COUN 6370.01 Syllabus

Internship I

<table>
<thead>
<tr>
<th>Term:</th>
<th>2018 Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Times:</td>
<td>Mondays 7:20 – 9:50 pm</td>
</tr>
<tr>
<td>Class Location:</td>
<td>BMAIN 2.514</td>
</tr>
</tbody>
</table>

| Instructor Name:     | Selma Yznaga, PhD |
| Telephone Number:    | Office 956-882-7855  Cell 956-533-5762 |
| Email:               | selma.yznaga@utrgv.edu |
| Office Location:     | Main 2.200Q |
| Office Hours:        | By Appointment* |

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

Textbook and/or Resource Material

Required Text:

Recommended Text:

Course Description and Prerequisites

Course Catalog Description
A study of selected counseling theories and supervised experience in individual, group, and family counseling. Required client contact hours are completed at external internship sites in our community. This course must be taken within last six hours of the program. This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. The internship is a time to build a framework of new professional counseling skills on a foundation of the material learned in the program courses, life experiences, and personal values. It is a time to develop and enhance professional competencies.

Course topics include but are not limited to counseling skills; record keeping; legal and ethical issues; collaboration techniques; suicide assessment and intervention; and designing, implementing, and evaluating courses/programs for clients/students.

Prerequisites:
COUN 6365 and program approval.

Learning Objectives/Outcomes for the Course
Student learning outcomes are directly related to the standards for accreditation and certification, including those set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Texas Education Agency (TEA). Alignment of course objectives to national and state standards can be found in Syllabus Addendum A.

Course Objectives

1. Students will be introduced to the practicum and internship program requirements, and will gain further understanding of the counseling profession related to counseling identity, professional organizations, getting licensed, and...
This syllabus is subject to change in order to better meet course objectives per discretion of instructor.

Revised 01-11-18 SdY

Major Requirements, Demonstration of Mastery and Evaluation

1. Minimum of 300 Hours of Direct and Indirect Counseling
   A. School Counseling Specialization
      i. At least 120 direct hours must be completed in the school setting. Student counselors must adhere to procedures for permission, record keeping, social-media cites, dress code, and limits of confidentiality set by the school district in which they complete practicum hours. Students who are not currently employed by the school district in which they plan to practice must see the instructor for information on the criminal background check and approval for fieldwork. Students completing practicum at their employment site must not service students in their classrooms in order to avoid dual relationships.
      ii. At least 180 hours must consist of indirect counseling services. Up to 25% of indirect hours may be accrued outside of the site. (Note: an overflow of direct hours may count towards indirect hours.)
   B. Clinical Mental Health Counseling Specialization
      i. At least 120 hours of direct counseling must be completed at an approved site in the community. The student is encouraged to seek hours of client contact in community agencies specializing in the student’s field of interest, provided the agency meets requirements for supervision. Students may accrue hours at a second site with special permission from the instructor and approval from the site supervisor. This only applies for external sites that are at the appropriate skill level for internship students.

UTRGV Counseling Program Objectives

5. Counseling graduate students demonstrate knowledge and skills of theories and techniques necessary to engage in an effective and therapeutic helping relationship.
7. Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.
ii. At least 180 hours must consist of indirect counseling services. Up to 25% of indirect hours may be accrued outside of the site. (Note: an overflow of direct hours may count towards indirect hours.)

Note: Prior to participating in any direct counseling hours, students must obtain professional liability insurance. Students will not be allowed to see clients until liability insurance has been secured. Students must also ensure UTRGV Department of Counseling supervision training for site supervisors. Students will not be allowed to accrue direct counseling hours until the supervisor has participated in training.

2. Counseling Tapes
Each student will submit two (2) counseling audio or video tapes which demonstrate skills of individual counseling related to (a) intake/psychosocial history, (b) goal setting, (c) research-based intervention strategies addressing clients’ needs/issues, and/or (d) termination. Informed consent forms must be completed before taping. In addition to the audio/videotape, relevant written materials (case summary, tape transcript, etc., as specified by the instructor) should be included and will be evaluated. Videos may be selected to be reviewed for instructional purposes during group supervision.

