COUN 6313.01R Syllabus

Personal Growth

INSTRUCTOR NAME: Eunice Lerma, Ph.D., LPC-S, CSC
TERM: FALL 2017
TELEPHONE NUMBER: 956-882-5850
EMAIL: eunice.lerma@utrgv.edu
MEETING TIMES AND LOCATION: Wednesday 7:20 p.m. - 9:50 p.m.
OFFICE LOCATION: LHSB 1.316 (BROWNSVILLE CAMPUS)
OFFICE HOURS: By Appointment

Required Texts:


Course Description and Prerequisites
The course facilitates the personal/social development of the counselor through self-understanding (intrapersonal) and understanding of self and others (interpersonal). Knowledge, skills, and attitudes necessary for effective human relationships and for creating a climate of mutual respect in systems will be emphasized.

This course has been deemed suitable by the UTRGV Counseling and Guidance Department for hybrid (i.e. part in-class, part-online) presentation. If the instructor opts to employ a hybrid model, the following minimal mandatory interactive features will comprise part of the online component:

- Student-to-student interaction through the use of discussion forums for posting of assignments with subsequent peer review.
- Instructor-to-student interaction through public posting of assignments with subsequent instructor feedback.
- Wikis for student collaboration in the creation of assignments that can be monitored for participation by the instructor.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Other features of UTRGV’s learning management system, which may facilitate collaboration in the creation of assignments, will be made available in every online course shell to students, but not required. These include an open question-and-answer forum, chat, and videoconferencing.

**Prerequisite:** N/A

**Rationale:**
This course is designed to implement personal/social development in the counselor through knowledge, skills, attitudes, and experiences that promote cognitive, attitudinal and/or behavioral change for more effective living and helping.

**Learning Objectives/Outcomes for the Course**

**CACREP Common Core (K)** – This course is designed to meet CACREP standards and enable students to demonstrate knowledge of the following:

- **K.2.b** Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- **K.2.c** Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- **K.3.a** Theories of individual and family development and transitions across the life-span;
- **K.3.b** Theories of learning and personality development;
- **K.3.c** Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- **K.3.d** Strategies for facilitating optimum development over the life-span;

**CACREP School Counseling (SC)** – This course is designed to meet CACREP SC Standards and enable students to demonstrate knowledge of the following:

- **SC.A.9** Knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
SC.A.11 Ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).

SC.C.2.a Individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;

SC.C.2.d Issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide).

**CACREP Community Counseling (CC)**—This course is designed to meet CACREP CC Standards and enable students to demonstrate knowledge of the following:

CC.C.1 Typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;

CC.C.4 Principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;

CC.C.7 Application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling including the use of crisis intervention, and brief, intermediate, and long-term approaches.

**NCATE Standards**—This course is designed to meet NCATE Standards and enable students to demonstrate knowledge of the following: Interculturalism, inquiry, pedagogical leadership, and interrelatedness.

**TExES Competencies**

**Competencies covered throughout this program:**

*Competency 001 (Human Development)*

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all 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.

**Competency 003 (Factors Affecting Students)**

The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

**Competency 004 (Program Management)**

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students’ success.

**Competency 005 (Developmental Guidance Program)**

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

**Competency 006 (Counseling)**

The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 007 (Assessment)**

The school counselor understands principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 008 (Collaboration with Families)**

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community)**

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism)**

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.
Texas Education Agency (TEA) Standards—This course is designed to meet the following TEA Standards:

Standard I: Learner-Center Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(2) Counseling and consultation theories and practices
(6) Environmental, social, and cultural factors that affect learners’ development and the relevance of those factors to guidance and counseling programs
(13) Counseling-related research techniques and practices

Standard III: Learner-Centered Process—The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth. The certified school counselor must:

(2) facilitate learners’ ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information

Standard IV: Learner-Center Equity and Excellence for ALL Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

(1) Understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners.

