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***Tentative*** Course Syllabus

Department of Counselor Education

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| **Official Course Description** |

**COUN 502 Theories of Counseling. (3, 0, 3).** Major theories and approaches to counseling. Prereq or Coreq: COUN 500. Restr: Not open to students who have earned credit for PSYC 502.

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| **Instructor and Course Information** |

Instructor:

 Katherine M. Hermann, Ph.D.

Office: 270 Picard Building

Phone: 337-482-6595 (office)

 361-331-5170 (cell)

E-mail: hermann@louisiana.edu

## Office Hours:

## Monday 12:30 – 3:00 P.M; 3:30 – 4:00 P.M.

## Tuesday 12:30 – 2:00 P.M.

## Wednesday 11:30 – 5:00 P.M.

Graduate Assistant:

 Kelsee Melton

Email: kelsee\_88@hotmail.com

Meeting Time and Place:

 Section One: Monday 5:00 -7:50 P.M., FGM 101

 Section Two: Tuesday 2:00 -4:50 P.M., Picard Center – Green Conference Room

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| **Purpose of the Course** |

The purpose of COUN 502 is to acquaint the student with the various theories that guide the practice of counseling and psychotherapy. Students will also begin to formulate their own theory of counseling. Further, students will be given the opportunity to observe and discuss various theories as they are applied to practice.

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| **Approved Text(s) and/or Resources**  |

**Required Texts:**

Jones-Smith, E. (2016) *Theories of counseling and psychotherapy: Concepts and cases an integrative approach* (2nd ed.). Sage Publication, Inc. ISBN: 10 0470617934

Degges-White, S., & Davis, N. (2010). *Integrating the expressive arts into counseling practice: Theory-based interventions*. New York: Springer. ISBN: 9780826106063

**Additional Required Reading:**

Ellis, A. (2005). Why I (really) became a therapist. *Journal of Clinical Psychology*, *61*(8), 945–948.

Rogers, C. R. (1957/2007). Necessary and sufficient conditions of therapeutic personality change. *Psychotherapy: Theory, Research, Practice, Training, 44*(3), 240–248.

Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist, 47,* 1102-1114.

\*All additional readings are available in electric format on Moodle and are assigned according to the Assignment Calendar.

**Supplemental Texts:**

Wedding, D., & Corsini, R. J. (2014). *Case studies in psychotherapy*. (7 ed.). Stamford, CT: Cengage Learning.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional supplemental readings will be posted on Moodle

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| **Course Objectives (CACREP Standards Addressed in This Class)** |

*Note:* **M** *=* *major theme*; **m** *=* *minor theme*

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| **Professional Identity** |
| **Standard/Objective** | **M/m** | **Assessment/Assignment/Reading** |
| **G.1**a. history and philosophy of the counseling profession  | **M** | Course reading, lectures, and quizzes; Midterm and Final Exam |
| **G.2**a. multicultural and pluralistic trends, including characteristics and concernswithin and among diverse groups nationally and internationally  | **m** | Course reading, lectures, and quizzes; Midterm and Final Exam |
| e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body  | **m** | Course reading, lectures, and quizzes; Midterm and Final Exam |
| **G.3**b. theories of learning and personality development, including currentunderstandings about neurobiological behavior  | **m** | Course reading, lectures, and quizzes; Personal Change Plan assignment  |
| f. human behavior, including an understanding of developmental crises,disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior  | **m** | Course reading, lectures, and quizzes. |

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| **School Counseling** |
| **Standard/Objective** | **M/m** | **Assessment/Assignment/Reading** |
| **C. Knowledge** 1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students  | **M** | Course reading, lectures, and quizzes; Personal Change Plan assignment |
| **Mental Health** |
| **Standard/Objective** | **M/m** | **Assessment/Assignment/Reading** |
| **A. Knowledge** 5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision  | **M** | Course reading, lectures, and quizzes; Midterm and Final Exam |
| **C. Knowledge**1. Describes the principles of mental health, including prevention, intervention,consultation, education, and advocacy, as well as the operation of programs andnetworks that promote mental health in a multicultural society | **M** | Course reading, lectures, and quizzes; Midterm and Final Exam |

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| **Evaluation Procedures** |

**Course Requirements:**

Reading Assignments

Candidates are expected to complete all reading assignments per the Assignment Calendar.

