COUN 6364 Syllabus
Multicultural Counseling

Term: 2017 Sum II
Meeting Times: Mon and Wed 5:00 – 10:15 pm
Class Location: LHS 2.314

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.

Textbook and/or Resource Material

Required Text:

Recommended Text:

Course Description and Prerequisites

Course Catalog Description
This course will provide an understanding of the characteristics and needs of culturally diverse clients. The course will include issues related to ethnic groups, gender, family systems, differing lifestyles and the impact of social, political and economic factors on specific populations. Techniques for counseling culturally diverse populations will also be covered.

Prerequisites:
COUN 6310, 6313

Instructor’s Description
This course challenges students to discover, acknowledge, and question their perceptions of prejudice around ethnic, sexual, and social diversity. Because we tend to be socially and involuntarily conditioned toward dominant culture ideals, the course may cause some discomfort as we grow in our understanding of how prejudice develops, how dominant culture themes are rewarded and maintained, and the damage that it does to marginalized groups.

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.

This course includes delivery of instruction via Blackboard. Students can find support and tutorials for using the Blackboard platform at https://en-us.help.blackboard.com/User_Fil ter/Student/No_Mobile/Higher_Education

Field experience and other web-based tools may be utilized. For a full description of web tools used in this course, please review the Course Resources section of our Blackboard home page.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Student Learning Outcomes

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).

CACREP Common Core Area Standards: 2.F.2 Social and Cultural Diversity
The student will demonstrate understanding and application of
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
c. multicultural counseling competencies
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
e. the effects of power and privilege for counselors and clients
f. help-seeking behaviors of diverse clients
g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

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>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate understanding and application of 1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>SLO 2</td>
<td>239.15(b)(5) 239.15(b)(6) 239.15(b)(9) 239.15(e)(1) 239.15(e)(2) 239.15(e)(3)</td>
<td>2.F.a</td>
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<tr>
<td>2. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</td>
<td>SLO 2</td>
<td>239.15(b)(5)</td>
<td>2.F.b</td>
</tr>
<tr>
<td>3. multicultural counseling competencies</td>
<td>SLO 2</td>
<td>239.15(b)(5)</td>
<td>2.F.c</td>
</tr>
<tr>
<td>4. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>SLO 2</td>
<td>239.15(b)(6) 239.15(b)(9)</td>
<td>2.F.d</td>
</tr>
<tr>
<td>5. the effects of power and privilege for counselors and clients</td>
<td>SLO 2</td>
<td>239.15(b)(9)</td>
<td>2.F.e</td>
</tr>
<tr>
<td>6. help-seeking behaviors of diverse clients</td>
<td>SLO 2</td>
<td>239.15(b)(9)</td>
<td>2.F.f</td>
</tr>
<tr>
<td>7. the impact of spiritual beliefs on clients’ and counselors’ worldviews</td>
<td>SLO 2</td>
<td>239.15(e)(2) 239.15(e)(3)</td>
<td>2.F.g</td>
</tr>
<tr>
<td>8. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</td>
<td>SLO 2</td>
<td>239.15(e)(2) 239.15(e)(3)</td>
<td>2.F.h</td>
</tr>
</tbody>
</table>

Legend: SLO 5: Cultural and Social Diversity. CACREP Standard: F=Common Core; SC=School Counseling; CMH=Clinical Mental Health Counseling

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Major Requirements, Demonstration of Mastery and Evaluation

The Multicultural and Social Justice Counseling Competencies endorsed by ACA in 2015 include four developmental domains: (1) counselor self-awareness, (2) client worldview, (3) counseling relationship, and (4) counseling and advocacy interventions, which are reflected in the required course activities:

1. **Comprehensive Genogram (Counselor Self-Awareness):**
   Develop a comprehensive genogram that includes the following: Names of maternal/paternal grandparents, parents and siblings, you and your siblings, and other significant family members. For each person, include the following: birth date/age, ethnic background, birthplace, religious affiliation, date of marriage, level of education, occupation/career, values, interests, hobbies, three adjectives, and other important descriptors.

   Family rules: roles, discipline, sexuality, finances, relationships; feelings, independence, communication, caregiving, dating, illness, family secrets, etc.

