

2012-2013 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: CSLG 4-10-13

Proposal Title: New MA Graduate Course - CSLG 7146
Counseling Adolescents

Originating Department: CSLG

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE Yes UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
4/10/2013	4/15/2013	4/15/2013	Approved	<u>DEPARTMENT CHAIR</u> Henry L. Harris [print name here:] <i>Henry L. Harris</i>
<i>5/2/13</i>	<i>5/2/13</i>	<i>5/2/13</i>	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Kelly Anderson [print name here:] <i>Kelly Anderson</i>
		<i>5-3-13</i>	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> <i>[Signature]</i> [print name here:]
		<i>5-3-13</i>	Approved	<u>COLLEGE DEAN</u> <i>Mary Lynne Calhoun</i> * <i>M. Calhoun</i> [print name here:]
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
<i>4-7-14</i>	<i>5-6-14</i>	<i>5-7-14</i>	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only) <i>Alan R. Freitag</i> ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

* This proposal was submitted last year + sent back to dept. for consultation letters - it has just now been returned to Dean's office (with consultation) - Melba Spomer, Senior Associate Dean



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

To: Graduate Council Chair

From: H. L. Harris, Chair Department of Counseling

Date: 4/10/13

Re: ^{CSLG 7146} Creating new MA Graduate Course –Counseling Adolescents

The information in this long form provides the rationale for the establishment of new graduate course. The new course proposed has been taught several times at the 6000 level and please feel free to contact me if you have additional questions.

I. UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

ESTABLISHMENT OF A NEW GRADUATE COURSE

DEPARTMENT OF COUNSELING

II. CONTENT OF PROPOSALS

PROPOSAL SUMMARY:

The Department of Counseling is seeking to create a Graduate level course that ^{has} ~~have~~ been previously taught as special topic 6000/8000 course over the past few years. The proposed course is CSLG 7146 Counseling Adolescents.

JUSTIFICATION:

The prerequisites for this course are graduate status and permission from the instructor. The proposed course number CSLG 7146-Counseling Adolescents is sequenced with other MA courses specifically related to counseling children that include: CSLG 7142-Introduction to Play Therapy, CSLG 7143- Filial Therapy, CSLG 7144 Contemporary Theories of Play Therapy, and CSLG 7145, Special Topics in Play Therapy. This course will help improve the scope of the program because it will be officially recognized as an elective rather than the generic 6000 level course and consistently taught at least once per year. Over the past 4 years during the summer this course has been taught 4 times as CSLG 6000 Topic in Counseling Course with the following enrollment numbers: 2013 Summer Session I enrollment of 12, 2012-Summer II enrollment of 20 and 17 for two sections, 2011- Summer Session II enrollment of 20, 2010-Summer Session II enrollment of 17, and 2009 Summer Session II enrollment of 1.

Identify the need addressed by the proposal and explain how the proposed action meets the need.

IMPACT;

CSLG 7146 Counseling Adolescents will be offered at least one time during the academic year and will not have a detrimental effect on existing courses. Based on previous experience teaching this topic as a 6000 level course: If CSLG 7146 is approved

- all students enrolled in the MA and Phd counseling program will have the opportunity to further develop their knowledge and clinical skills working with adolescents if they elect to take this course.
- based on previous experience other course enrollment numbers will not be negatively impacted .
- course description for CSLG 7146 Counseling Adolescents will need to added to counseling program handbook and graduate catalogue as an elective for MA and PhD counseling students.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

- A. **PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

No additional personnel are needed because this course will be listed as an elective and taught by interested faculty members in the Department of Counseling. All qualified members interested in teaching this course include: Drs. Abrams, Balog, Ceballos, and Post.

- B. **PHYSICAL FACILITY.** Is adequate space available for this course? Yes

- C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

No additional supplies or equipment is needed based on previous experience teaching this course as a 6000 Topics in Counseling Course.

- D. **COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

No computer usage beyond Moodle needed based on previous experience teaching this course as a 6000 Topics in Counseling Course.

- E. **AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

None needed based on previous experience teaching this course as a 6000 Topics in Counseling Course.

- F. **OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

No other resources needed based on previous experience teaching this course as a 6000 Topics in Counseling Course.

