

SYLLABUS
CEPY 5260: Group Work Theory & Technique
3- Credit Course
Spring 2022
Tuesdays: 5:00 pm to 7:30 pm
Location: O'Donnell Hall Rm. 232

Alejandro Cervantes, Ph.D.
Practicum Facilitator
Licensed Psychologist (NM PSY- 1739)
Aggie Health & Wellness Center, NMSU
Office #: 101B
Office Phone Number: 575-646-1512
Cell: 626-252-9246
E-mail: dro@nmsu.edu

Land Acknowledgment

New Mexico State University honors Native American knowledges and worldviews based on intimate relationships to the natural world. The genesis of the Southwest Indigenous Peoples, including the Pueblo, Navajo, and Apache, established their guardianship of the lands now occupied by New Mexico State University. As the state's Land-Grant University, we acknowledge and respect the sovereign Indian Nations and Indigenous Peoples. We pledge to have a meaningful and respectful relationship with the sovereign Indian Nations, Indigenous communities, and Native American Peoples within the institution.

Welcome to the CEPY 5260 course- Group Work Theory and Technique! This spring semester course aims to do the following:

1. To provide you with an intellectual understanding of group work theory and technique.
2. To provide you with experiential learning of group work.
3. To help you develop specific group facilitation competencies.

I hope to assist you in becoming proficient in the building blocks, initial phases, foundational skills, and relationship-building involved in group therapy. The following syllabus has been created to provide structure in this process. Please note you are expected to be on time for class, participate in class, and be as fully engaged as possible during the experiential portion of the course.

This class will consist of various lectures, discussions, and large and small group experiences on any given day. In many cases, you will be responsible for facilitating portions of the class. In addition, there will be a short quiz approximately every other week focusing on course content and application.

CEP 5260 Group Work Theory & Technique Course Objectives

At the completion of this course, students should have an understanding of and demonstrate the following knowledge, skills, and practices as outlined in the 2016 CACREP Standards:

PROFESSIONAL COUNSELING IDENTITY- SECTION 2: 6. GROUP COUNSELING AND GROUP WORK	
CACREP Standard	Corresponding Course Assignment
2.F.6.a. theoretical foundations of group counseling and group work	<ul style="list-style-type: none"> • Weekly reading assignments with 10 in class quizzes.
2.F.6.b. dynamics associated with group process and development	<ul style="list-style-type: none"> • Weekly reading assignments with 10 in class quizzes.
2.F.6.c. therapeutic factors and how they contribute to group effectiveness	<ul style="list-style-type: none"> • Yalom Reading
2.F.6.d. characteristics and functions of effective group leaders	<ul style="list-style-type: none"> • Pre and post “Group Leader Self-Efficacy Survey”
2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members	<ul style="list-style-type: none"> • Clinical Topic Presentation • Group Proposal with Handouts • Quiz
2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings	<ul style="list-style-type: none"> • Clinical Topic Presentation • Group Proposal with Handouts
2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups	<ul style="list-style-type: none"> • Peer Reviewed Article Discussion
2.F.6.h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	<ul style="list-style-type: none"> • Co-Psych Doctoral Students Leading Psychoeducational Groups

Key Performance Indicator (KPI)

CACREP Core Area	KPI	Assessment
<i>Professional Counseling Orientation and Ethical Practice</i>	6. Students will be able to identify, demonstrate, and experience dynamics associated with group process and development with an emphasis on culturally relevant practice.	<ul style="list-style-type: none"> • Group Proposal with Handouts • Clinical Topic Presentation • Peer Reviewed Article Discussion

REQUIRED TEXTBOOK

Yalom, I. & Leszcz, M. (2020). Theory and Practice of Group Psychotherapy. (6th ed.). New York: Basic Books.

ADDITIONAL RECOMMENDED TEXT

Corey, M.S., & Corey, G. (2017). Groups: Process and Practice (10th ed.). Pacific Grove, CA: Brooks/Cole.

