Textbooks

- Summers, L. M., Nelson, L., & LCMHC-S, N. C. C. (Eds.). (2022). *Multicultural counseling: Responding with cultural humility, empathy, and advocacy*. Springer Publishing Company.

Recommended Textbooks

- N/A

Course Description

This course is designed to familiarize students with the cultural differences of special populations of people. Emphasis is placed on ethical use of appropriate counseling techniques for use with the major racial/ethnic groups and other special populations of people such as those within the world of military service, those who are physically or emotionally disabled of different ages, religions, genders or sexual orientations. Prerequisite: Must be enrolled in EDCG program.

Student Learning Outcomes

Students will be able to:

- Verbalize the superordinate nature of multicultural counseling
- Identify obstacles to cultural competence
- Verbalize the impact of systemic oppression and social justice implications
- Select and administer culturally appropriate assessments, skills, and interventions
- Identify and articulate racial and cultural identity models
- Outline the challenges and strengths of various racial and cultural groups

Accreditation Standards

CACREP Standards

Section 3: Foundational Counseling Curriculum

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

1. theories and models of multicultural counseling, social justice, and advocacy
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
11. the role of religion and spirituality in clients' and counselors' psychological functioning

TEA School Counseling Standards

Domain I – Understanding Students

- **Competency 002 – Student Diversity:** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Domain III – Collaboration, Consultation, and Professionalism

- **Competency 008 – Collaboration with Families:** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Key Performance Indicator

CACREP CORE OR SPECIALTY AREA:

Section 3: Foundational Counseling Curriculum

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES:

- theories and models of multicultural counseling, social justice, and advocacy

- the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
- the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
- strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities

Students will write a 7-page summative reflection paper describing the development of their culture and perspective on social and cultural issues, including the experiences that informed their current beliefs. Students will identify a cultural identity model they identify with and address how their socio-cultural backgrounds impact their work as a counselor.

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

Summative Reflection Paper Rubric

Category	5 (Above average)	4 (Average)	3 (Below average)	2-0 (Incomplete to Poor)
Culture/ Family	Above average/ excellent information re: heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences; examples of culture important to you and others	Fair to average information about heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences, examples of culture important to you and others	Below average information re: heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences, examples of culture important to you and others	Lacks information as to examples of culture important to you and others

Interactions with Diversity and Experiences with Discrimination	Above average/ excellent information re: effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, and microaggressions	Average information re: effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, and microaggressions	Below average info about effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, and microaggressions	Poor to no detail about effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, and microaggressions
Transmission of Views from Environment or Caregivers	Above average/ excellent information re: learning from environment about heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences,	Average information re: learning from environment, heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences,	Some/incomplete information re: learning from environment about heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences,.	No or poor details re: learning from environment heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences,
Cultural Identity Model	Above average/ excellent detail of stages and model of	Average detail of stages and model of cultural identity development,	Some details of stages and model of cultural identity development, no anecdotes	No or poor details of stages, challenges, and anecdotes of CID

	cultural identity development, including anecdotes	including anecdotes		
Socio-cultural Background Impact	Above average/ excellent detail about how to identify and help eliminate barriers, prejudices, and processes of intentional and unintentional oppression. Goals for aligning with guidelines related to social justice, advocacy, and working with diverse cultural identities are discussed.	Fair to average detail of about how to identify and help eliminate barriers, prejudices, and processes of intentional and unintentional oppression. Goals for aligning with guidelines related to social justice, advocacy, and working with diverse cultural identities are briefly discussed.	Below average detail of about how to identify and help eliminate barriers, prejudices, and processes of intentional and unintentional oppression. Goals for aligning with guidelines related to social justice, advocacy, and working with diverse cultural identities are incompletely discussed.	No or little information re: about how to identify and help eliminate barriers, prejudices, and processes of intentional and unintentional oppression. Goals for aligning with guidelines related to social justice, advocacy, and working with diverse cultural identities are NOT discussed.
APA Style and Writing	Above average quality of writing and APA style	Fair to average quality of writing and APA style	Below average quality of writing and APA style	Fails to demonstrate quality writing and APA style

EVALUATION PROCESS:

The professor will complete the following rubric to assess the Summative Reflection Paper. Points correspond to the rating scale below.