- G. **SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

None needed based on previous experience teaching this course as a 6000 Topics in Counseling Course.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION**. Indicate written consultation with the Library Reference Staff at the department level to ensure that library holdings are adequate to support the proposal prior to its leaving the department Attach a copy of the [Consultation on Library Holdings](#)).

Consultation Attached

- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS**. List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

Consulted via e-mail with Department Chairs in Social Work and Department of Psychology-responses received from Psychology Department on 4-13-13 and Department of Social Work on 4-15-13 with no objections.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT**. Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

All faculty members in the Department of Counseling on 4-8-13 by a vote of 11 to 0 fully support this proposal. Based on previous experience teaching this course as a 6000 Topics in Counseling Course, this will continue to be a popular useful elective.

- B. **CREDIT HOUR**. (Mandatory if new and/or revised course in proposal)

Review statement and check box once completed: **Agree/completed**

- *The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

- C. **ATTACHMENTS**.

1. **CONSULTATION**: Attach relevant documentation of consultations with other units.
2. **COURSE OUTLINE/SYLLABUS**: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or co-requisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word “track changes” feature (or use red text with “~~strikethrough~~” formatting for text to be deleted, and adding blue text with “underline” formatting for text to be added).

Course Description

This course focuses on counseling pre-adolescents and adolescents. Attention will be given to the cognitive and socio-emotional development of pre-adolescents and adolescents, current issues affecting this population, ethical considerations when counseling this age group and developmentally responsive counseling interventions.

a. For a new course or revisions to an existing course, check all the statements that apply:

* This course will be cross listed with another course (8146 at Doctoral level).

* There are prerequisites for this course.

There are co-requisites for this course.

This course is repeatable for credit.

This course will increase/decrease the number of credits hours currently offered by its program.

This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Please indicate whether the proposed change will impact an existing Academic Plan of Study and require changes to CAPP. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at provost.uncc.edu/resources-and-reports).
5. STUDENT LEARNING OUTCOMES: Please indicate what SLOs are supported by this course or courses or whether this curricular change requires a change in SLOs or assessment for the degree program.

This course aims at meeting the new 2009 Standards of CACREP (Section II.F; Section III:SC) pertaining to counseling students outcomes.

<http://www.cacrep.org/2009CACREPstandardrevision-Draft3final.doc>

Upon completion of this course, candidates will be able to:

- 1) Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP: II-G-J)
 - 2) Understand multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (CACREP: II-2-a)
 - 3) Understand theories of learning and personality development, including current understandings about neurobiological behavior (CACREP: II-3-b)
 - 4) effects of crises, disasters, and other trauma-causing events on persons of all ages (CACREP: II-3-c)
 - 5) Understand interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development (CACREP: II-4-d)
 - 6) Acquire an orientation to wellness and prevention as desired counseling goals (CACREP: II-5-a)
 - 7) Understand counselor characteristics and behaviors that influence helping processes (CACREP: II-5-b)
 - 8) Identify counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP: II-5-d)
 - 9) Acquire a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP: II-5-e)
 - 10) Understand group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP: II-6-b)
 - 11) Understand theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP: II-6-c)
 - 12) Be knowledgeable about group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP: II-6-d)
6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted? **The text can be rented at the bookstore.**

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

1. **Course Number and Title:** CSLG 7146 Counseling Adolescents (**3.0 Credit Hours**)
2. **Course Description**
This course focuses on counseling pre-adolescents and adolescents. Attention will be given to the cognitive and socio-emotional development of pre-adolescents and adolescents, current issues affecting this population, ethical considerations when counseling this age group and developmentally responsive counseling interventions.
3. **Prerequisites or Co-requisites:** Graduate Status and Permission from the instructor
4. **Objectives of the course:**

Each student will:

- 1) demonstrate a knowledge of pre-adolescent and adolescent development.
- 2) demonstrate a knowledge of the strategies for facilitating client change according to the theories presented.
- 3) demonstrate a knowledge of ethical and legal considerations relating to counseling children and adolescents.
- 4) learn the characteristics of effective counselors and the importance of multicultural sensitivity in working with culturally different young people.
- 5) increase knowledge of impact of the family system on adolescent behavior.
develop a portfolio of counseling techniques appropriate for use with young people.

5. **Instructional Method**

The class will consist of discussions of readings, didactic instruction including some on-line, and student presentations.