   Values and beliefs: education; career/work/job/occupation; marriage and divorce; children/pregnancy-abortion; male/female roles; leaving home/independence; illness/medical care; other ethnic groups; religion; treatment of different generations, rites of passage, socioeconomic status; celebrations (quinceañeras, sweet sixteen, anniversaries, graduations, etc.).

   Significant events that impacted on the family: War, natural disasters, accidents, marriages, divorce, children, death, etc. Submit with your genogram a summary of key points, issues, and events that have had an impact on who you are today. What in your family’s background influenced your beliefs, values, attitudes, occupational and career choices, achievements, family rules, etc.? Have you changed any of your beliefs, values, attitudes, rules, choices over the years? To what or whom do you attribute these changes? Describe any personal perspectives or insights you experienced as a result of this assignment. Each student will do a short presentation (approx. 15 minutes on his/her genogram). You may use posters, diagrams, photographs, a short media presentation, etc. *(Note: If this assignment poses a special problem for you and you wish to use a substitute family, please see me ASAP.)*

2. **Comprehensive Research Project on Specific Population (Client Worldview):**
   Turn in a comprehensive group research project that describes a specific population. Students will work in groups of three or four and research thoroughly one of the following populations:

   Suggested ethnic and cultural groups can be found below. Students are welcome to submit additional groups for consideration.

   - Groups of African origin
   - Native American groups
   - Judaism
   - People with severe mental illness
   - Men
   - Elderly
   - Groups of Asian origin
   - Groups of South/Central American origin
   - Hinduism
   - Christianity
   - People with physical disabilities
   - Women
   - Groups of Arabic origin
   - Groups of European origin
   - Islam
   - Gay, Lesbian, Bisexual groups
   - Transgendered groups

   Describe the characteristics of your population (psychosocial, cognitive, physical, emotional development, developmental tasks). Include theories of development, statistics, family systems, problems/concerns/needs, influences such as political, economic, environmental, societal, and cultural, resources for information (support groups, hotlines, 800 numbers, etc.), and lifespan and multicultural issues related to your population. Finally, describe counseling techniques/approaches/interventions that have proven effective with your population. Include research, interviews, videotapes, or any other sources of information that provide a comprehensive understanding of your population. Use professional sources and turn in copies of your articles. Other sources of information must be available upon request by the instructor. Projects will be evaluated on comprehensiveness and completeness, coherence, organization, development of topic, format and style, and resources used. The grade will be based on the instructor’s evaluation and evaluations from each group member.

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3. **Coaching Corners (Counseling Relationship and Counseling and Advocacy interventions):**
   In the Coaching Corners model, role plays are conducted in small groups—typically in groups of three: Counselor, Client, and Coach. All small-group members will eventually rotate into each role. The assigned roles of the counselor and client are as one would expect. The coach’s role is to monitor the role play and to serve as the consultant to the counselor, who can call on the assistance of his/her coach at any time during the role play. The coach can also interrupt and provide input and/or recommendations to the designated counselor, when and as needed. This model increases student risk taking, as the role play is not in front of the entire class. Additionally, its structure requires the active attention and involvement of all members of the small group.

   Each of the small group’s three role plays are immediately followed by a two-minute within-group debriefing where each participant of the small group will share his or her experience in the role play (from the perspective of their role) with their fellow small group members, and identify and discuss what worked well in the role play and what could have made the role play even stronger. The debriefing is followed by the small group’s second role play. After the third and final role play and debriefing, small groups will share the highlights of their experience with the larger class. The instructor uses this large group discussion to highlight, reinforce, and supplement information shared by the small groups. The role plays are also a form of formative assessment, and as such will provide the instructor with important information about the “pulse” of the class, as well as student areas of strength and weakness.

4. **Active Participation**
   Students are expected to attend, participate, and engage in all classes, including activities presented on Blackboard, inasmuch as possible. This requirement includes, but is not limited to, participating in in-class assignments, role plays, group discussions, peer observations, and group exercises. **This course may include material that is emotionally uncomfortable. Students have the right to request an alternative assignment and meet with the instructor to process their discomfort in private.**

   Class preparation, timely submission of assignments, active participation in course activities, demonstration of professional decorum, and support of peers are integral to professional development and will be reflected in this Active Participation grade. A rubric for class participation expectations can be found in the appendix of the syllabus.