Quizzes

Candidates will complete a quiz each week. The quiz will be administered at the beginning of class and will assess the assigned readings for that week. There are no make-up quizzes if a candidate arrives late or misses class (being that we will be going over the answers in the class). Candidates will be able **to drop their lowest quiz grade**.

Class Participation

Candidates are required to participate in practice sessions using the various theories being studied. These practice sessions may be conducted in groups or in front of the entire class. Candidates must prepare for conducting mock counseling sessions and be prepared to act as clients in mock counseling sessions

Personal Change Plan

Candidates will develop a Personal Change Plan (PCP) including a specific area to be addressed, a treatment plan with goal statements, and theoretical interventions used from class materials, and a journal entry concerning each theory covered in class in relation to the behavior or issue being changed. Each candidate will prepare a personal statement for area of change or difficulty in the candidate’s life. The Candidate will use the personal statements as a reflective tool when writing about the theories studied in the course. A reflection will be due for each theory covered in the course. See the attachment to the syllabus for further description of this course requirement. Candidates must also be prepared to discuss personal change plans in class on the due dates. Candidates should submit these assignments as Word documents on the dates indicated on the Assignment Calendar.

Presentations

Candidates will select specific a counseling theory and identify a specific presenting issue to use as the impetus to develop a creative intervention. Candidates will be required to 1) provide the class with an overview of the counseling theory (the purpose of this overview is to prompt the classes to think theoretically and provide new – not covered in the textbook – information on the theory, not review the chapter), 2) develop a case study of a client (the textbook’s introduction of Justin is a good example) with the specific presenting issue to be treated with created intervention, and 3) present specific steps to carry out the innovative, creative technique that they have developed for the “client.” This technique is to be original and creative using the expressive arts in some form. Students will 4) provide a handout for each class member and the instructor that includes each of the categories presented in see Degges-White & Davis (2010) text and an APA formatted reference list for the instructor. In their presentation, candidates will also involve either the class or volunteer in the activity to demonstrate how the activity would be employed in a clinical setting. Presentations should be 30 – 35 minutes in length.

Exams

Candidates will complete a midterm and a comprehensive final exam for this course on the scheduled dates. These exam will cover all material presented in the course. There are no make-up exams if a candidate arrives late or misses the midterm or final exam. There will be no exceptions to this policy.

###### Assessment Procedure

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| **Assignment** | **Weight** |
| Weekly Quizzes | 15% |
| Dyadic Presentations | 15% |
| Class Participation | 5% |
| Mid-Term Exam | 15% |
| Personal Change Plan – Part A | 10% |
| Personal Change Plan – Part B1 | 10% |
| Personal Change Plan – Part B2 | 10% |
| Final Exam | 20% |
| Total | 100% |

All course requirements will be used to determine candidate’s achievement in the course. All required assignments will be given a specific grade. Final course grades will be assigned as follows:

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| A | = | 92 - 100 |
| B | = | 80 – 91.9 |
| C | = | 70 – 79.9 |
| D | = | 60 – 69.9 |
| F | = | Below 60 |

 \* Grades will not be rounded up.

**Late Assignments**

**All assignments should be completed on or before the announced due date.** Ten percent will be deducted for each day an assignment is late including weekend days. After three days, assignments will no longer be accepted, and the student will receive an zero on the assignment.

**Assignment Format**

All assignments should be typed and adhere to APA guidelines (*APA Publication Manual*, 6th ed.) including formatting (double-spaced, 12-point Times New Roman font), title page, running head, quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

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| **Instructional Strategies** |

Instruction will consist of lecture, small group discussions, demonstrations, mock counseling sessions, and videos/films.

