COUN 6344 Syllabus
School Counseling

TERM: 2017 SPRING
MEETING TIMES: TUESDAYS 4:40 – 7:10 PM
CLASS LOCATION: MAIN 1.224
INSTRUCTOR NAME: SELMA YZNAGA, PhD
TELEPHONE NUMBER: 956-882-7855
EMAIL: SELMA.YZNAGA@UTRGV.EDU
OFFICE LOCATION: MAIN 2.200Q
OFFICE HOURS: BY APPOINTMENT*

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Response Time: Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update the online grades each time a grading session has been complete—typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

TEXTBOOK AND/OR RESOURCE MATERIAL

Required Text:


Recommended Texts:

Note: If you buy the 2009 edition, make sure you buy the Second Printing, which is the corrected version. Check the copyright page, opposite the Table of Contents. If it is a second printing, the second paragraph will read “Second printing: August 2009.”

Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:
Passing the CPCE is graduation requirement, and may initially be attempted during COUN 6365 Practicum I. In Brownsville, the CPCE is scheduled for the second Saturday in November and the second Saturday in April. The CPCE is scheduled at both campuses the third Saturday in July. Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt. Make plans accordingly.


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

Course Description
Students will learn the essential roles and responsibilities of school counselors as they relate to planning, implementation, and evaluation of developmental school counseling and guidance programs. Students will learn research-based and best practices in school counseling. Ethical, legal, and multicultural issues will be emphasized.

Rationale
This course is designed to examine the concept of comprehensive and integrated school counseling services as it applies to present and future counselors facing the challenge of defining their school counselor roles in the 21st century.

Course Topics
Course topics include counseling skills; case conceptualization; record keeping; legal and ethical issues American Counseling Association (ACA) Code of Ethics; Texas Education Agency (TEA) school counselors standards and program development; collaboration techniques; special issues/topics; and designing, implementing, and evaluating courses/programs for clients/students, using the American School Counselor Association (ASCA) National Model, current school counseling issues.

Instructional Methods and Activities
Most didactic material in the course will be covered by traditional experiences which include lecture, class discussion, demonstration, and experiential activities. Student self-exploration, self-disclosure, and collaboration with peers will be integral for this course. Field experience and Blackboard may be utilized.

Prerequisites
6310-Introduction to Guidance and Counseling
6313-Personal/Social Development of the Counselor
6327- Counseling Theories Methods and Techniques I, and
6328-Counseling Theories Methods and Techniques II

STUDENT LEARNING OBJECTIVES

1. Counseling students will know essential facts regarding history and development of school counseling; models of school counseling programs including career, collaboration, consultation, and assessment as evidence by successful completion of exams and critical incident report. Students will learn self-care strategies appropriate to the counselor role.

2. Counseling students will describe roles of school counselors as; leaders, advocates, and systemic change agents, consultants, college and career readiness, school leaders, and crisis as evidenced by successful completion of volunteer observations and reflections.
3. Counseling students will know community resources, legislation and government policy, professional organizations, preparation standards, and credentials relevant to the practice of school counseling to advocate for students by successful completion of school counseling program and presentation.

4. Counseling graduate students will demonstrate knowledge and understanding of all components of school counseling programs through development of a comprehensive school counseling guidance program design and evaluation plan.

ALIGNMENT OF PROGRAM LEARNING OBJECTIVES TO NATIONAL AND STATE STANDARDS

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOS</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
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<tbody>
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<td>5.G.1.B 5.G.1.C 5.G.1.D 5.G.1.E</td>
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Legend: CACREP Standard: F=Common Core; SC=School Counseling; CMH=Clinical Mental Health Counseling
COURSE TECHNOLOGY

Tools
- E-mail
- Blackboard/WebCT

System Requirements
- 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

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.
- Ability to use different presentation tools (e.g., Animoto, Historypin, Prezi, etc.)