ACADEMIC INTEGRITY

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at

http://www.umt.edu/vpsa/policies/student_conduct.php

IN-CLASS BEHAVIOR STANDARDS AND LEARNING ENVIRONMENT

This class is an opportunity to integrate our human service values. Because the course is experiential, there may be moments of disagreement and conflict. If this occurs, the expectation will always be for us to listen and communicate respectfully with one another. Please turn off cell phones during class.

Unexpected family concerns sometimes arise; please notify the instructor or TA.

GROUP PARTICIPATION AND LEADERSHIP SKILLS

Because of the experiential nature of this course, participants are required to take risks by engaging in group role-plays and simulations, both as group leaders and group members. For your comfort and emotional safety, the class will establish group rules to abide by throughout the semester. As is the case with all courses offered through this program, we will act respectfully toward one another as we strive to further professional development. Any concerns about ethical or cultural issues should be discussed openly in class or privately with the instructor.

COURSE ASSIGNMENTS

ATTENDANCE (15 points total)

1. It is essential that you attend class and come prepared and ready to participate. When class members are absent or not engaged, the group experience is impacted. (1 pt. each)
2. There are NO EXCUSED ABSENCES.
3. Attendance and participation are graded as follows
 - a. First missed class: 0 points deducted
 - b. Second missed class: 3 points deducted
 - c. Third missed class: 3 additional points deducted (6 points total deducted)
 - d. Fourth missed class: 3 additional points deducted (9 points total deducted)
 - e. After 4 missed classes, you will be required to retake the course.

GROUP PARTICIPATION ATTENDANCE (10 points)

1. In accordance with CACREP code 2.F.6.h.(see above), you will participate in groups facilitated by the counseling psychology doctoral students. You will not lose a point for not participating in the group, only if you do not attend as each group session counts as one point towards your grade.
2. The groups will begin in week four and end by week fourteen (i.e., a total of ten sessions).

SURVEY (5 points total)

1. Pre-course “Group Leader Self-Efficacy Survey” (2.5 points)
2. Post-course “Group Leader Self-Efficacy Survey” (2.5 points)

QUIZZES (10 points total)

1. There are ten in-class quizzes worth one point each. You must complete each quiz before the start of class at 05:00 pm on Tuesday. The quiz will have four questions based on the chapter due that day.

GROUP PROPOSAL WITH HANDOUTS (20 points total)

1. You will propose a group and identify the level of structure, general group type, theoretical approach, and group goals from a counseling perspective.
2. Identify logistics (i.e., open versus closed format, # of sessions, location & hours, client base, method of screening clients, and promotion of your group).
3. You are encouraged to propose a group you want to lead rather than simply fulfilling a requirement. Please consider your career goals and how you can market this to a future employer.
4. Regarding format, APA style is required (i.e., cover page, margins, headings, reference page).
 - a. At least 4-5 references other than the course text
 - a. 6-8 pages double spaced (not including cover page and reference page).
 - b. Focus on conciseness and clarity
5. Handout
 - a. Provide a one-page promotional sheet for your proposed group—ideally this should be eye-catching and creative, with common language targeted to your desired group member population. As such, non-APA style. Bring copies for instructor & peers, as you will briefly present your group proposal to the class (i.e., *final day of class*).
 - b. Your course readings will assist you in putting the proposal together. In particular, see Ch 4. in Corey et al.

CLINICAL TOPIC PRESENTATION (20 points total)

1. This assignment is designed to give you experience in the application of professional counseling as related to group work theory and technique.
2. Groups of four (i.e., *your group will also work together for the peer reviewed article presentation*).
3. Select either a specific type of group, group technique, or a clinical group topic. Topics might be class topics already scheduled.
4. Write one page single-space reflection paper on your thoughts, feelings, concerns, critiques, suggestions, or recommendations you have related to the article (non-APA style). Only one paper needs to be submitted.
5. Prepare a 30-to-35-minute presentation along with a demonstration of the group technique in class.
 - b. This should be experiential and involve class participation and/or discussion.
 - c. PowerPoint is fine, but it is not mandatory.

