I. Course Description
A course designed to familiarize students with the cultural differences of special populations of people. Emphasis on ethical use of appropriate counseling techniques for use with the major racial/ethnic groups and other special populations of people such as those who are physically or emotionally disabled, older, of different genders or of different sexual orientation.

II. Rationale
Practitioners must be exposed to the subgroups present in American society. These subgroups can be based on age, gender, sexual orientation, mental and physical characteristics, education, religious and spiritual values, socio-economic status or other commonalities. Knowledge, awareness, and skills are all necessary to be able to be effective in their ‘helping’ roles. This course will assist practitioners in improving their effectiveness by developing appropriate attitudes, information, and self-understanding.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

Learner-Centered Knowledge:
1. Counseling students understand human developmental patterns and use this knowledge base to create developmentally appropriate guidance and counseling programs.

Learner-Centered Process:
2. Counseling students learn to create an environment that supports and encourages exploring options, sharing new ideas, and innovative problem solving.
3. Counseling students learn to utilize group counseling as a means of utilizing available human resources to provide maximum counseling services.

Learner-Centered Guidance Curriculum:
4. Counseling students learn to create and utilize a guidance curriculum that values diverse others, builds self-confidence, teaches decision-making and problem-solving skills, effective communication, responsible behavior, and increases motivation to achieve.
Learner-Centered Planning:
5. Counseling students learn to help diverse groups of clients set short-term, intermediate, and long-term goals; monitor progress toward their goals; and make necessary adjustments.

Learner-Centered Responsive Services:
6. Counseling students learn to help diverse groups of clients transfer learning to other situations.
7. Counseling students learn to help diverse groups of clients clarify problems and implement change.
8. Counseling students learn to help diverse groups of clients by understanding the referral process and when and where to refer clients.
9. Counseling students learn to help diverse groups of clients to monitor their own progress.

Learner-Centered System Support:
10. Counseling diverse groups of students learn to work as part of a collaborative team including learners, administrators, teachers, other school personnel, parents, guardians, and community members.
11. Counseling students learn to survey diverse groups of community members to determine needs that can be addressed by the counseling program and to develop broad goals related to priority needs and measurable objectives related to each goal.

Learner-Centered Professional Development:
12. Counseling diverse groups of students learn professional ethics and law related to counseling in public schools and community agencies.
14. Counseling diverse groups of students learn and study case studies related to professional counseling.

Equity in Excellence for All Learners:
15. Counseling students learn multicultural sensitivity.
16. Counseling students learn to respect all learners, be sensitive to their needs, and to encourage them to use all their skills and talents.

Learner-Centered Communication:
17. Counseling students learn active listening skills, open communication, empathic responding, caring confrontation, and conflict resolution.

IV. TExES Competencies

Competency 001 (Human Development): Knowledge of human development in creating a counseling environment that fosters a sense of empowerment and self-determination.

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Competency 002 (Student Diversity): Knowledge of a wide range of social, cultural, language, and economic factors in the home, the community, and school that affect clients’ personal growth and success.

Competency 003 (Factors Affecting Students): Multicultural respect, knowledge about respecting beliefs and values of others.

Competency 004 (Program Management): Leadership skills to plan, implement, and evaluate a comprehensive developmental guidance and counseling program.

Competency 005 (Developmental Guidance Program): Knowledge of how to teach and encourage the development of problem-solving abilities and self-responsibility; designing and implementing activities that are developmentally appropriate.

Competency 006 (Counseling): Knowledge of a variety of strategies to establish rapport and to develop a trusting relationship.

Competency 007 (Assessment): Knowledge for helping clients setting short-term, intermediate, and long-term goals based on self-understanding and current information.

Competency 009 (Collaboration with Others in the School and Community): Knowledge of consultation and collaboration in school guidance and counseling.

Competency 010 (Professionalism): Knowledge to develop collaborative school-home relationships that promote learners’ academic, personal, social, and career growth.

Competency 011: Knowledge of community resources and the referral process.

Competency 012: Knowledge of state and national ethical and legal codes, factors that influence one’s professional performance, and the importance of attending workshops, conferences, and of joining professional organizations.

V. Course Objectives/Learning Outcomes

PLEASE NOTE: The standards shown in bold type are the targeted course objectives that will be assessed throughout the semester.