6. **Means of Student Evaluation**

Class Participation and Attendance (10 points): Students are expected to attend and actively participate in class meetings. **Students who miss more than 1 class may not earn more than a "B."** Students should inform the instructor as soon as possible of any absences.

Activities (10 points)

Each student is responsible for finding 4 different activities that can be used for individual and/or group counseling with pre-adolescents and/or adolescents. Each student will be assigned two different days (1 for each activity) to explain and role-play the activity with classmates (you will have approximately 15-20 minutes). The day of the role-play, you will be responsible for bringing materials to role-play the activity. In addition, you will need to give each classmate and the instructor a handout describing the activity.

Interviews of Young People (10 points)

You will interview 3 young people. At least 1 interviewee has to be a pre-adolescent (10-13) and 1 interviewee has to be an adolescent (14-17). The interviews should have at a minimum the following questions?

- What is best and worst about being their age?
- What "goals" do they personally have?
- What do they think it would be like to be older?
- How are they different now than when they were younger?
- What advice do they have for other people their age for getting along with others?
- What would they most like their parents to understand about them?
- What do they think counseling/therapy is?
- What kind of counselor/therapist would they like to have?

After interviewing the three individuals you will compose a synopsis paper (APA style) summarizing what you learned about this age group from this assignment. You should use quotes from your interviews to support your learning experience.

In the course of your discussion you will need to address:

- The developmental level of each interviewee (e.g. Did you notice any developmental differences among the age groups? What characteristics did you noticed that are supported by the documentary we watched in class regarding adolescents' development?).
- How did you feel while conducting the interview (e.g. did you feel more comfortable with one specific age group? what feelings did you find yourself experiencing?)
- What are you taking from this assignment that can help you in the future when you counsel pre-adolescents and/or adolescents?

Topic Paper Assignment (20 points)

Each student will select a topic of his/her interest (e.g. divorce, trauma, a specific theoretical orientation, etc.) and summarize/review 6 journal articles (APA style) that focus on counseling pre-adolescents and/or adolescents as it relates to the chosen topic. At least 3 articles have to be empirically based journal articles that use a research design (e.g. pre-post test, a case study). You will present briefly on your paper during class time. The format of the review will follow a prescribed format that will be provided to you separate from this syllabus. This assignment will be due on:

Presentations (20 points)

Students will work in small groups of 3 to present one of the following topics as it relates to counseling pre-adolescents and or adolescents (addiction, gang membership, pregnancy, eating disorder, bullying, ADHD). These presentations are to last about 1 hour and 15 minutes and should demonstrate an in depth understanding of the presenting problem. In addition, the presentation should include the demonstration of at least one technique/activity that can be used when counseling pre-adolescents/adolescents who are dealing with the chosen problem. A separate grading rubric will be provided to you. Presentations will be on last two weeks of class .

Final Exam (30 points)

The final exam will be multiple choice and short answer.

Grading

Attendance, Reading, and Participation	10 points
Activities	10 points
Interview of Young People	10 points
Topic Paper	20 points
Presentations	20 points
Final Exam	30 points

100 – 90 = A

89 – 80 = B

79 – 70 = C

7. Specific Policies that Apply to this Course:

University Procedures and Policies

Please consult the web (<http://www.registrar.uncc.edu/calendar.htm>) to see important dates regarding adding classes, withdrawing from classes, and dates the University will be closed for holidays.

Policy on a Grade of Incomplete. "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course." (UNC Charlotte Course Catalogs)

Academic Integrity. All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

Inclement Weather Policy. The University is rarely closed because of bad weather. When such a closing occurs, it will be announced over local television and radio stations. There may be times when the university remains open officially, but bad weather in the region makes it unsafe or unwise for faculty or students to travel, particularly in the evening. If I am unable to make a class for weather or any other reason, I will notify the Departmental Office (704-687-8960); office staff will try to notify you. I will also inform you of the situation via email. Be sure that your email address in the university system is accurate. If you are uncertain if the class will meet, please call the Departmental Office. As always, if class is conducted, it is the student's responsibility to obtain information on missed classes from fellow students.

Special Needs. Students in this course seeking accommodations for disabilities must first consult with the Office of Disability Services (704-687-4355/3531) and follow the instructions of that office for obtaining accommodations. In addition, please feel free to consult with the instructor regarding this issue.