PEER REVIEWED ARTICLE DISCUSSION (20 points total)

1. You will research, read, and facilitate a discussion in class of a peer-reviewed article focusing on group therapy used as the treatment modality for a population of your choice.
2. Your article **MUST** include a multicultural, social justice, or advocacy approach. Suppose an article related to your population does not have a multicultural, social justice, or advocacy approach. In that case, you are welcome to choose an article and critique the article based on how you would implement a scientist-practitioner-advocate approach in the article you have chosen to bring awareness to multicultural issues/concerns.
3. Groups of four (*i.e., the same group as the clinical topic presentation*).
4. Regarding the assignment, the following items must be completed to receive full credit:
 - a. Email the article to your peers and me one-week before your discussion so that your peers and I have time to read it before your discussion.
 - b. Present the article for 15 minutes. Then, the discussion between you and your peers will last 15-20 minutes.
 - c. Create two discussion questions for the class.
 - d. Write one page single-space reflection paper on your thoughts, feelings, concerns, critiques, suggestions, or recommendations you have related to the article (non-APA style). Only one paper needs to be submitted.

MIDTERM EXAM (25 points total)

1. A midterm exam of 25 questions will be during week nine (*i.e., the week after spring break*). The midterm exam will consist of questions from chapters one through nine. Each question will be worth one point. You will have one and a half hours to complete the midterm exam. The exam is due by 03/24/2022 by 11:59 pm.

FINAL EXAM (35 points total)

1. A final exam of 35 questions will be given at the end of the semester, with each question worth one point. The final exam will consist of material learned throughout the entire semester. You will have two hours to complete the exam, due by 05/12/2022 by 11:59 pm.

Grading Scale out of possible 135 points.

A = 93 - 100%	B - = 80 - 82%	D+ = 68 - 69%
A- = 90 - 92%	C+ = 78 - 79%	D = 63 - 67%
B+ = 88 - 89%	C = 73 - 77%	D- = 60 - 62%
B = 83 - 87%	C- = 70 - 72%	F = 59% and below

COVID-19 Expectations and the Crimson Commitment

You are expected to comply with all university requirements and expectations regarding mask-wearing, vaccination, and reporting of a positive test, or you should not enroll in in-person course sections. Please do not come to class if you are feeling sick; communicate with your instructor about making up any missed classes.

Masks welcome and encouraged for all students

All students, regardless of vaccination status, are welcome to wear a mask while indoors on any NMSU system campus. Any changes or updates to this guidance will be posted online at now.nmsu.edu.

Vaccination requirements

Unless you are enrolled in exclusively online courses and will not be on campus for any reason, you must provide proof of COVID-19 vaccination or request an exemption through [Med+Proctor](#). More information about how to submit your proof of vaccination or proof of testing is available at https://studenthandbook.nmsu.edu/immunizations/immunization_policies1.html.

The Crimson Commitment

All students should follow the Crimson Commitment. Your commitment states:

ï **I commit to myself and other Aggies. I will:**

- **Get vaccinated** for COVID-19 if I am enrolled in any in-person or hybrid courses, or if I will be on campus for any reason
- **Monitor myself** for symptoms of COVID-19
- **Report to the Aggie Health & Wellness Center** or another medical professional if I have symptoms of COVID-19 or other communicable illness
- **Wash my hands** often with soap and water and/or use hand sanitizer
- **Wear a mask** if I choose to, or as directed by the latest university guidance
- **Stay home if I feel ill** or have been around someone ill
- **Report a positive case** online at now.nmsu.edu and participate in contact tracing if called **Keep up to date with the latest guidance** from experts at NMSU, the NM Department of Health, and the CDC.

ï **I will abide by these practices throughout the year:**

- I will not use mask-wearing to discriminate against my classmates, instructors, or NMSU staff members in any way.
- I will follow instructions regarding seating in campus classrooms.
- If I am unable to attend an in-person class session due to symptoms of COVID-19 or another illness, I will communicate with my instructor ahead of time.