CORE
1. CACREP Standard II-G-1-i.: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
2. CACREP Standard II-G-2-a: Multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally, and internationally.
3. CACREP Standard II-G-2-b: Attitudes, beliefs, understandings, and acculturative

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experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients.
4. CACREP Standard II-G-2-c: Theories of multicultural counseling, identity development, and social justice.
5. CACREP Standard II-G-2-d: Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.
6. CACREP Standard II-G-2-e: Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.
7. CACREP Standard II-G-2-f: Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
8. CACREP Standard II-G-3-d: Theories and models of individual, cultural, couple, family, and community resilience.
9. CACREP Standard II-G-4-d: Interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development.

**CLINICAL MENTAL HEALTH COUNSELING**
10. CACREP Standard III-C-1: Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
11. CACREP Standard III-D-2: Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
12. CACREP Standard III-D-5: Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
13. CACREP Standard III-E-1: Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
14. CACREP Standard III-E-2: Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
15. CACREP Standard III-E-3: Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
16. CACREP Standard III-E-4: Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
17. CACREP Standard III-E-5: Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

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18. CACREP Standard III-F-3: Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

19. CACREP Standard III-K-4: Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

MARRIAGE, COUPLE, AND FAMILY COUNSELING


21. CACREP Standard III-E-3: Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.

22. CACREP Standard III-E-4: Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s).

23. CACREP Standard III-E-5: Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

24. CACREP Standard III-F-3: Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.

SCHOOL COUNSELING

25. CACREP Standard III-D-1: Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

26. CACREP Standard III-E-1: Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

27. CACREP Standard III-E-4: Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

28. CACREP Standard III-F-1: Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

The following Student Learning Outcomes will be met in this course:

1. Students will demonstrate their knowledge of Multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

2. Students will express their attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

3. Students will demonstrate their knowledge of theories of multicultural counseling, identity development, social justice, and individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

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4. Students will understand counselors’ roles in developing cultural self-awareness, eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body as evidenced by their use of the ADDRESSING model and a passing score on the rubric for the Cultural Autobiography and participation in group discussions and group exercises.

5. Students will apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders and demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

6. Students will demonstrate their knowledge of how living in a multicultural society affects clients who are seeking clinical mental health counseling services and the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client as evidenced by a passing score on the rubric of the Film Critique and Analysis.

7. Students will demonstrate their knowledge of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

8. Students will demonstrate their knowledge of the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare as evidenced by a passing score on the rubric for the Film Critique and Analysis.

9. Students advocate for policies, programs, and services that are equitable and responsive to the unique needs of couples and families as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

10. Students will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms as evidenced by a passing score on the rubric for the Cultural Autobiography.

11. Students will demonstrate their knowledge of cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

12. Students will demonstrate their knowledge of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients as evidenced by a passing score on the rubric for Application of the Multicultural Counseling Competencies.

VI. Course Topics
Major topics to be covered include: Cultural self-awareness, White racial identity, acculturation, racial/ethnic identity development, gender and sexual orientation, social justice and advocacy, and multicultural counseling competencies. Additional topics described below in the course.

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schedule.

VII. Instructional Methods and Activities
*Methods and activities for instruction include:*
Instruction will be primarily lecture and seminar format supplemented with group discussions, participation, and class exercises. Given the focus on theory and group process, students will be expected to engage in discussion and process.

VIII. Evaluation and Grade Assignment
*The methods of evaluation and the criteria for grade assignment are:*

A. Methods of Assessment

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>5 points</td>
</tr>
<tr>
<td>Cultural Autobiography</td>
<td>15 points</td>
</tr>
<tr>
<td>Film Critique and Analysis (2 movies)</td>
<td>20 points</td>
</tr>
<tr>
<td>Book Critique and Analysis</td>
<td>15 points</td>
</tr>
<tr>
<td>Development of a Cross-Cultural Relationship with Application of Multicultural Competencies</td>
<td>25 points</td>
</tr>
<tr>
<td>Multicultural Pioneer Profile</td>
<td>20 points</td>
</tr>
</tbody>
</table>

Class Requirements:
1. Class Participation
Students are expected to participate and engage during class. Discussion should be constructive, honest, and informed (based on completed class readings). Participation includes, but is not limited to, participating in in-class assignments, group discussions & group exercises. Participation is also measured in attendance & punctuality to class. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

2. Cultural Autobiography (15 points)
Students will write a reflective paper on two cultural aspects of their identity and how these identities have impacted their life and development. The ADDRESSING model outlined in the textbook will serve as the basis for this assignment. Students are also expected to incorporate aspects of class readings and discussions. *This assignment is not a recounting of events in the students life. It is a critical examination of particular identities in their lives.* This assignment will be 3-5 pages not including cover page and bibliography.