Link to Conceptual Framework: *Professional Educators Transforming Lives*- the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners

E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are highlighted below.

North Carolina Professional School Counseling Standards (2008): 1) Demonstrate leadership, advocacy, and collaboration; 2) Promote a respectful environment for a diverse population of students; 3) Understand and facilitate the implementation of a comprehensive school counseling program; 4) Promote learning for all students; and 5) Actively reflect on their practice.

The College of Education Commitment to Diversity

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Dispositions are the values, commitments, and professional ethics that influence behavior toward students, families, clients, colleagues, and communities. Dispositions affect your learning, motivation, and development as well as your professional growth. The dispositions of **professionalism, counseling qualities, relationships with others, and professional development** are expected of students in all course and clinical work throughout their training and time at the university.

8. Probable Textbooks or Resources

Vernon, A. (2008). *Counseling Children and Adolescents* (4th ed). Denver, CO: Love Publishing Co.

Recommended Reading:

- Andrews, J. A., Hampson, S., & Peterson, M. (2011). Early adolescent cognitions as predictors of heavy alcohol use in high school. *Addictive Behaviors*, 36(5), 448-455. doi: 10.1016/j.addbeh.2010.12.011
- Craig, W. M., Vitaro, F., Gagnon, C., & Tremblay, R. E. (2002). The road to gang membership: Characteristics of male gang and nongang members from ages 10 to 14. *Social Development*, 11, 53-68. doi: 10.1111/1467-9507.00186
- Davis, K. M. (2010). Music and the expressive arts with children experiencing trauma. *Journal of Creativity in Mental Health*, 5(2), 125-133. DOI: 10.1080/15401383.2010.485078.
- Lenz, A. S., Holman, R. L., & Dominguez, D. L. (2010). Encouraging connections: Integrating expressive art and drama into therapeutic social skills training with Adolescents. *Journal of Creativity in Mental Health*, 5 (2), 142-157.
- McCulliss, D., & Chamberlain, D. (2013). Bibliotherapy for youth and adolescents: School-based application and research. *Journal of Poetry Therapy*, 26 (1): 13-40.
- Ougrin, D., Zundel, T., Kyriakopoulos, M., Banarsee, R., Stahl, D., & Taylor, E. (2012). Adolescents with suicidal and nonsuicidal self-harm: Clinical characteristics and response to therapeutic assessment. *Psychological Assessment*, 24, 11-20. doi: 10.1037/a0025043
- Pehrsson, Dale-Elizabeth, Allen, Virginia B., Folger, Wendy A., McMillen, Paula S., & Lower, Imelda (2007). Bibliography with Preadolescents Experiencing Divorce. *The Family Journal: Counseling and Therapy for Couples and Families*, 15 (4), 409-414.
- Potoczniak, D., Crosbie-Burnett, M., & Saltzburg, N. (2009). Experiences regarding coming out to parents among African America, Hispanic, and White gay, lesbian, bisexual, transgender, and questioning adolescents. *Journal of Gay & Lesbian Social Services: Issues in Practice, Policy & Research*, 21 (2-3), 189-205.
- Shen, Y. & Armstrong, S. A. (2008). Impact of group sand tray therapy on the self-esteem of young adolescent girls. *The Journal for Specialists in Group Work*, 33(2), 118-137. Retrieved from EBSCOhost.
- Valente, T. W., Ritt-Olson, A., Stacy, A., Unger, J. B., Okamoto J., & Sussman, S. (2007). Peer acceleration: Effects of a social network tailored substance abuse prevention program among high-risk adolescents. *Addiction* 102 pages 1804-1815. doi:10.1111/j.1360-0443.2007.01992.x

9. Topical Outline of Course Content Tentative Summer Class Schedule

Date	Class	Topic	Readings	Assignments
Class Meeting	1	Course Overview/ Development	Chapter 1	
Class Meeting	2	Multicultural Considerations/ At- Risk factors	Chapter 8 Chapter 10	
Class Meeting	3	Counseling Process/ Group Counseling	Chapter 2 Chapter 11	Activities (4)
Class Meeting	4	Expressive Techniques	Chapter 3	Activities (4)
Class Meeting	5	Expressive Techniques	Chapter 3	Activities (4) Interview
Class Meeting	6	Brief Counseling	Chapter 5	Activities (5)
Class Meeting	7	Counseling Exceptional Children/ Working with Parents	Chapter 7 Chapter 13	Activities (5) Topic Paper
Class Meeting	8	Open for topic		Activities (5)
Class Meeting	9	Presentations	Chapter 4 Chapter 6	Activities (4)
Class Meeting	10	Presentations/ Review for Final Exam	Chapter 9 Chapter 12	Activities (5)
Class Meeting	11			Final Exam