ï **If I am unwilling to comply with COVID-safe practices:**

- I will talk to my academic advisor about enrolling in online course sections, if available, or disenrolling from fall coursework. (Disenrolling will impact financial aid, housing, etc.)

Stay informed about COVID-19 at NMSU

You can find more information about the NMSU system's COVID-19 response at now.nmsu.edu. In addition, updates are available to students and families through many communication channels. Links to visit or subscribe are available at now.nmsu.edu/plan/communication-and-information-sharing.html.

Diversity

The elements of this course will be infused with attention to sociocultural diversity. Students will be challenged to consider how presented material may apply (or not apply) for various identified

sociocultural diverse populations. In addition, information & instruction on issues of multiculturalism will be provided in regard to ethics in the field. Unique difficulties & situations faced by non-dominant sociocultural groups will be explored and, when possible, research with diverse samples will be presented. In addition, students will engage in discussions about diversity with the instructor and one another, with the aim of gaining comfort at addressing these topics.

Communication

I will send urgent and regular communication to all students using the Announcements tool in Canvas. It is a requirement in this class that you set your New Announcements in Notifications to “Right Away” to ensure that you receive any announcements. (Go to Profile > Notifications, find for new announcements and set to Right Away).

Incompletes

The grade of incomplete (I) is given for passable work that could not be completed due to circumstances beyond the student's control. Instructors may assign I grades only if the student is unable to complete the course due to circumstances beyond the student's control that develop after the last day to withdraw from the course. (Graduate Catalog). In this course an “I” grade will be used if the student has been unable to achieve the required number of clinical hours due to a systems issue, such as the unavailability of clients appropriate to be assigned to the student. If the student is unable to meet the specified number of hours and the “I” grade is assigned, the student will be expected to meet the hours in the following semester.

Class Withdrawals

It is students’ responsibility to know important dates such as the final day to withdraw from classes. You must officially withdraw from any class that you intend to drop.

Academic and Non-Academic Misconduct

The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. The Student Code of Conduct is available in the NMSU Student Handbook online: <http://studenthandbook.nmsu.edu/>. Academic misconduct is explained here: <http://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/>.

CEP Department Policy

This current policy will outline the consequences for undergraduate and graduate students enrolled in courses in the CEP department. Determining the severity of the plagiarism (e.g., paraphrasing a few sentences without citation versus an entire paper) is up to the discretion of the instructor and can factor in to the chosen consequence.

Options of Consequences for Graduate Students:	Process:
(same as above)	A <u>first offense</u> should result in a meeting with the student, documentation of plagiarism to be kept in student’s program file and a consequence as determined by the instructor contingent on the type of offense and severity of the plagiarism

	A <u>second offense</u> should result in a program review. The faculty of the program will review the offenses and determine the appropriate consequence.
--	---

Writing Center

This is a great, **FREE** resource for students. I encourage you to check out their website for more information. I may refer students to the Writing Center for help in improving their academic writing. <http://english.nmsu.edu/resources/writingcenter/gradstudents.html>

Discrimination and Disability Accommodation

New Mexico State University, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. You may submit a report online at equity.nmsu.edu. If you have an urgent concern, please contact the Office of Institutional Equity at 575-646-3635.

Title IX prohibits sex harassment, sexual assault, dating and domestic violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:

Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue Phone: (575) 646-3635

E-mail: equity@nmsu.edu

Office of Institutional Equity Website (<https://equity.nmsu.edu>)

Student Support Services

Find information and support on advising, registration, and financial aid on [NMSU Current Student](#) webpage. You will also find links to the academic calendar, Student Affairs, the student handbook, and Student technologies on this page.