3. Film Critique and Analysis (2 movies) (20 points)

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This assignment will be 1-2 pages per movie. Students will watch and analyze two movies. The movie choices will be distributed. The following should be addressed in your analysis: Level of acculturation, Degree of acculturative stress, Aspects of worldview (individualistic v collectivistic), The role of the family (e.g. family relationships and values), Portrayal of people from different cultural backgrounds portrayed (e.g. ethnicity, religion/spirituality, sexual orientation, social class, etc.), examples of microaggressions and/or stereotypes, and any important historical considerations. Students will present their analysis orally to their peers. A summary of the movie should not be included.

4. Book Critique and Analysis (15 points)
This assignment will be 2-4 pages. Students will read, “The Last Time I Wore a Dress” written by Daphne Scholinski and analyze the book content. The following should be addressed in your analysis: Level of acculturation, Degree of acculturative stress, Aspects of worldview (individualistic v collectivistic), The role of the family (e.g. family relationships and values), Portrayal of people from different cultural backgrounds portrayed (e.g. ethnicity, religion/spirituality, sexual orientation, social class, etc.), examples of microaggressions and/or stereotypes, and any important historical considerations. A summary of the book should not be included.

5. Development of a Cross-cultural Relationship with Application of the Multicultural Counseling Competencies (MCC) (25 points)

Students should plan to meet between 3 to 5 different times with this person or group.

The objective is to form a genuine relationship or friendship with a member of a cultural group different from your own. Possibilities for fulfilling this assignment include:

(1) Arranging to spend time with a culturally different person in his or her home, observing and discussing family practices, roles, and customs.

Students will present their new acquaintance/friend to the class (15-20 mins). The presentation should show the significance and importance of the cross-cultural relationship. In other words, the class should have a clear understanding of this person or group and the significance of their personal information to the field of MC counseling. In detail, utilize the MCC to demonstrate some fundamental aspects counselors should be aware of when working with this group. Some helpful guidelines would be to start by presenting some personal information about the person, name and briefly summarizing their culture. The modality and/or format will be left up to the presenter. The presentation should include a handout for each member of the class including instructor with information that may include: (a) Background and overview of group, (b) relevance to counselors or suggestions for counselors, (c) journal article(s) for further information, and (d) helpful resources.

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You may use the following as additional guidelines during the presentation:
  a. Description of the experience. (The What, Where, When & How of the experience)
  b. What was it about this experience that intrigued you and where did that interest come from?
  c. Discussion of feelings (emotions) and reactions (thoughts) before, during and after the experience. (Were these your anticipated feelings and reactions? Where do you think they came from? What does it mean to you?)
  d. What was learned from the experience?
  e. Discussion of the personal value of this experience as a counselor-in-training?

6. Multicultural Pioneer Profile (20 points)
Students will review the scholarly work of one MC pioneer and be prepared to present a power point presentation to the class. The presentation should show the significance and importance of the pioneer. In other words, the class should have a clear understanding of why this person and his/her work is significant to the field of MC counseling. Some helpful guidelines would be to present some personal information about the person, briefly summarize seminal works by the pioneer, and outline the impact she or he has had on the field (this could include leadership positions, recognitions, number of times cited in the literature, etc.). The presentation grade will be based on the accurateness of the content, the degree to which the presentation clearly demonstrates the impact the pioneer has had on the field, and the degree to which the pioneer’s seminal work(s) are identified and discussed.

IX. A. This is a fluid schedule and may change according to class needs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Activities</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12/2012</td>
<td>Introduction to Course Syllabus Review Overview of Multicultural Counseling &amp; Competencies Introduction to ethical mandates related to diversity - ACA Code of ethics *Human Trafficking Symposium - Del Mar Library 8:00 am – 3:30 pm</td>
<td>Blackboard Readings</td>
</tr>
<tr>
<td>1/19/2012</td>
<td>Awareness: History of Mental Health Profession Toward Culture</td>
<td>Text: Chap 1</td>
</tr>
<tr>
<td>1/26/2012</td>
<td>Field Work (No Class) RGVCA Conference – South Padre Island</td>
<td>Discussion Questions via Blackboard</td>
</tr>
<tr>
<td>2/2/2012</td>
<td>Awareness: History of Mental Health Profession Toward Culture</td>
<td>Text: Chap 2</td>
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</table>