Standard V: Learner-Center Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(1) Demonstrate effective communication through oral, written, and nonverbal expressions

Standard VI: Learner-Center Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

(1) Use reflection, self-assessment, and interaction with colleagues to promote personal professional development.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
(2) Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth.

Alignment of Course Objectives to National and State Standards
*The table below should include alignment to standards relevant to the program. The columns below are used as examples. *Please keep in mind that candidates in initial programs must demonstrate competence in the 4 categories of the InTASC standards.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOS</th>
<th>TEXAS TEACHER EDUCATOR STANDARDS</th>
<th>INTASC CATEGORIES</th>
<th>CAEP STANDARDS</th>
<th>ISTE</th>
<th>DISCIPLINE/SPA OTHER REQUIRED STANDARDS</th>
</tr>
</thead>
</table>

Course Technology
To participate in this reduced-seating course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Technical Knowledge Requirements
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

System Requirements/Software
- Mozilla’s Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

List other tools, resources, and materials needed by the student for success in the course.

Technical Assistance
If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
• Submit a Blackboard Help Ticket
• Help Contact Information (UTRGV’s Blackboard Support):

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rusteberg Hall Room 108</td>
<td>Location: Education Building Room</td>
</tr>
<tr>
<td>Phone: 956-882-6697 or 956-882-6792</td>
<td>2.202</td>
</tr>
<tr>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
<td>Phone: 956-665-5327</td>
</tr>
<tr>
<td>Friday: 7:30 AM – 6:00PM</td>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
</tr>
<tr>
<td></td>
<td>Friday: 7:30 AM – 6:00PM</td>
</tr>
</tbody>
</table>

PROGRAM REQUIREMENTS

• Students must attend one seminar from the C & G Faculty Seminar Series offerings for this semester. Students may attend more than one seminar; however, only one is required per semester regardless of the number of hours they are enrolled. Seminar dates TBA.

  A. Students must turn in a one-page reflection paper based on their seminar experience.

• Students must read one book from the UTRGV Counseling and Guidance Program reading list. Students may read more than one book on the list each semester; however, only one is required per semester regardless of the number of hours they are enrolled.

  A. Students must turn in a one-page reflection paper based on the book they read.

• Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. Confidentiality also applies to all issues or comments made in the classroom. **Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling and Guidance program faculty, including dismissal from the program.**

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
COURSE REQUIREMENTS

1. Quizzes
2. Experiential Activities/Journaling/Class sharing
3. Posting of responses to 11 Core Questions with peer reviews (2 for each)
4. Individual Counseling Sessions and Reaction Paper

Course Requirement Description plus CACREP, NCATE, and TEA Standards:

1. Quizzes
   The quizzes (posted on Blackboard) are meant to assess your knowledge and understanding from the assigned readings. The quizzes will be over the assigned chapter readings from the textbook, supplemental readings, and material handed out in class. Quiz format will be multiple choice. The quizzes will not be cumulative. You can take each quiz twice, with the higher score serving as your final grade.

   CACREP Standards: K.2.c, K.3.a, K.3.b, K.3.c, K.3.d, SC.A.9, SC.C.2.a, SC.C.2.d, CC.C.1, CC.C.4
   NCATE Standards: Interculturalism, inquiry, pedagogical leadership, and interrelatedness.
   TEA Standards: I.2, I.6, I.13, IV.1

2. Participation, including experiential activities/journaling/class sharing.
   Students are expected to actively participate in class discussions including: Blackboard discussions, peer observations, and in-class sharing and group exercises. This component will include:
   - Participating in a 15-minute daily practice of meditation/prayer/mindfulness.
   - Keeping a journal in which you record
     - nighttime dreams that you recall,
     - reactions to your meditation/prayer/mindfulness practice,
     - personal thoughts and feelings relating to the course topics.
   - Sharing Excerpts of your journal in the discussion forum and in class
   - Posting responses (1) to your classmates’ excerpts per week

3. Posting Responses to 11 Core Questions, with peer reviews (2)
   - Responding to 11 Core Questions on the course discussion board. These responses will be short (300 word) essays that you will post for peer review and feedback.
• Providing feedback to your two of your classmates’ Core Question postings.