- Website: <http://onestop.nmsu.edu>
- Phone: 575-646-NMSU (575-646-6678)
- Email: onestop@nmsu.edu

Technical Support

The ICT Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at NMSU. Please feel free to contact them at (575) 646-1840 or via email at helpdesk@nmsu.edu. You can also go to the Student Technology Help Student Technology Help web page and Student Resources located at the Canvas web page for additional information on Canvas.

Other NMSU Resources:

NMSU Police Department:	(575) 646-3311	www.nmsupolice.com
NMSU Police Victim Services:	(575) 646-3424	
NMSU Counseling Center:	(575) 646-2731	
NMSU Dean of Students:	(575) 646-1722	
For Any On-campus Emergencies:	911	

Academic Resources

NMSU provides students with academic resources such as tutoring, final exam schedules, library and research, and transcript information on the NMSU Current Student webpage.

Students with Disabilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the NMSU Student Accessibility Services Office, located in Corbett Center room 244 (575-646-6840; V/TTY accessible). Appropriate accommodations may then be determined and provided for you. If you have a condition that may affect your ability to safely exit from the premises in an emergency or may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Student Accessibility Services.

If you have general questions about the Americans with Disabilities Act (ADA) please call the NMSU Office of Institutional Equity/EEO at 575-646-3635. Further policies and procedures (including filing grievance procedures) regarding disabilities and related equal opportunity considerations can be found in the following online locations:

- NMSU Student Accessibility Services: <http://www.nmsu.edu/~ssd/index.html>

Student complaints

If students have a complaint about a course, they are advised to discuss their concerns directly with the instructor whenever possible. If that does not resolve the problem or if they cannot approach the instructor, students should either access NMSU's online complaint system at <https://dos.nmsu.edu/concerns/> or seek out the department heads for help resolving the problem. Both processes provide opportunities for the department head to know about issues that need attention and for instructors to receive information about student concerns so that they can respond.

The instructor reserves the right to make announced changes to the syllabus; at such times, all reasonable efforts toward incorporating student input will be made.

Student Absences

The instructor is expected to maintain an accurate record of attendance of all students registered for each class and to respond promptly to requests from the Office of Student Services for verification of student attendance. In some cases, student eligibility for financial aid may depend on certification of the student's attendance by the instructor.

Recording Lectures

Class lectures can be recorded and are covered by ARP 11.05, Part 2, Letter I. These recordings should not be distributed by anyone other than the instructor (<https://arp.nmsu.edu/11-05/>)

Course Schedule

Each student will meet with the instructor for a 'check-in' regarding preparing for group experiences/placement and supervision; these will be scheduled with the instructor during the first two class meetings. I reserve the right to modify this course schedule as needed.

Date	Topic/Activity	Reading	Assignment Due
1/24	Introduction and Overview		
1/31	Therapeutic Factors Theoretical Perspectives (Part I) Quiz #1	Yalom 1	Pre-course "Group Leader Self-Efficacy Survey"
2/7	Interpersonal Learning Theoretical Perspectives (Part II) Quiz #2	Yalom 2	
2/14	Group Cohesiveness Quiz #3 <i>Counseling Psychology Doctoral Student Psychoeducation Group #1</i>	Yalom 3	Groups start
2/21	The Therapeutic Factors: An Integration Quiz #4 <i>Counseling Psychology Doctoral Student Psychoeducation Group #2</i> Peer-Review Article Presentation: Peer-Review Article Presentation:	Yalom 4	
2/28	The Therapist: Basic Tasks The Therapist: Working in the Here-and-Now Quiz #5 <i>Counseling Psychology Doctoral Student Psychoeducation Group #3</i> Peer-Review Article Presentation: Peer-Review Article Presentation:	Yalom 5 Yalom 6 (Part I)	
3/7	The Therapist: Working in the Here-and-Now The Therapist: Transference and Transparency Quiz #6 <i>Counseling Psychology Doctoral Student Psychoeducation Group #4</i> Peer-Review Article Presentation: Peer-Review Article Presentation:	Yalom 6 (Part II) Yalom 7	
3/14	SPRING BREAK- NO CLASS		
3/21	Selecting Clients and Composing Groups Creating the Group Quiz #7 <i>Counseling Psychology Doctoral Student Psychoeducation Group #5</i>	Yalom 8 Yalom 9	Midterm exam due by 03/24/2022 by 11:59 pm
3/28	In The Beginning The Advanced Group Quiz #8	Yalom 10 Yalom 11	