Handout: The Social Construction of Race (Pope-Davis & Liu); Multicultural

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<table>
<thead>
<tr>
<th>Date</th>
<th>Awareness</th>
<th>Handout</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/9/2012</td>
<td>Self-Assessment</td>
<td>DUE: Cultural Autobiography</td>
<td>3</td>
</tr>
<tr>
<td>2/16/2012</td>
<td>Acculturation; Microaggressions</td>
<td>Handout: Microaggressions; Impact of Acculturation and Moderator Variables on the Intervention and Treatment of Ethnic Groups (Aponte &amp; Barnes)</td>
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<tr>
<td>2/23/2012</td>
<td>Identity Development</td>
<td>Text: Chap 4</td>
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<td></td>
<td>DUE: Film Analysis</td>
<td>Handout: Minority Identity Development Models, White Identity Models (Sue &amp; Sue)</td>
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<tr>
<td>3/1/2012</td>
<td>Specific Cultural Groups</td>
<td>Text: Chap 5</td>
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<td></td>
<td>History of Ethnic Minority Psychology</td>
<td>Handout: Religion/Spirituality in Multicultural Groups</td>
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<td>3/8/2012</td>
<td>Field Work (No Class)</td>
<td>Discussion Questions</td>
<td></td>
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<tr>
<td></td>
<td>DUE: Book Analysis</td>
<td>Submit assignment via Blackboard</td>
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<tr>
<td>3/15/2012</td>
<td>Spring Break</td>
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<td></td>
<td>ACA CONFERENCE – SAN FRANCISCO</td>
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<tr>
<td>3/29/2012</td>
<td>Intersecting Groups and Issues</td>
<td>Handout: Counseling Individuals of Multiracial Descent, Counseling Individuals with Disabilities (Sue &amp; Sue)</td>
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<tr>
<td></td>
<td>DUE: Cross Cultural Presentations</td>
<td>Discussion Question via Blackboard</td>
<td></td>
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<tr>
<td>4/5/2012</td>
<td>Field Work (No Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/12/2012</td>
<td>Intersecting Groups and Issues</td>
<td>Handout: TBA</td>
<td></td>
</tr>
<tr>
<td>4/19/2012</td>
<td>Culturally Responsive Counseling</td>
<td>Text: Chap 9</td>
<td></td>
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<tr>
<td></td>
<td>Multicultural Theories Approaches</td>
<td>Handout: MC emerging theories; Biracial</td>
<td></td>
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<tr>
<td></td>
<td>DUE: Cross Cultural Presentations</td>
<td>Stregths</td>
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<tr>
<td>4/26/2012</td>
<td>Integration: Assessment &amp; Ethics revisited</td>
<td>Text: Chap 6 &amp; 8</td>
<td></td>
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<tr>
<td></td>
<td>DUE: Cross Cultural Presentations</td>
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</tbody>
</table>
This is a fluid syllabus and may be adjusted as time goes on according to our class needs. I am looking forward to an exciting and challenging semester with you!!

March 30, Friday - Last day to drop a class
April 30, Monday - Last day to withdraw from the University
May 2, Wednesday - Reading Day
May 12, Saturday - Spring Commencement

B. Class Policies
1. All cell phones must be turned off and remain off during class. Personal computers are not allowed in class.
2. Students are expected to attend and participate in every class session unless there is a valid emergency/reason. Promptness is expected, as is staying for the entire class. Inform the instructor about legitimate reasons for missing class. More than two absences will result in the lowering of a letter grade. More than 3 lapses in punctuality will be equivalent to an absence. Any excused absence is left to the discretion of the instructor.
3. All assignments should be typed using APA format and Times New Roman, 12-point font. No handwritten work will be accepted.
4. It is the responsibility of the student to schedule a meeting with the instructor when there are concerns about course work or student progress.
5. Students are expected to notify the professor if an unavoidable absence is required and he/she should consult with small group members about class notes, handouts, and/or exercises.
6. Students are expected to consult Blackboard to prepare assignments ahead of time to avoid a late penalty. All late assignments will receive a ten-percent late penalty and will not be accepted after the second day.

Students enrolled in the Counseling and Educational Psychology Department must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the current ACA Code of Ethics and any other codes of ethics of relevant professional associations as well as the State of Texas. A student’s acceptance in the Counseling and Educational Psychology Department does not guarantee professional fitness, which is required to remain in the program. At any time, if a student does not seem professionally fit, he/she may be referred to a faculty review committee to discuss the student’s needs. In accordance with departmental goals and standards, students are expected to exhibit:

- an attitude that respects individual uniqueness and potential growth and development of all individuals;

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• personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law; awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society;
• productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others;
• a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity; and
• a commitment to participation in professional organizations and production and presentation of scholarly papers and publications.

Students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in no credit for the work in question.

• Students please consult with professor before deciding to drop a class. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check for the last day to drop a class with an automatic grade of “W” this term.

X. Textbook

The textbook adopted for this course is


XI. Bibliography

The knowledge base that supports course content includes but is not limited to:


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XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

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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 disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.