Technology Policy:Because of the personal, interactive nature of the counseling profession and this course, students are asked to refrain from using technology (cell phones, laptops, iPads, etc.) during the class meetings. Phones should turned off or set on “silent” prior to class, and laptop computers should be shutdown during class lectures, discussions, or experiential groups.

Writing Resources: Students in need of resources to improved or assist in writing are encouraged to contact the University of Louisiana at Lafayette’s Writing Center. This Center is designed to provide students with assistance and feedback on their writing. The goal is to help students become better independent writers, so while the writing specialists do not "proofread" or "correct" errors, they offer one-on-one meetings designed to improve writing skills. Tutors can help students brainstorm ideas, talk about research, explore resources, and answer grammar questions. The writing center is located in H.L. Griffin Hall rooms 107 and 108 and is open Mon – Thru 9 A.M. – 4 P.M. and Friday 9 A.M – noon.

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| **Academic Integrity and Attendance Policy** |

Students are expected to conduct themselves with the honor and integrity befitting a graduate student preparing to serve as a counselor. Learning through participation makes class attendance critical; therefore, attendance, on-time arrival, preparation, and participation in scheduled classes are course requirements. Should a Candidate miss more than two (2) classes, their final grade will be reduced a letter grade. Arriving late or leaving early is a disruption to the entire class; therefor, I ask that all candidates inform their classmates and myself if they are required to leave early or arrive late.

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| **Flexibility Statement** |

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students’ experiences and needs, as well as emerging knowledge and competencies will be used to modify the course syllabus. **I am happy to meet with you and discuss ways you can be more successful**.

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| **Accommodating Students with Special Learning Needs** |

The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires The University of Louisiana at Lafayette to provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (482-5252). Contact will be made by that office through the candidate to the instructor of this class at which time reasonable accommodations will be arranged.

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| **Emergency Evacuation Procedures** |

A map of this floor is posted near the elevator marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

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| **Assignment Calendar for COUN 502** |

**\*\*\*See supplemental document for Assignment Calendar**Personal Change Plan: Section A

Section A of the PCP, due Class 3, must summarize the specific issue or difficulty the candidate will use as the focus for their PCP. The Candidate is required to read three articles concerning the identified change. One of which must be an academic research article discussing some aspect of the target change area; the remaining articles may be non-academic works. Upon completion of the reading, candidates must discuss the following areas identifying the target change.

Discuss the change in one paragraph. Be prepared to talk about your change proposal in class. Be thorough and specific, as general change plans tend to be vague and lead to difficulty in attempts for change. Some typical discussion points are:

* Problem Definition and Exploration
	+ How long has this been an area for change in your life?
	+ Why are you focusing on this area now?
	+ What will you have to do in order to make this change?
	+ Who will be involved in your change?
	+ Where will this change be most difficult to practice?
	+ When will you encounter difficulty with this change?
* Goal Statement

After the opening paragraph, candidates must develop a one-sentence goal statement concerning the change. This should be a final outcome statement that is reasonable, measurable and time sensitive. Once the goal statement is complete, candidates must complete specific action steps that lead to the goal. These should also be reasonable, measurable, and time sensitive.

* Decisional Balance

After completing the goal and action step statements, candidates must write an exhaustive list of reasons to change and reasons not to change. Both lists are important and should be extensive. Candidates should attempt to understand why the proposed change would be difficult as the behavior has positive aspects in the candidate’s life (all behavior is purposeful). The list must reflect the full nature of the implications for change in your life.