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>
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<tbody>
<tr>
<td>Location: Rusteberg Hall Room 108</td>
<td>Location: Education Building Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6697 or 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
<tr>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
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<tr>
<td>Friday: 7:30 AM – 6:00PM</td>
<td>Friday: 7:30 AM – 6:00PM</td>
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MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

1. Comprehensive Developmental School Counseling and Guidance Program
   Students will work in groups (3-4 students maximum) to develop a comprehensive developmental school counseling and guidance program for a school district. An electronic copy will be submitted on Blackboard and must include components as described in the TEA Comprehensive Developmental Model and ASCA National Model. The group project will be presented in class. Existing district comprehensive developmental school & guidance counseling programs may be used as an example but may not be duplicated.

2. School-Based Observation/Participation
   Each student is required to complete a minimum of ten hours at 3-4 schools (elementary, middle school, high school, alternative school, other approved sites). The student will observe (3 hours) and lead and/or collaborate with the school counselor in a combination (7 hours) of the following professional activities conducted by a professional school counselor:
   - **Guidance Curriculum**
     - Guidance Presentations (collaborative only)
   - **Responsive Services**
     - Individual/Group Counseling (collaborative only)

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Students must have at least one activity from each of the four components.

Students are responsible for contacting potential school sites and seeking approval to conduct their hours. All required documentation must be completed before initiating the school-based observation/participation hours, including:

- Documentation of professional liability insurance
- Site supervisor and student agreement

Each student is responsible for maintaining a well-organized system for filing logs and documentation for each counseling observation/activity. Logs should always be up to date and legible.

It is recommended that your site supervisor be with the counseling student during all observation/participation activities. Site supervisors must be available for any emergency situation.

Student counselors must adhere to procedures for permission, criminal background checks, record keeping, social-media sites, dress code, and limits of confidentiality set by the school district and school campus at which they complete hours. If you are a teacher at your site, you are not to service current or former students in your classroom to avoid dual relationships.

Assessment will take into account:

- Completion of ten hours at an approved school setting
- Record keeping (logs)
- Varied experiences
- Site supervisor evaluation
- Timely completion of hours (e.g., spread out over time and not conducted all within a week’s time)

3. Reflections of School-Based Observation/Participation

Students will submit a report that includes the following:

- School
- School District
- Counselor and Title
- Address
- Phone Number
- Counselor’s Role/Population Served
- Log of Activities Signed by the School Counselor

Indicate the component under which each activity would be categorized using the TEA Model Developmental Program and describe the extent of your involvement in each activity. You must have at least one activity from each of the four components. Include a one-page summary/reflection of each of the visits to the school sites with special perspectives or insights gained as a result of participating in these activities.

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4. **Mid-term and Final Exams**  
The exams are designed to assess your knowledge and understanding of the assigned readings. The exams will cover the assigned chapter readings from the textbook, supplemental readings (e.g., TExES and NSCE School Counseling Competencies), and material handed out or discussed in class. Exam format will be multiple choice. The exams will not be cumulative.

5. **Active Participation**  
Students are expected to attend, participate, and engage in all classes, including activities presented on Blackboard. This requirement 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. Class preparation, timely submission of assignments, active participation in course activities, demonstration of professional decorum, and support of peers are integral to your professional development and will be reflected in this Active Participation grade.

You will have the opportunity to earn up to 8 points every class meeting. By the same token, points will be deducted from your overall participation grade for tardiness (-4 to -8 points/tardy), more than one excused/unexcused absence (-15 points or more), and unprofessional behavior (i.e. lack of participation with specific classmates, late work, not bringing material/books to class, etc., -15 points or more).

**Class Counseling Demonstrations**  
You will be given an opportunity to practice and demonstrate basic counseling skills (e.g., invitational skills—body position, eye contact, voice tone, affirmation; opening skills—minimal encouragers, open-ended questions, close ended questions; reflective skills—paraphrasing, reflecting feeling) during the semester.

**Experiential Counseling Activities**  
You will also have an opportunities to participate in experiential activities during class time.