Points	Overall Rating	Rating Scale	Rating Scale Description
28–30	Mastery	4	Able to highly perform as a culturally sensitive counselor
22–27	Proficient	3	Able to perform proficiently as a culturally sensitive counselor
17–21	Developing	2	Able to perform, but inconsistently, as a culturally sensitive counselor
11–16	Deficient	1	Lacks ability to perform proficiently in all areas as a culturally sensitive counselor
0–10	Inadequate	0	Unable to perform adequately in a culturally sensitive manner

KEY PERFORMANCE INDICATOR SCORE: _____

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

Course Policies & Requirements

Graduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Student Rights and Responsibilities

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the [TAMUSA Student Rights and Responsibilities Webpage](#).

Cheating and Plagiarism

Students are expected to do their own course work. Simple cases of first offense cheating or

plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

Use of Generative AI in Association with Course Assignments

There are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool. Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them.

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

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found at the [APA Style Guide on Citing ChatGPT](#).

Class Attendance

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs. It is imperative that you are there for all class meetings to interact and share your expertise with your classmates.

Only two unexcused absences are permitted. Any absences after the second, regardless of reason, will result in the deduction of 5 points from your attendance and participation grade. Four or more absences significantly impact your ability to succeed in this course, and you may be dropped from the course. Extreme emergencies will be handled on an individual basis.

Absences for Religious Holidays

The university will allow students who are absent from classes for the observance of a religious

holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

Research on Human Subjects

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided at the [TAMUSA Institutional Review Board Page](#).

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. Disability Support Services (DSS) provides services, auxiliary aids and accommodations for students at Texas A&M University-San Antonio (A&M-SA) who have self-identified, registered and provided DSS with documentation supporting their disability. Students may access additional information on the [TAMUSA Disability Support Services Webpage](#).

Message for Pregnant and Parenting Students

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. 1681 et seq., protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues contact Dr. Jo Anna Benavidez-Franke, Associate Vice President for Student Engagement and Success.

Incompletes

The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their

professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Late Work

Due dates are non-negotiable unless an extension is provided to the entire class. All written assignments are due before class on the day they are due. All late assignments will be subject to a deduction of 1 point from the total points available for the assignment for each day assignment has been turned in late (including weekends).

Grading Scheme & Course Requirements

Grading Policy

- **A:** 90–100 points
- **B:** 80–89 points
- **C:** 70–79 points
- **D:** 60–69 points
- **F:** 59 points and below

Course Requirements Table

CACREP Standards	Assignment	Points	Due Date
3.B.1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11	Four Textbook Quizzes	20 (5 points each)	9/20, 10/4, 11/1, 12/6
3.B.1., 2., 5., 6., 10	Textbook Chapter Analysis Power Point	15	10/25
3.B.1., 2., 3., 4., 5., 8., 10	Clinical Case Dialogue (Small Group Exercise)	15	11/12 or 11/19

2.F.2.a., 2.F.2.h., 5.C.2.j., 5.F.2.m.	Summative Reflection Paper	30	11/8
3.B.1., 2., 5., 9., 10	Multicultural and Social Justice Counseling Competencies Quiz	10	12/11
3.B.1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11	Attendance & Participation	10	Ongoing
Total Points		100	
<i>Optional Extra Credit</i>	Basics of APA	3	10/25

Assignment Descriptions

Quizzes

There will be a total of FIVE quizzes. Four quizzes will cover the indicated chapters of the assigned textbook and one quiz will cover the Multicultural and Social Justice Counseling Competencies. All quizzes will be completed virtually, on Blackboard.