5. **In-class Reflection (Counselor Self-awareness and Client Worldview):**
   Each class meeting will include a small group discussion of the course material. Randomized groups will process assigned content for understanding or personal reflection and impact. Each small group will reflect on a unique question, and then report a summary to the larger group. Each group will include a process observer. Rubrics for the process observer can be found in the appendix of the syllabus.

6. **Midterm and Final Exam**
   The midterm exam will cover material to that point in the summer session. The final exam is not cumulative and will cover the material presented after the midterm. Exam format may include short essay, short answer, multiple choice, true/false, and/or fill in the blank. Exams will be administered via Blackboard and will utilize Respondus Monitor. Respondus Monitor requires a webcam. Students who do not have access to a computer with webcam are required to test in a proctored environment. Instructions for Respondus and COLTT Exam Proctoring can be found in the “Course Materials” link on Blackboard. Please ensure ample time to troubleshoot any technical problems with the exams (see Technical Assistance above for contact numbers).

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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>
<tbody>
<tr>
<td>1. Comprehensive Genogram</td>
<td>2.F.d</td>
<td>239.15(b)(6), (9)</td>
<td>15%</td>
</tr>
<tr>
<td>2. Comprehensive Research Project on Specific Population</td>
<td>2.F.a, b, c, f, g, h</td>
<td>239.15(b)(6), (9)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>239.15(e)(2), (3)</td>
<td></td>
</tr>
<tr>
<td>3. Coaching Corners/Active Participation</td>
<td>2.F.b, c, h</td>
<td>239.15(e)(2), (3)</td>
<td>15%</td>
</tr>
<tr>
<td>4. In-class Reflections</td>
<td>2.F.a - h</td>
<td>239.15(b)(5), (6), (9)</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>239.15(e)(1), (2), (3)</td>
<td></td>
</tr>
<tr>
<td>5. Midterm and Final Exam</td>
<td>2.F.a - h</td>
<td>239.15(b)(5), (6), (9)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>239.15(e)(1), (2), (3)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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>
</tr>
</thead>
<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>
</tr>
</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

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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:

- 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>
</tr>
<tr>
<td>Friday: 7:30 AM – 6:00PM</td>
<td>Friday: 7:30 AM – 6:00PM</td>
</tr>
</tbody>
</table>

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 (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.

One absence is allowed in this class. Each absence thereafter, for whatever reason, will result in five points off of the final grade. Students should ensure that child care, back-up childcare, a reliable car and back-up carpool system, and plan for work-related absences, e.g., training, faculty meetings, or Open House are identified prior to the course. Absences should be reported via e-mail to the instructor. Attendance is managed via sign-in sheet. It is the student’s responsibility to sign in for each class. Failure to sign in before the instructor leaves class will be considered an absence.

Class begins at 5:00 pm and ends at 10:15 pm. Students not in attendance during these times without prior notification to the instructor will be considered absent. It is the student’s responsibility to inquire about class notes, handouts, and/or exercises.

Tech Breaks: Two 15 minute breaks are scheduled during each class meetings 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 Active Participation.

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 =
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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.

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. 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 & 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 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 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. 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
C & G Faculty Seminar Series (Applies to Fall and Spring Courses Only)
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 (Applies to Fall and Spring Courses Only)
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
School Counseling Specialization Only: The TExES Representative is required to be taken prior to the TExES Certification Exam and during COUN 6365 Counseling Practicum; however, it is not required to pass the exam. Failure to take the TExES Representative prior to 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, students 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 the student is not able to successfully complete this exam during COUN 6365 Counseling Practicum, he/she will be given another opportunity during COUN 6369-Counseling Internship I.

Remember, students will be given one opportunity during COUN 6365 Counseling Practicum and one opportunity during 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 during the 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 students will not be able to graduate if they do not successfully pass the CPCE exam, even if they have completed all course requirements.

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.


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
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

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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 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.