* + Pros of changing
	+ Cons of changing
	+ Pros of not changing
	+ Cons of not changing

**Rubric: PCP Section A**

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| **Point Value** | **20 to 14 points** | **13 to 7 points** | **6 to 1 points** |  |
| **Problem Definition & Exploration** | Demonstrates thorough awareness and areas that may be difficult toward change | Demonstrates some awareness of the difficulty and some areas for difficult toward change | Demonstrates less awareness of the difficult and lists rudimentary areas as difficulty toward change |  |
| **Goal Statement** | Has high measurability and is time sensitive | Has moderate measurability and time sensitivity | Has low measurability and time sensitivity |  |
| **Decision Balance Exploration** | Demonstrates a thorough understanding of Pros & Cons of Changing AND not Changing | Demonstrates a moderate understanding of Pros & Cons to Change | Demonstrates little understanding of Pros & Cons to Change |  |
| **APA Style** | Assignment demonstrates proper APA formatting | Assignment demonstrates moderate observance of APA guidelines  | Assignment does not follow APA formatting guidelines  |  |
| **Spelling and Grammar** | Paper is well written with no grammatical or spelling errors, and has strong paragraphs and sentence structure | Paper has shaky structure; may contain weak sentences and careless or awkward grammatical construction. | Paper is poorly written even though the basics may be present; reads like a very rough draft |  |
| **TOTAL** |  |  |  |  |

Personal Change Plan: Section B

Section B of the Personal Change Plan will provide an opportunity for candidates to reflect on the week’s topic. Each week, candidates will write a journal entry focusing on the theory presented in that week’s class. The journal will include (1) a thorough discussion of how the theory was used to change the identified area (hint: think about how you would use the theory to encourage change in a client seeking counseling for the specified concern) and (2) identify three instances of the theory’s principles in real-world experiences (these can be personal experiences, song lyrics, a sign, a scene in a television show, etc.). Journal entries should be one to two pages in length (please do not go beyond 2 pages).

Please include the following subheadings

* **Behaviors** - Discussion of how the week’s theory affected the students actions (behaviors) regarding the plan (what did you actually do for your plan that week)
* **Thoughts** - An exploration of your thoughts regarding the incorporation of the plan (what did the theory encourage your to think about related to your change?)
* **Feelings** - Reflection on your feeling regarding the week’s changes (How do you feel about your accomplishments or failures? What feelings did the theory encourage you to think about regarding your plan?).
* **Plans** - Plans to alter or adapt the plan based on the week’s experiences.
* Description on how the week’s theories helped to understand more about treatment of the selected issue?
* **Real-World Events** - Three real-world events or experiences that reflected the theory of the week (this can be a bulleted list)

Entries will be collected twice during the semester. Failure to provide weekly entries for this assignment will result in a failing grade for the assignment and a reduction in the final grade for the class.

Note: This is a class assignment that is asking for personal reflection. At times a candidate may feel some deeper emotional experiences that may need counseling or other therapeutic interventions. This class and this assignment is not a forum for those experiences. Should a candidate have these types of emotional experiences, the candidate is expected to seek professional services (i.e. university’s counseling center or private services). In the event that I believe that the student is having these types of experiences during this class, I am ethically and legally bound to take steps to protect the candidate and possibly make disclosures of candidate’s assignments to faculty and administration.

**Rubric: PCP Section B**

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| **Journal 1** |  |  |  |  |
| **Description of actions** | Includes examples of experiences that occurred throughout the week(2.5 points) | Includes limited description of actions(2 points) | Includes only a few experiences(1 point) |  |
| **Exploration of thoughts**  | Includes thoughts that were experienced throughout the week(2.5 points) | Includes a limited description of thoughts(2 points) | Includes only a few thoughts (1 point) |  |
| **Reflection on feelings**  | Includes feelings that were experienced throughout the week(2.5 points) | Includes a limited description of feelings(2 points) | Includes only a few feelings(1 point) |  |
| **Plan** | Provides a detailed description of steps that will be taken the following week(2.5 points) | Provides a vague plan for the following week (2 points) | Has elements of a plan and steps(1 point) |  |
| **Theoretical Application** | Clearly explains how theory can be applied to change plan(2 points) | Vague explanation of theoretical application to plan(1.5 points) | Limited or erroneous application of theory to plan(.5 point) |  |
| **Real Life Application** | Clearly explains three instances of recognizing theory (3 points) | Vague explanation of theoretical application to plan, or less then three examples (2 points) | Limited or erroneous application of theory to plan(1 point) |  |
| **Throughout** |  |  |  |  |
| **APA Style** | Assignment demonstrates proper APA formatting(10 – 7 points) | Assignment demonstrates moderate observance of APA guidelines (6 – 4 points) | Assignment does not follow APA formatting guidelines (3 – 0 points)  |  |
| **Grammar, Spelling, & Punctuation** |  |  | -1 for all spelling or grammatical error |  |
| **TOTAL** |  |  |  |  |