- **Quiz One:** Chapters 1–6, Chapter 22, Chapter 25
- **Quiz Two:** Chapters 7–10, Chapters 16–17
- **Quiz Three:** Chapters 11–15, Chapters 18–19, Chapter 23
- **Quiz Four:** Chapters 20–21, Chapter 24, Chapters 26–28
- **Quiz Five:** Multicultural and Social Justice Counseling Competencies

Textbook Chapter Analysis

Students will select one chapter from the course textbook that represents a cultural identity different from their own. Based on this chapter, students will create a power point in which they analyze this chapter in alignment with the Multicultural and Social Justice Counseling Competencies (MSJCC) framework. Students are encouraged to reflect thoughtfully on how the material challenges or expands their current perspectives as emerging counselors.

Aim for a concise presentation of approximately 8-10 slides total. To ensure consistency and focus, a standardized slide format and specific questions have been provided. Each presentation must follow the exact slide-by-slide structure outlined below. While you are free to design the visual layout, do not alter the required slide titles or skip the mandated discussion questions:

- **Slide 1: Title Slide**

Provide full chapter title, APA textbook title, and student name

- **Slides 2–3: Attitudes and Beliefs**

- How did the textbook chapter contribute to your own self-awareness (e.g., perceptions related to your own power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases)?
- How were you previously socialized to conceptualize the topics described in the textbook chapter?

- **Slides 4–5: Knowledge**

What information from the textbook chapter helped expand your knowledge about experiences and worldviews different from your own?

- **Slides 6–7: Skills & Advocacy**

- Describe specific ways that the content gleaned from the textbook chapter will inform your future counseling practice (e.g., where you plan to practice, any specialties you might attain, relevant therapeutic interventions, etc).
- Describe specific ways that the content gleaned from the textbook chapter will inform how you might advocate with, and on behalf, of clients at the intrapersonal, interpersonal, institutional, community, public policy, and/or international/global levels.

- **Slide 9: References**

APA-formatted citations for the textbook and any outside sources used. At least one peer-reviewed APA reference source expected.

Textbook Chapter Analysis Power Point Scoring Rubric

Item	Points
Student clearly explains how textbook chapter helped enhance their own self-awareness.	2
Student clearly explains how they were previously socialized to conceptualize topics presented in textbook chapter.	2
Student identifies information from the textbook chapter that helped expand their knowledge about worldviews different from their own.	2
Student effectively identifies how textbook chapter informs their future counseling practice.	2
Student identifies how textbook chapter informs a specific advocacy strategy.	2
Any ideas or claims presented are effectively supported with in-text APA citations.	3
APA reference slide is provided, and the references are correctly formatted.	2
Total Points Possible	15

Summative Reflection Paper

Students will write a summative reflection paper describing the development of their culture and perspective on social and cultural issues, including the experiences that informed their current beliefs. Students will identify a cultural identity model they identify with and address how their socio-cultural backgrounds impact their work as a counselor. This assignment will be graded according to the rubric provided under the Key Performance Indicator section of this syllabus. Title and Reference Page expected. At least one APA citation expected. Maximum of 30 points.

Clinical Case Dialogue (Small Group Exercise)

This exercise connects theoretical concepts to real-world clinical practice through a live group consultation.

Logistics & Setup

- **Group Formation:** Form small groups early in the semester.
- **Scheduling:** Sign up for a 15-minute case dialogue time slot during one of our two designated class periods.
- **Format:** Your group will meet privately with the instructor during your selected slot to discuss the case, answer questions, and demonstrate your clinical understanding.

Preparation Guidelines

Ahead of your scheduled session, you will receive a case study alongside specific discussion questions. Before your time slot, your group should:

- **Collaborate & Outline:** Map out comprehensive responses together so every member is aligned.
- **Demonstrate Depth:** Avoid one sentence answers. Be prepared to articulate the "why" and "how" behind your clinical reasoning.
- **Ground in Theory:** Explicitly support all clinical observations and choices using concepts, and terminology from course materials.

Consultation Expectations

- **Punctuality:** Arrive on time, ready to begin immediately.
- **Equitable Participation:** Every group member is expected to actively contribute and respond to follow-up questions during the dialogue.