Harris, Hank

From: Cachelin, Fary
Sent: Wednesday, April 10, 2013 2:50 PM
To: Harris, Hank
Subject: RE: Course Consultation

Hi Hank,

Psychology has no objections. Thank you for the consultation.

Regards,
Fary

From: Harris, Hank
Sent: Tuesday, April 09, 2013 2:20 PM
To: Cachelin, Fary; Ezell, Mark
Subject: Course Consultation

Greetings Drs. Cachelin and Ezell

The Department of Counseling is seeking to create two cross listed Graduate level (MA & Doctoral courses) that have been previously taught as special topic 6000/8000 courses over the past few years. The proposed courses are: 1) CSLG 7146/8146 Counseling Adolescents and 2) CSLG 6164/8164 McLeod Institute on Substance Abuse.

I have included sample syllabi & please let me know if you have questions.

Hank

H. L. Harris, Ph.D. LPC | Associate Professor
Department of Counseling | Chair
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Telephone: 704.687.8971 | Fax: 704.687.1033
hharris2@uncc.edu | <http://www.uncc.edu>



Harris, Hank

From: Ezell, Mark
Sent: Monday, April 15, 2013 11:15 AM
To: Harris, Hank
Subject: Re: Course Consultation

Hank - Thanks for the explanation.

Thumbs up.

Mark

[Dr. Mark Ezell, Ph.D.](#)

Professor & Interim Chair
UNC Charlotte Department of Social Work
9201 University City Blvd. Charlotte, NC 28223
Phone: 704.687.7924 | Fax: 704.687.2343
rezell1@uncc.edu | <http://socialwork.uncc.edu>

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From: <Harris>, Hank <hharris2@uncc.edu>
Date: Sunday, April 14, 2013 7:14 AM
To: "Ezell, Mark" <rezell1@uncc.edu>
Subject: RE: Course Consultation

Greetings Mark,

Definitely NOT a dumb question -the cross-listing means the course will also be offered at the CSLG MA & Doctoral level as well. All of our doc courses begin at the 8000 level & when cross listed, MA & Doc student are in the same class just registered in different sections: doc students typically more assignments, The course cannot be listed at MSW level however as you indicated, many MSW students have taken Substance Abuse courses in the past and are welcome to continue to do so in the future. The consultation is done to make sure the course does not conflict your department course offerings-all that is needed from you if no objections is basically a thumbs up response which is what i received from the Psych department. If you have any other questions let me know-thanks.

Hank

From: Ezell, Mark
Sent: Saturday, April 13, 2013 5:23 PM
To: Harris, Hank
Subject: Re: Course Consultation

Hi Hank -

I don't know the exact number of students offhand but am aware that quite a few of our MSW students take these courses and are pleased with them. Here's my dumb question for the day. Does cross-listing a course mean anything beyond listing your course with our (SOWK) prefix? Does it mean that some of the seats are reserved for our students.

I'm happy to work with you on this, I just need some coaching.

Mark

Dr. Mark Ezell, Ph.D.

Professor & Interim Chair
UNC Charlotte Department of Social Work
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From: <Harris>, Hank <hharris2@uncc.edu>
Date: Tuesday, April 9, 2013 2:20 PM
To: "Cachelin, Fary" <fcachelin@uncc.edu>, "Ezell, Mark" <rezell1@uncc.edu>
Subject: Course Consultation

Greetings Drs. Cachelin and Ezell

The Department of Counseling is seeking to create two cross listed Graduate level (MA & Doctoral courses) that have been previously taught as special topic 6000/8000 courses over the past few years. The proposed courses are: 1) CSLG 7146/8146 Counseling Adolescents and 2) CSLG 6164/8164 McLeod Institute on Substance Abuse.

I have included sample syllabi & please let me know if you have questions.

Hank

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