3. Supervision
Students must attend weekly individual/triadic supervision sessions with program faculty. Supervision guidelines, roles, and responsibilities will be reviewed in the first supervision session and meeting times will be set the first week of class. Students will present cases for supervision on a bi-weekly schedule or on an as-needed basis. (See format on Blackboard.)

4. Self-Assessment
Students will complete two (2) self-assessments (pre- and post-practicum) using the self-assessment rubric. The purpose of this assessment is to maintain a continued self-evaluation for professional growth; rubrics will be discussed in group supervision.

5. Clinical Portfolio
Students are responsible for maintaining a comprehensive clinical portfolio with the following sections. Portfolios are subject to review at any time by the course instructor. The portfolio will become part of the student’s TEA/CACREP file and will not be returned to the student. Students must make copies of all supervision logs and documentation for future licensing and/or credentialing applications.

The full-credit portfolio will be formatted using an 11" x 8 1/2" pressboard binder with fastener, side bound. In addition, an index tab with a typed label should mark each section below.

1) Title Page
2) Semester Summary Form (Completed & Signed)
3) Documentation of professional liability insurance
4) Practicum/Internship Contracts and Agreements
5) Logs
   a. Excel Weekly Logs Weeks 1-14
   b. Direct Weekly Logs School/Agency
   c. Indirect Weekly Logs School/Agency
   d. Direct Weekly Logs-UTRGV Clinic
   e. Indirect Weekly Logs UTRGV Clinic
6) Supervision Logs
7) School/Agency
8) UTRGV Clinic
9) Group (Class)
10) Pre & Post Self-Assessments
11) Mid-term and Final Evaluations by Site Supervisors

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
12) Evaluation of Site Supervisor
13) Instructor Site Visit Observation/Evaluation with Pre/Post Conference
14) Counseling Skills Scale (CSS) for Videos
15) LPC documentation forms

6. Program Requirements
Students in the Counseling master’s program are required to attend a faculty seminar each semester and write a 1-2 page reflection paper on how they might incorporate their learning into their personal or professional future. Faculty seminars are announced each semester with multiple offerings to accommodate student schedules.

All students in the program are also required to read one book from the department reading list (see below) and write a 1-2 page reflection paper.

EVALUATION & GRADING

Means of Assessment The grade earned will be based on the following weight distribution with a possible total of 100%:

<table>
<thead>
<tr>
<th>Course SLOs</th>
<th>Program SLOs</th>
<th>CACREP</th>
<th>TEA Standards</th>
<th>TExES Competency</th>
<th>Course Weight</th>
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</thead>
<tbody>
<tr>
<td>120 Hours of Direct Counseling</td>
<td>5</td>
<td>CMCH</td>
<td>SC</td>
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<td>20%</td>
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<td>5.C.3.a,b</td>
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<td>180 Hours of Indirect Counseling</td>
<td>5</td>
<td>SC</td>
<td>V.1</td>
<td>008</td>
<td>10%</td>
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<td>Group Supervision &amp; Case Conceptualization</td>
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<tr>
<td>Counseling Tapes/Transcription</td>
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<td>Self-Assessment</td>
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<td>VI.1</td>
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<tr>
<td>Clinical Portfolio</td>
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<td>2.F.1.a</td>
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<td>10%</td>
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<td>5.G.2.f</td>
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**DEPARTMENT OF COUNSELING**

### Course SLOs

<table>
<thead>
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<th>CACREP</th>
<th>TEA Standards</th>
<th>TExES Competency</th>
<th>Course Weight</th>
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</thead>
<tbody>
<tr>
<td>Program Requirements/Professionalism/Engagement</td>
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<td>SC</td>
<td>VI.2</td>
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**UTRGV GRADING SCALE**

The grade for this course 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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</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
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</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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</tbody>
</table>