To ensure a high-level clinical dialogue, each student's small-group contributions will be evaluated based on the following:

Interactive Case Analysis Rubric:

Item	Points: 5–4	Points: 3–2	Points: 1
Preparation and	Answers all case	Most questions are	Little to no evidence

completion	questions comprehensively, reflecting organization and collaborative planning prior to the session.	addressed, but some sections feel incomplete or lack adequate pre-class preparation.	of preparation; student is unprepared to discuss the case when prompted.
Substantive depth and rationale	Responses go well beyond surface-level answers. The student clearly explains the why and how behind their clinical reasoning, avoiding brief statements.	Responses are generally accurate, but sometimes lack elaboration of the clinical rationale.	Answers are overly brief or do not engage meaningfully with the complexities of the case scenario.
Integration of course materials	Seamlessly incorporates specific concepts or terminology from course materials to justify clinical observations and decisions.	Mentions course concepts, but application is somewhat vague or loosely connected to the case specifics.	Does not integrate course materials; relies entirely on personal opinion or unsupported assumptions rather than academic content.
Total Points Possible	15		

Optional Extra Credit: Basics of APA

Complete the quiz for the Basics of APA Guide tutorial. Upon completing the tutorial, you will receive a certificate of completion with your name. Upload your certificate of completion on Blackboard to earn three points extra credit.

Writing & Research Resources

Support for APA 7th Edition Writing

- The A&M-SA Library has print copies of APA Publication Manual 7th Edition (2020) for in-library use.
- Much of the essential content from the print manual is available online for the 7th Edition. See the APA's 7th Edition Style and Grammar Guidelines page for links to explanations and examples for most rules.

- For additional resources:
 - See the [Library's Basics of APA Guide](#).
 - Contact the [A&M-SA Writing Center](#) at (210) 784-1332.
 - Contact Kimberly Grotewold, Education Librarian, via email at kimberly.grotewold@tamusa.edu or by phone at (210) 784-1519.

Course Schedule

Week	CACREP Standards	Date	Topic	Assignment Due
Week 1	3.B.1., 2., 3., 5., 6., 8., 9., 10	8/27	Syllabus Review Becoming a Culturally Responsive Counselor; Offering Anti-Oppressive Counseling	Readings: Chapter 1, Chapter 2
Week 2	3.B.1., 2., 3., 5., 6., 8., 9., 10	9/3	Counseling with Cultural Humility; Social Justice & Advocacy Readiness	Readings: Chapter 3, Chapter 4
Week 3	3.B.1., 2., 3., 5., 6., 7., 8., 9., 10	9/10	Culturally Responsive Counseling Related to Poverty, Middle Class, and Affluence; Broaching Race and Other Cultural Identities; Multicultural & Social Justice Counseling Competencies; ACA Code of Ethics	Readings: Chapt 22, Chapt 25, Multicultural & Social Justice Counseling Competencies, ACA Code of Ethics
Week 4	3.B.1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11	9/17	Culturally Responsive Counseling for Clients of: African American, African, and Afro-Caribbean Descent; Asian American and Pacific Islander Descent; Cross' Black Identity Development Model	Readings: Chapter 5, Chapter 6 Due: Quiz One available on Bb 9/17–9/20
Week 5	3.B.1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11	9/24	Field Application Day Culturally Responsive Counseling for Clients of: Latinx Descent; Native American Descent; European American Descent	Readings: Chapter 7, Chapter 8, Chapter 9 Due Sept 27: Clinical Case Dialogue Group Meetings and Scheduling