**Counseling Theories: COUN 502**

*Tentative* **Assignment Calendar**

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| **Date** | **Topic** | **Activity**  | **Assignment** | **Reading Assignments**(Reading assignments are due the date listed) |
| **Class 1**8/24/158/25/15 | Introduction  | Introductions Syllabus ReviewLecture One Theoretical Orientation Scale  |  |  |
| **Class 2**8/31/159/1/15 | Introduction to Theories – Choosing a Theory  | Lecture: The Psychobiosocial Model, DiscussionDiscussion, practice, and/or video  | Quiz - Chapter 1Johari Window | Jones-Smith (J-S): Chapter 1Degges & Davis (D&D):  Chap 1 |
| **Class 3**Labor Day: Section 1 NO CLASS: Assignment Online Section Two:9/8/14 | Motivational Interviewing & Stages of Change and The Expressive Arts  | S1: ONLINE Moodle Quiz: Chapters 10 & 11 (due 8/9/15 8PM)Review Presentation Discussion Forum - Post three questions/comments (one each chapter) and respond to two classmates posts (due 8/9/15 8PM)   | S2:Quiz: Chapters 10 & 11Lecture: Motivational Interviewing & Stages of Change and The Expressive Arts Discussion, practice, and/or video | **Personal Change Plan Section A Due: Tuesday, September 8th at 5PM**  **\*paper copy** | J-S: Chapters 10 & 11Journal Article: In Search of How People Change |
| **Class 4**9/14/159/15/15 | Psychoanalytic & Psychodynamic CSI Webinar  | S1: Dayna Davis Presentation  | S2: CSI Webinar  | Quiz - Chapter 2 | J-S: Chapter 2 |
| Lecture: The First Force in Psychotherapy Begins: Freud & Jung Discussion, practice, and/or video  |
| **Class 5**9/21/159/22/15 | Adlerian  | S1: CSI Webinar Recording S1: Erika Herring Presentation  | S2: Monti Smith Presentation  | Quiz: Chapter 3 | J-S: Chapter 3D&D: Chapter 2 |
| Lecture: Adlerian Theory Discussion, practice, and/or video  |
| **Class 6**9/28/159/29/15**LCA****CLASS ONLINE** | Theories of Behavioral Counseling Behavior Therapy | ONLINE QUIZ: Chapter 4 (due Wednesday 9/30/15 by 7PM)ONLINE Presentation Review ]: The Second Force in Psychotherapy and Behavior Therapy & Pharmacology ONLINE Discussion Forum (due Wednesday 9/30/15 by 7PM) | Online Quiz : Chapter 4 Discussion Forum Posts | J-S: Chapter 4 |
| **Class 7**10/5/1510/6/15 | Cognitive Behavioral | S1: Brandi Collins Presentation  | S2: No Presentation  | Quiz: Chapter 5 | J-S: Chapter 5D&D: Chapter 4Journal Article: Why I (Really) Became a Therapist |
| VIDEO: Gloria – EllisLecture: Cognitive Behavior Therapy |
| **Class 8**10/12/1510/13/15 | Reality/Choice Theory  | S1: Jamie Guillory Presentation | S2: Kilauni Tillett Presentation | Quiz: Chapter 6 | J-S: Chapter 6D&D: Chapter 5 |
| Lecture: Reality/Choice TherapyDiscussion, practice, and/or video |
| **Class 9**10/19/1510/20/15 | **Midterm Exam** |
| **EXTRA CREDIT** 10/25/15 | **Movie Viewing: She’s Beautiful When She’s Angry** **3 P.M. Oliver Hall Auditorium**  |