	<i>Counseling Psychology Doctoral Student Psychoeducation Group #6</i>		
4/4	The Challenging Group Member Specialized Formats and Procedural Aids Quiz #9 <i>Counseling Psychology Doctoral Student Psychoeducation Group #7</i>	Yalom 12 Yalom 13	
4/11	Online Psychotherapy Groups Quiz #10 <i>Counseling Psychology Doctoral Student Psychoeducation Group #8</i> Clinical Topic: Clinical Topic:	Yalom 14	
4/18	Specialized Therapy Groups <i>Counseling Psychology Doctoral Student Psychoeducation Group #9</i> Clinical Topic: Clinical Topic:	Yalom 15	
4/25	Training the Group Therapist <i>Counseling Psychology Doctoral Student Psychoeducation Group #10</i> Clinical Topic: Clinical Topic:	Yalom 16	Groups End
5/2	Termination and Wrap Up		Post-course “Group Leader Self-Efficacy Survey”
5/9	FINALS WEEK		Group Proposal with Handouts Final Exam due by 05/12/2022 by 11:59 pm

Group Proposal Rubric (20 points)

Content Expectation	Points
All of the required elements (level of structure, general group type, theoretical approach, group goals, and logistics) are included. The required elements are explained very clearly and concisely. At least three references other than the course text are included. Proposal demonstrates genuine interest in the group rather than simply attempting to fulfill class requirement.	18-20
All of the required elements (level of structure, general group type, theoretical approach, group goals, and logistics) are included. The required elements are explained mostly clearly and concisely. One or two references other than the course text are included. Proposal demonstrates genuine interest in the group rather than simply attempting to fulfill class requirement.	15-17
Most of the required elements (level of structure, general group type, theoretical approach, group goals, and logistics) are included. The required elements are explained somewhat clearly and concisely. One reference other than the course text is included. Proposal demonstrates some genuine interest in the group rather than simply attempting to fulfill class requirement.	12-14
A handful of the required elements (level of structure, general group type, theoretical approach, group goals, and logistics) are included. The required elements are explained somewhat vaguely and not very concisely. Relies mostly on the course text. Proposal somewhat demonstrates genuine interest in the group rather than simply attempting to fulfill class requirement.	9-11
Only a few (if any) of the required elements (level of structure, general group type, theoretical approach, group goals, and logistics) are included. The required elements are not explained clearly or concisely. Does not include any references. The proposal seems to reflect desire to fulfill class requirement rather than genuine interest in the proposed group.	1-8

Clinical Topic Rubric (20 points)

Criteria	Expectation	Max Points
Content	The presentation provides a critical evaluation and reflection of all required elements. It is broad yet sufficiently detailed to allow the listener to understand the current state of the literature quickly, and the demonstration effectively showcases the technique or clinical phenomena in question.	10
Organization	The presentation is well-structured. Supporting arguments flow logically. Experiential components are given sufficient time.	5
Presenting	The presenter connects with the audience via appropriate eye contact, tone of voice, and body language. Although they occasionally consult notes, they do not rely on them during the presentation. Instead, the presenter answers questions and comments adequately and nondefensively. Stays within the time allotted for the production.	2.5
Paper	Write a single-page reflection paper on your thoughts, feelings, concerns, critiques, suggestions, or recommendations related to the article (non-APA style). Only one paper needs to be submitted.	2.5

Peer-Reviewed Article Discussion (20 points)