**Presentations**  
You will have numerous opportunities to present information/insight to the class. It is expected that you will take advantage of these opportunities to share with your classmates.

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**EVALUATION & GRADING**

**Means of Assessment**—Grades will be determined according to the student’s performance on the requirements for this course. The grade earned will be based on the following weight distribution with a possible total of 100%.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>CACREP Outcomes Assessed</th>
<th>TEA Standards Assessed</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
</table>

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3. Reflections of School-Based Observation/Participation 2.F.1.b., 2.F.1.d, 5.G.2.a, 5.G.2.b., 5.G.2.b., 5.G.2.j., 1.5, 1.6, 1.8, 1.11, 1.12, 1.13, IV.1, V.1, VI.1 10%

4. Mid-term and Final Exams 5.G.1.a, 5.G.1.b., 5.G.1.d., 5.G.1.e, 1.1, 1.2, 1.5, 1.6, 1.8, 1.11, 1.12, 1.13, IV.1, IV.3, VI.3 30%

5. Active Participation 2.F.1.f. 1.1, 1.2, 1.5, 1.6, 1.8, 1.11, 1.12, 1.13, IV.1, V.1, VI.1 10%

Legend: CACREP Standard: F=Common Core; SC=School Counseling; CMH=Clinical Mental Health Counseling

You can convert each of these sections into points by averaging the grades you received per section and multiplying that average by the assigned percentage. Then, add all points to determine final grade; for example, if you received a 90, 85, 80, and 95 on your pop quizzes, the average of these four grades would be an 88. You’ll then multiply 88 by .40, which results in 35.2 points out of a possible 40. Do the same for all sections.

UTRGV GRADING SCALE

Your grade will be determined by the successful completion of the course requirements and the above criteria. UTRGV uses straight letter grades (A, B, C, F).

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Please Note:</th>
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<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>89%-80%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>79%-70%</td>
<td>Any course in the Counseling Program for which a grade of C is earned must be repeated.</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>The UTRGV Graduate College does not permit the grade of “D.”</td>
</tr>
<tr>
<td>F</td>
<td>69%-0%</td>
<td>A grade of “F” results in automatic expulsion from the University as per UTRGV Graduate College.</td>
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COURSE POLICIES

Attendance Policy and Class Participation

Students are expected to attend, participate and engage in all classes. This includes, but is not limited to, participating in class activities, 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.

You are allowed one absence in this class. Each absence thereafter, for whatever reason, will result in five points off your final grade. Please ensure that you have child care, back-up childcare, a reliable car and back-up carpool system, and plan for work-related absences, e.g., faculty meetings or Open House. Absences should be reported via e-mail to the instructor.

Class begins at 4:40 pm and ends at 7:10 pm. If you are not in attendance during these times without prior notification to the instructor, you will be considered absent. It is your responsibility to inquire about class notes, handouts, and/or exercises.

Make-up Policy

All assignments are expected to be complete and submitted on time in accordance with the due dates. Late papers/projects will not receive full credit. All late assignments will result in point deductions: 1 day late = -10 points, 2 days late = -20 points, 3+ days late = will not be accepted. However, some assignments will not be accepted late, regardless of an excused/unexcused absence. An assignment is considered late if it is not turned in on the due date prior to class.

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No make-up quizzes, nor incomplete (“I”) grades will be given, except in cases that involve specific, emergency, professionally documented circumstances. “I” grades will not be given in lieu of a failing or poor grade.

**Written Assignments**
All written assignments must follow 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 or Calibri 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. (Grades 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.

**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 are not limited to) a verbal reprimand to dismissal from the Counseling and Guidance Program.

**Professional Ethics**
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. TEA Standards: I. 8; VI 3.

**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 UTRGV Counseling Program with a grade of F in the course.

Due to the experiential nature of the course, absolutely no recording is allowed. All cell phones, IPads, tablets, laptops, etc., must be turned off during class. For emergency cases or other important situations, see your instructor before class begins.