**COURSE TECHNOLOGY**

**Tools**

- E-mail
- Blackboard/WebCT
- Quizlet
- Kahoot
- Poll Everywhere
- Zoom
- Wheel Decide
- Random Lists

**System Requirements**

- Internet Browser
  - Mozilla’s Firefox (latest version; Macintosh or Windows)
  - Microsoft Explorer
  - 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**

- Students 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 technical assistance is needed at any time during the course or to report a problem with Blackboard students can:

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• 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 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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COURSE POLICIES

Attendance Policy and Class Participation
Students are expected to attend, participate and engage in all classes and supervision. This includes, but is not limited to, participating in class activities, group discussions, peer observations, and group exercises. Attendance and assignments of the Counseling Faculty Seminar Series and reading list will be included in the participation grade (only applies to Fall and Spring courses). 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.

Starting and ending times for classes are published in the course schedule, and students who register for courses commit to the posted start and end times. Students not in attendance during these times without prior notification to the instructor will lose class participation points. It is the student’s responsibility to inquire about class notes, handouts, and/or exercises.

Tech Breaks: A 15 minute break is scheduled during each class meeting for students to attend to personal matters, including going to the restroom, buying snacks, and checking texts/social media. Students who refrain from using their cell phones during class can expect higher grades for participation.

Make-up Policy
All assignments are expected to be completed 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. An assignment is considered late if it is not turned in on the due date prior to class time.

No 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. For student who struggle with writing, I strongly encourage the use of the writing center on campus. Grades will reflect writing proficiency.

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. 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 one’s 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 students’ 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 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 program faculty, including dismissal from the program.

Confidentiality
Confidentiality will strictly be enforced. Students 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.

Program Requirements

Counselor Preparation Comprehensive Examination CPCE:

The Counseling Program schedules its Comprehensive Examination (CPCE) throughout the year. The purpose of the exam is to evaluate the student’s mastery of graduation requirements of the Counseling & Guidance Program. Student’s first opportunity to take the exam will be during enrollment in practicum (COUN 6365). Effective January 2018 the testing dates will be the same at both campuses.

The CPCE is scheduled for both campuses the last Saturday in October, the last Saturday in March, and the second Saturday in July.

• Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt and permission is granted by the department. (Exceptions must be made through the Program Coordinator to test at the different campus.)
• Additional information will be given in the COUN 6365: Practicum.
• The passing score will be based on the National Mean of first attempt for each student.
• Students who do not show mastery after three (3) attempts will be reviewed by the Goodness of Fit committee. Additional coursework and/or remediation maybe required before retesting.

The result of the exam is one of the following:
a) Pass with the recommendation that the student be cleared for graduation upon the completion of all course and program requirements.
b) Fail stipulating the conditions that must be met before the students is eligible to retake the exam. If a student has completed all course work, he or she must be enrolled in the semester of graduation. A student may enroll in UNIV 6100, a one-hour course, to meet this requirement.
Although there is no "one way" to prepare for Comprehensive Exams, students are encouraged throughout the program to keep textbooks, class papers and projects as possible resources. Additionally, forming study groups the semester before the comprehensive exam is scheduled to take place can be a valuable process. In addition, the following study materials are recommended:


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.

**General Tips for Success**

- Listen to the lecturer or 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.)
- Allow plenty of time to work on assignments in order to ensure timely submission.
- **Proof-read and check 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.
- Remember there have been MANY individuals that have been asked to do this. They succeeded in completing the course and we expect that all future students 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. Students will receive one survey in the final semester prior to graduation regarding their program during their time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to the student’s employer. This survey will focus on the preparation received at UTB. Please remember that responses to these surveys are critical to UTRGV excellence.
UTRGV University Policies

STUDENTS WITH DISABILITIES
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

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:
Spring 2018 (full semester) April 11 – May 2

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 (including self-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.

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 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

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DEPARTMENT OF COUNSELING

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.

STUDENT SERVICES
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)