| **Class 10**10/26/1510/27/15 | Humanistic and Existential Counseling  | S1: Jennifer Hiatt Presentation  | S2: Houston Champagne Presenattion  | Quiz: Chapter 7**Personal Change Plan Section B: Journal One (6 entries) Due** | J-S: Chapter 7D&D: Chapter 6 |
| Movie: Victor & I |
| **Class 11**11/2/1511/3/15 | Person Centered & Gestalt  | Lecture: Person-Centered Therapy & Gestalt Therapy VIDEO: Gloria – Rogers VIDEO: Gloria – Pearls Discussion: Compare and contract Gloria tapes  | Quiz: Chapters 8 & 9 | J-S: Chapters 8 & 9D&D: Chapter 8 & 9Journal Article: Necessary and Sufficient Conditions of Therapeutic Personality Change |
| **Class 12**11/9/1511/10/15 | Post Modern Counseling: Solution Focused & Narrative  | S1: Kasie Prejean Solution Focused Therapy PresentationJenna Landry Narrative Therapy Presentation | S2: Laura Loewer Solution Focused Therapy Presentation Darlene Cormier Narrative Therapy Presentation  | Quiz: Chapter 15 & 16 | J-S: Chapter 15 & 16D&D: Chapter 3 & 10Counseling Today Article: A paradigm shift in counseling philosophy |
| Lecture: The Forth Force in Psychotherapy and Solution Focused Therapy & Narrative Therapy Discussion, practice, and/or video  |
| **Class 13**11/16/1511/17/15 | Feminist Therapy and Lesbian and Gay Therapy & Integrating Religious/Spiritual Issues During Psychotherapy | S1: Cecilia Riviere Feminist, Lesbian & Gay Therapy PresentationMaria Istre: Religious/Spiritual Presentation   | S2: Wes Errington Feminist, Lesbian & Gay Therapy PresentationJoy TaylorReligious/Spiritual Presentation  | Quiz: Chapters 14 & 17 | J-S: Chapters 14 & 17D&D: Chapter 7 |
| Lecture: Feminist Therapy and Lesbian and Gay Therapy & Integrating Religious/Spiritual Issues During Psychotherapy Discussion, practice, and/or video  |
| **Class 14**11/23/1511/24/15 | Strength-Based Therapy & Family Therapy Approaches | S1: Darla Sonnier Strength-Based Therapy Presentation Annie Etheredge Family Therapy Presentation  | S2: Rhea Cooper Strength-Based Therapy Presentation Annie Etheredge Family Therapy | Quiz: Chapters 18 & 19 | J-S: Chapters 18 & 19 |
| Lecture: Strength-Based Therapy & Family Therapy Approaches Discussion, practice, and/or video |
| **Class 15**11/30/1512/1/15 | Neuroscience & Psychotherapy & Integrative Psychotherapy | S1: Jalene Brooks Neuroscience, Psychotherapy and Neuropsychotherapy Presentation Monique Gaubert Integrative Psychotherapy Presentation  | S2: Ryan Albarado Neuroscience, Psychotherapy and Neuropsychotherapy Presentation | Quiz: Chapter 20 & 22**Personal Change Plan Section B: Journal Two (6 entries) Due** | J-S: Chapters 20 & 22D&D: Chapter 11 |
| Lecture: Times of Change: Neuroscience, Psychotherapy, and Neuropsychotherapy & Integrative Psychotherapy Theoretical Orientation Scale  |
| **Class 16**12/7/1512/8/15 | Comparing and Contrasting Theories  | **Comprehensive Exam** | J-S: Chapter 21  |

\* Quizzes are to be completed in class prior to the chapter lecture. Late arrival or missed class will not be given an opportunity to make-up any quizzes or exams.