_Due to the nature of the course, absolutely no recording is allowed. All cell phones, IPads, tablets, etc., must be turned off during class. For emergency cases or other important situations, see your instructor before class begins. Use of laptops must be limited to class-related activities. Please do not use laptops for e-mail, to check social media, to complete assignments, etc., during class. All of the aforementioned expectations will be reflected in your Counseling Demonstrations/ Experiential Activities/Presentation grade._

Professionalism can best be described as the ability to manage your emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p.34).

_CACREP Standards: K.2.b, K.3.a, K.3.b, K.3.c, SC.A.9, SC.A.11, SC.C.2.d, CC.C.1, CC.C.4_

_NCATE Standards: Interculturalism, inquiry, pedagogical leadership, and interrelatedness._

_TEA Standards: I.2, I.6, I.13, IV.1, V.1, VI.1_

4. **Individual Counseling Sessions and Reaction Paper**

Students are required to attend a minimum of five, one-hour, counseling sessions for the purpose of personal growth. You may complete this assignment via the University Counseling and Psychological Services center (no fees are required) or your own chosen Licensed Professional Counselor (LPC; fees may be required). You will be given a form that your counselor must sign verifying completion of this requirement. The content of your sessions will not be requested or discussed. Rather, inquiry about your attendance and participation in the process will be sought.

Your counseling sessions should be relevant to genuine concerns that enable you to increase your self-awareness.
You will need to document and submit the dates, time, and location of your sessions. Students are required to space sessions throughout the semester (e.g., one session every other week). Doubling up of sessions (e.g., 2 sessions within a one week time frame) is not recommended. Attendance, cancellation, or doubling up of sessions will be reflected in the Individual Counseling Session grade. If there are any conflicts of interest or concerns related to this assignment, please bring this to my attention as soon as possible.

After completion of the 5 sessions, you will be required to write a reaction paper to your counseling experience (e.g., initial reaction to assignment, experience in personal counseling, and what you’ve learned/gained as a result of the counseling experience).

**CACREP Standards:** K.2.b, K.2.c, K.3.c, K.3.d, SC.A.9, SC.C.2.a, CC.C.7
**NCATE Standards:** Interculturalism, inquiry, pedagogical leadership, and interrelatedness.
**TEA Standards:** I.6, I.13, V.1, VI.1, VI.2

5. **In-Class Activities:** Students are expected to participate and engage during class. This 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.

Attendance and punctuality are mandatory and the responsibility of the student. More than one absence 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.

All assignments should be typed. No handwritten work will be accepted. No late work will be accepted unless arrangements are made with the instructor.

**Means of Assessment**—Grades will be determined according to the student’s performance on the requirements for this course. The grading system will be based on the following weight distribution with a possible total of 100%. The grading system will be based on the UTRGV Grading System Policies and Procedures. The final grade will be based on the following requirements:

**Legend**
**CACREP Standard:** K=Common Core; SC=School Counseling; CC=Community Counseling
<table>
<thead>
<tr>
<th>Activity</th>
<th>CACREP Outcomes Assessed</th>
<th>Texas Education Agency Standards Assessed</th>
<th>NCATE Standards</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>K.2.c, K.3.a, K.3.b, K.3.c, K.3.d, SC.A.9, SC.C.2.a, SC.C.2.d, CC.C.1, CC.C.4</td>
<td>I.2, I.6, I.13, IV.1</td>
<td>Interculturalism, inquiry, pedagogical leadership, and interrelatedness.</td>
<td>40%</td>
</tr>
<tr>
<td>Experiential Participation, including:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Daily meditation/mindfulness or prayer practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Maintaining personal journal on Blackboard, which will include any dreams recalled; two entries per week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Posting of journal excerpt (1 wk)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Posting of comment to a classmate’s weekly excerpts</td>
<td>K.2.b, K.3.a, K.3.b, K.3.c, SC.A.9, SC.A.11, SC.C.2.d, CC.C.1, CC.C.4</td>
<td>I.2, I.6, I.13, IV.1, V.1, VI.1</td>
<td>Interculturalism, inquiry, pedagogical leadership, and interrelatedness.</td>
<td>20%</td>
</tr>
<tr>
<td>Posting of Responses to 11 Core Questions Peer reviews of Core Question postings</td>
<td>K.2.b, K.3.a, K.3.b, K.3.c, SC.A.9, SC.A.11, SC.C.2.d, CC.C.1, CC.C.4</td>
<td>I.2, I.6, I.13, IV.1, V.1, VI.1</td>
<td>Interculturalism, inquiry, pedagogical leadership, and interrelatedness.</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Counseling Counseling Sessions and Reaction Paper</td>
<td>K.2.b, K.2.c, K.3.c, K.3.d, SC.A.9, SC.C.2.a, CC.C.7</td>
<td>I.6, I.13, V.1, VI.1, VI.2</td>
<td>Interculturalism, inquiry, pedagogical leadership, and interrelatedness.</td>
<td>20%</td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Methods of Course Instruction
Clinical experience (simulation, video exercises, and case studies)
Supervision (group and individual/triadic)
Field experience (on-the-job training)
Traditional experiences (group discussion and demonstrations)

OTHER COURSE AND PROGRAM POLICIES

_class Participation:_
Students are expected to attend, participate and engage in **ALL** classes. This includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. **Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade.** 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.

makes up Policy: The student should, if possible, make arrangements in advance for make-up work. If advance notice is not possible, arrangements can be made with the instructor for make-up work, provided the absence is explained and legitimate, i.e. sickness, death in family, etc. Late submissions without legitimate excuses will not receive full credit; each assignment will drop 5 points for each day it is late. Make-up work will only be considered on a one to one basis with communication with the instructor.

Written Assignments:
All written assignments must be done according to APA guidelines. The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. If you struggle with your writing, I strongly encourage the use of the writing center on campus. (Grade will reflect writing style.)
Student Responsibility:

The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling & Guidance. The student is also responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

Students’ Academic Responsibilities

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments by reading assigned material before class and turn in required assignments on time. Students should give themselves plenty of time to study for exams beforehand; cramming the day of or the night before is not recommended.

Student Professionalism

Professionalism can best be described as the ability to manage your emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p.34). Students are expected to exercise professionalism at all times.

Evaluation of your coursework may be affected by unprofessional behavior (e.g., cheating, plagiarism, breaking confidentiality, unwillingness to work with peers, consistently not being prepared for class, excessive tardies/absences, and/or other related behaviors). The consequences of these behaviors may range from (but not limited to) a simple reprimand to DF grade, a failing final grade, being dropped from the course, or my recommendation to be dropped from the Counseling and Guidance Program.

Confidentiality

Confidentiality will strictly be enforced. You will be expected to observe this ethical standard by not sharing any information of a personal nature shared in class with anyone outside of class. Breach of this ethical standard will constitute basis for dismissal from the Guidance and Counseling program with a grade of F in the course.
Due to the nature of the course, absolutely no recording is allowed. All cell phones, IPads, tablets, etc., must be turned off during class. For emergency cases or other important situations, see your instructor before class begins. Use of laptops must be limited to class-related activities. Please do not use laptops for e-mail, to check social media, to complete assignments, etc. during class.