**PROGRAM REQUIREMENTS**

**Professional Liability Insurance**
Before students can begin to accumulate direct hours, each student is required to purchase professional liability insurance. I encourage you to do this as soon as possible and bring a copy of your evidence of coverage. YOU WILL NOT BE ABLE TO SEE CLIENTS WITHOUT COVERAGE. There are several companies that offer this. If you are a student member of the American Counseling Association (ACA) then your membership fees automatically covers you and includes all the benefits of being an ACA member (this runs about $70); if you are not a member or are not interested in becoming one you can obtain coverage.
through [http://www.hpso.com/](http://www.hpso.com/) for approximately $29.50 (per year). Should you choose to go through HSPO for coverage click student and either clinical or school counselor.

**C&G Faculty Seminar Series**
Students must attend one seminar from the Counseling 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.

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

**C&G Program Reading List**
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.

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

**TExES Representative**
The TExES Representative is required to be taken prior to the TExES Certification Exam and during EPSY 6368-Practicum I/COUN6365 Counseling Practicum; however, it is not required to pass the exam. Failure to take the TExES Representative prior to EPSY 6369-Practicum II/COUN 6369-Counseling Internship I could result in being dropped from the Practicum II course.

**Counselor Preparation Comprehensive Examination (CPCE)**
As part of the Counseling Program’s exit requirements for graduation, you are required to successfully complete (pass) the program written comprehensive exam. The Counselor Preparation Comprehensive Examination (CPCE) is the exam selected for this requirement. If you are not able to successfully complete this exam during EPSY 6368-Practicum I/COUN6365 Counseling Practicum, you will be given another opportunity during EPSY 6369-Practicum II/COUN 6369-Counseling Internship I.

Remember, you will be given one opportunity during EPSY 6368-Practicum I/COUN6365 Counseling Practicum and one opportunity during EPSY 6369-Practicum II/COUN 6369-Counseling Internship I, if needed. The test date for the fall semester is the third Saturday in September, for the spring semester it is the first Saturday in February, and for the summer semester it is the third Saturday in July. These dates remain constant so please plan accordingly. Specific information will be given in your Practicum course.

Students will need to register through the Testing Center ePay website and pay a registration fee of $20. In addition, students need to bring a $50 money order made payable to CCE on that day along with a valid photo ID. Every student is required to take the CPCE prior to enrolling in EPSY 6369-Practicum II/COUN 6369-Counseling Internship I. Previous course texts and resources contain all necessary review material.

It is important to note that you will not be able to graduate if you do not successfully pass the CPCE exam, even if you have completed all course requirements.

**ADDITIONAL CONSIDERATIONS**

**Syllabus Disclaimer**
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, not covered by the UTRGV or UT Regent Rules, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements may be addressed by students.

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General Tips for Success
- Listen to the lecturer or your classmates during the discussion/lecture.
- Be ready to discuss material from previous classes (e.g. methods and techniques of counseling, human social/emotional/personal development, theories, etc.)
- Give yourself plenty of time to work on assignments in order to ensure timely submission.
- Proof-read and check your written assignments for accuracy prior to submitting.
- Bring materials to class (i.e. books, assignments, projects)
- Exchange phone numbers and e-mail addresses with classmates to clarify any information or attain help, if needed.
- Take one class at a time; time management is key. It can be overwhelming if you try to take it in all at once. Remember there have been MANY individuals before you in your place that have been asked to do what you’re being asked to do. They succeeded in completing the course and you can too.

CEP-16 PROGRAM POLICY
Be advised that the UTRGV College of Education and P-16 Integration conducts ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTB. Please remember that your response to these surveys is critical to UTRGV excellence.

UTRGV UNIVERSITY POLICIES
STUDENTS WITH DISABILITIES
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available.

ATTENDANCE
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another 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.

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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 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 in an environment 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.
Required Reading List for Counseling Graduate Students

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


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