Criteria	Expectation	Max Points
Content	The presentation provides a critical evaluation and reflection of all required elements. It is broad yet sufficiently detailed to allow the listener to understand the current state of the literature quickly, and the demonstration effectively showcases the technique or clinical phenomena in question.	10
Organization	The presentation is well-structured. Supporting arguments flow logically. Experiential components are given sufficient time.	5
Presenting	The presenter connects with the audience via appropriate eye contact, tone of voice, and body language. Although they occasionally consult notes, they do not rely on them during the presentation. Instead, the presenter answers questions and comments adequately and nondefensively. Stays within the time allotted for the production.	2.5
Paper	Write a single-page reflection paper on your thoughts, feelings, concerns, critiques, suggestions, or recommendations related to the article (non-APA style). Only one paper needs to be submitted.	2.5



College of Education

Core Values

Excellence

Excellence in research, teaching, and service as discipline specific standards rise along with new academic expectations.

Integrity

Ethical behavior and accountability in our actions while at the same time demonstrating respect in the absence of agreement.

Diversity

Make inclusivity a distinct and foundational pillar of our college in word, deed and behavior.

Transparency

Embrace a shared process of communication, providing rationale and clarity as important decisions are made that affect our college.

Leadership

Embrace a leadership and management style in which we are humble in our disposition, but ambitious for our college.

Innovation

Engaging in the continuous process of discovery in our respective fields so that what we provide our students is cutting edge.

Valores Fundamentales

Excelencia

Excelencia en la investigación, la enseñanza y el servicio como las normas específicas de disciplina, las cuales aumentan junto con nuevas expectativas académicas.

Integridad

Comportamiento ético y responsabilidad en nuestra acciones, al mismo tiempo demostrando respeto en caso de que no todos estén de acuerdo.

Diversidad

Hacer de la inclusividad una columna distinta y fundacional de nuestra universidad en palabra, obra y comportamiento.

Transparencia

Embarcar en un proceso compartido de comunicación, proporcionado lógica y claridad cuando se toman decisiones importantes que afectan a nuestra universidad.

Liderazgo

Afirmar un liderazgo y estilo de manejo en el cual somos humildes en nuestra disposición, pero ambiciosos para nuestra universidad.

Innovación

Participar en un proceso continuo de descubrimiento en nuestros respectivos campos para que lo que le ofrecemos a nuestros estudiantes sea de la más alta esencia.

NMSU SPRING 2023 ACADEMIC CALENDAR AND IMPORTANT DATES

January 18 – May 12, 2023

	16 Week Term (Full Term) January 18 – May 12
Faculty Textbook Orders Due to NMSU Bookstore	October 15, 2022
Faculty Report	January 12
Curriculum Study and Improvement	January 12-13
New Student Orientation and Registration	Aggie Welcome & Orientation Schedule
Residence Halls Open	January 15
Martin Luther King, Jr. Holiday	January 16
	Does not apply to full term
Convocation	January 17
First Day of Classes	January 18
Disenrollment (financial)	TBD
Last Day to Add a Class Without Instructor's Signature	January 19
Deadline to File a Degree Application for Current Term	January 27
Last Day to Add a Class With Instructor's Signature (late fee applies)	January 27
CENSUS – Last Day to Cancel Registration WITHOUT W (Drop online or with Advisor / College) (100% refund)	February 3
Grading Opens – Early Performance (8:00 am)	February 24
Grading Closes – Early Performance (5:00 pm)	February 28
Deadline to File a Degree Application for Current Term with Late Fee Assessed (\$50 Late Fee Assessed)	March 1
Spring Break	March 13 – 17
Last Day to Withdraw From a Single Course with a “W” (no refund)	March 23
Spring Holiday	April 7
Summer and Fall Registration Begins	Registration Schedule
Last Day to Withdraw From the University (by 4:59 pm) (no refund)	May 5
Grading Opens (5:00 pm)	May 5
Final Exams	May 8 – 12
Last Day of Classes	May 12
Commencement	May 12 – 13
Residence Halls Close	May 13
Faculty Deadline to Submit Final Grades (5:00 p.m.)	May 16