**Dual Relationships**

In the process of this course, you may experience significant self-reflection that could result in the emergence of unresolved personal conflict. There are times when the discussions, assignments, and activities in counseling psychology programs appear very similar to personal therapeutic opportunities; however, this course is intended for academic purposes only. It is not a therapeutic environment for you personally. Although the faculty are available to help you formulate plans to address any personal issues that unexpectedly emerge as a result of this very introspective process and to support you in enacting your plan, please be aware that they are not available to facilitate a therapeutic experience for you, as it would introduce an inappropriate and unethical dual role for them to engage in a personal therapeutic process with students. Faculty is here to facilitate an academic experience. You are encouraged to develop a plan that allows you to address personal issues that may arise for you as a result of this process, and you will be encouraged to activate this plan if needed. Also, please be aware of the Counseling and Psychological Services, which are available through UTRGV. You can contact Counseling and Psychological Services by calling 956-665-2574. We engage in these activities to teach, but do not offer support through the Counseling and Psychological Services Division.

**Work Format**

*All work* submitted must be typed. Work should be double-spaced, with a 12-point Times New Roman font. The APA Publication Manual (6th ed.) is a recommended textbook for this class. APA format is required. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade.

**Class Participation and Attendance:**

Students are expected to participate and engage during class. This includes, but is not limited
to, participating in in-class assignments, group discussions, peer observations, and group exercises. Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade. Participation is also measured in attendance & punctuality to class and individual supervision meetings with instructor and designated clinic supervisor. 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.

Attendance Policy:

Prompt and regular attendance is mandatory. The student may be asked to drop the class after one absence. Multiple tardies of fifteen (15) minutes or more will also be considered an absence. Students leaving early before class is dismissed will also be considered absent. Should the student be allowed to remain in class after one absence because of extenuating circumstances, five (5) points will be taken off the final course grade for each additional absence after the first absence(includes leaving early before class is dismissed). Two (2) points will be taken off for each tardy less than15 minutes and five (5) points for tardies 15 minutes or more.


Make-up Policy:

The student should, if possible, make arrangements in advance for make-up work. If advance notice is not possible, arrangements can be made with the instructor for make-up work provided the absence is explained and legitimate, i. e. sickness, death in family, etc. Anyone who is absent whenever materials are distributed in class must make arrangements to pick up these materials at the instructor’s office. Point deduction may be applied to assignments turned in late. Make-up work will only be considered on a one to one basis with communication with the instructor.

Student Responsibility:

The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog he/she is following for the M.Ed. Degree in Counseling & Guidance. The student is also responsible for becoming familiar with

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 15
any certification and licensure requirements, application processes and deadlines that apply to him/her.

**Grading Policies**

State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>Excellent</td>
<td>4 grade points per hour</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Good</td>
<td>3 grade points per hour</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Satisfactory</td>
<td>2 grade points per hour</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Below Average</td>
<td>1 grade point per hour - may not be assigned in graduate classes</td>
</tr>
<tr>
<td>F 59% and below</td>
<td>Failure</td>
<td>0 grade points per hour</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>not considered in calculating grade points or attempted hours; for remedial courses only</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>not considered in calculating grade points or attempted hours; however, hours are counted in total earned hours</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
<tr>
<td>DR</td>
<td>Course Dropped</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
</tbody>
</table>
This syllabus subject to change in order to better meet course objectives per discretion of instructor. 17
person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Calendar of Activities
The UTRGV academic calendar can be found at [https://my.utrgv.edu/home](https://my.utrgv.edu/home) at the bottom of the screen, prior to login. Some important dates for Fall 2017 include:
- **August 28**: First day of classes
- **August 31**: Last day to add a course or register for fall 2017
- **September 4**: Labor Day - NO classes
- **November 15**: Last day to drop a course; will count toward the 6-drop rule
- **November 23 – 26**: Thanksgiving Holiday - NO classes
- **December 6**: Last day of classes
- **December 7**: Study Day - NO class
- **December 8-14**: Fall 2017 Final Exams
- **December 15-16**: Commencement Ceremonies

Required Reading List for Graduate Students in Counseling & Guidance Program
This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list.

As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,

Counseling & Guidance Faculty


TENTATIVE COURSE TOPICS, CALENDAR OF ACTIVITIES, ASSIGNMENTS, TEST DATES

*TBA