			Hardiman's White Racial Identity Development Model; Helm's White Racial Identity Development Model	
Week 6	3.B.1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11	10/1	Culturally Responsive Counseling for Clients of: Multiracial Descent; Jewish Descent; Muslim and Middle Eastern/North African Descent	Readings: Chapter 10, Chapter 16, Chapter 17 Due: Quiz Two available on Bb 10/1–10/4
Week 7	3.B.1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11.	10/8	Culturally Responsive Counseling for Lesbian, Gay, Bisexual, Queer++ Clients; Transgender Clients	Readings: Chapter 11, Chapter 12
Week 8	3.B.1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11	10/15	Culturally Responsive Counseling for Women and Men Clients	Readings: Chapter 13, Chapter 14
Week 9	3.B.1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11	10/22	Field Application Day Culturally Responsive Counseling for Religion, Spirituality, and Other Faiths Client; Older Adults; Disabilities and Addressing Ableism; Culturally Responsive Counseling with Polyamory, Kink, and Taboo Culture	Readings: Chapter 15, Chapter 18, Chapter 19, Chapter 23, ASERVIC Spiritual Competencies (2009) Due 10/25: Textbook Chapter Analysis Power Point, OPTIONAL EXTRA CREDIT Basics of APA Guide
Week 10	3.B.1., 2., 5., 6., 10	10/29	Textbook chapter analysis discussion groups	Due: Quiz Three available on Bb 10/29–11/1
Week 11	3.B.1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11	11/5	Culturally Responsive Counseling With Immigrant and Refugee Clients; Culturally Responsive Counseling With Military; Gamer Culture & Related subcultures	Readings: Chapter 20, Chapter 21, Chapter 24 Due 11/8: Summative Reflection Paper

Week 12	3.B.1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11	11/12	Cultural Considerations for Assessment, Diagnosing, and Treatment Planning	Readings: Chapter 26 Due 11/12: Clinical Case Dialogue Round One
Week 13	3.B.2., 3., 5., 6., 7., 8., 9., 10	11/19	Cultural Considerations for Supervision, Inclusive Workplaces	Readings: Chapter 27, Chapter 28 Due 11/19: Clinical Case Dialogue Round Two
Week 14		11/26	No Classes: Thanksgiving Holiday	
Week 15	3.B.9., 10	12/3	Review Multicultural and Social Justice Counseling Competencies and Counseling Competencies Scale-Revised (CCS-R)	Readings: Multicultural and Social Justice Counseling Competencies (2015), CCS-R Document Due: Quiz Four available on Bb 12/3–12/6
Week 16		12/6–12	On-Line Final Exam	Multi-Cultural & Social Justice Counseling Competencies Quiz (Opens on 12/9 and is due by 12/11)

**All dates and assignments are tentative. Instructor reserves the right to make changes as needed.*

Important Institutional Policies and Resources

(Image Description: Official Seal and Logo for Texas A&M University-San Antonio)

University Email Policy and Course Communications

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

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website or email

Department of Counseling, Health & Kinesiology
One University Way | San Antonio, Texas 78224 | 210.784.2521 | www.tamusa.edu

us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center

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

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

Day	Appointments Available	Walk-In Tutoring (No Appointment Needed)
Monday	8 am – 6 pm	9 am – 5 pm
Tuesday	8 am – 6 pm	9 am – 5 pm
Wednesday	8 am – 6 pm	9 am – 5 pm
Thursday	8 am – 6 pm	9 am – 5 pm
Friday	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources

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

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental

health screenings, podcasts, and articles to improve your mental wellbeing.

(Image Description: Promotional graphic for TELUS Student Support app with a QR code and text: "Call. Chat. Anytime. Anywhere. Download the Student Support app today.")

Emergency Preparedness

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

Financial Aid and Verification of Attendance

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

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

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website. The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE report for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click here for hours and contact information.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building,

room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210) 784-1397.

Religious Observances

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

The Six-Drop Rule

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

Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students

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

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

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities Statement

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

Students' Rights

- A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
- Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
- A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
- Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

- A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
- A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
- A student has the responsibility to recognize that student actions reflect upon the individuals

involved and upon the entire University community.

- A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
- A student has the responsibility to check their university email for any updates or official university notifications.
- We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.
- Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct or visit the resources available in the OSRR website.

Important Fall 2026 Academic Dates

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26 – November 28	Thanksgiving Holiday – No Classes / University Closed

November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete academic calendar is available online.