

2014-2015 LONG SIGNATURE SHEET



UNC CHARLOTTE

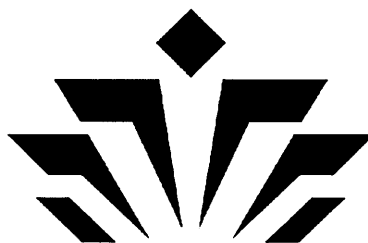
Proposal Number: CSLG 4/10/15

Proposal Title: New Graduate Course: CSLG 6164/8164 McLeod Institute on Substance Abuse

Originating Department: Counseling

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
		4/30/15	Approved	<u>DEPARTMENT CHAIR</u> Henry L. Harris <i>Henry L. Harris</i> [print name here:]
5/4/15		5/4/15	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Kelly M. Anderson <i>Kelly Anderson</i> [print name here:]
5/4/15	5/4/15	5/4/15	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> <i>[Signature]</i> [print name here:] Dawson R. Hancock
5/4/15	5/4/15	5/4/15	Approved	<u>COLLEGE DEAN</u> <i>[Signature]</i> [print name here:] Dawson R. Hancock
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)</u>
2-27-15	4-7-15	5-5-15	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) <i>[Signature]</i> ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

To: Graduate Council Chair

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

Date: 4/10/15

Re: Creating new Graduate Course in Masters Counseling Program

The Long Form is used for major curriculum changes. Examples of major changes can include:

Undergraduate: Major changes include new undergraduate degrees, minors, concentrations, certificates, and changes to more than 50% of an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Graduate: Major changes include new graduate courses, major changes to an existing graduate course or major changes to an existing graduate program

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses and programs should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

ESTABLISHMENT OF A NEW GRADUATE COURSE

CSLG 6164/8164 McLeod Institute on Substance Abuse

II. CONTENT OF PROPOSALS

PROPOSAL SUMMARY.

The Department of Counseling seeks to create a graduate level course that has been previously taught as special topic 6000/8000 course over the past few years. The proposed cross-listed course in the master's and doctoral program is CSLG 6164/8164 McLeod Institute on Substance Abuse.

A. JUSTIFICATION.

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 once per year. The proposed course number CSLG 6164/8164 McLeod Institute on Substance Abuse is sequenced with other MA courses specifically offered for the Substance Certificate and in the Addiction concentration that include: CSLG 6160-Theories of Chemical Dependency, CSLG 6161- Chemical Dependency: Assessment and Diagnosis, CSLG 6162-Chemical Dependency: Counseling Individuals, Families, and Groups, and CSLG 6163-Chemical Dependency: Treatment Planning and Relapse Prevention.. 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 33, 2012-Summer I enrollment of 26, 2011- Summer Session I enrollment of 30, 2010-Summer Session I enrollment of 28, and 2009 Summer Session II enrollment of 28.

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

IMPACT:

CSLG 6164/8164 McLeod Institute on Substance Abuse will be offered during the first summer session and will not have a negative impact on existing courses. Based on previous experience teaching this topic as a 6000/8000 level course. If CSLG 6164/8164 is approved:

- all students enrolled in the MA and PhD counseling programs will have the opportunity to further develop their knowledge in multiple areas specifically related to substance abuse and addiction counseling by attending the McLeod Institute.
- based on previous experience other course enrollment numbers will not be negatively impacted .
- course description for CSLG 6164/8164 McLeod Institute on Substance Abuse will need to be added to counseling programs handbook and graduate catalogue as an elective course 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 is needed because this course will be listed as an elective and taught by current interested faculty members in the Department of Counseling. The qualified members interested in teaching this course include: Drs. Lassiter, Culbreth, and Wachtel.

- 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 6000/8000 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 6000/8000 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.

No other resources needed based on previous experience teaching this course as a 6000/8000 Topics in Counseling Course

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

None needed based on previous experience teaching this course as a 6000/8000 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 6000/8000 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 departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of ***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).

Emails sent to the Department Chairs in Social Work and the Department of Psychology on 4-10-13 along with the proposed course syllabus. A response was received from Dr. Fary, Chair of the Psychology Department and from Dr. Ezell, Chair of Social Work with no objections. New Consultation included with Dr. Lord, Interim Department Chair of Social Work on 4/23/15.

- C. **HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable). N/A

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 6000/8000 Topics in Counseling Course, it will continue to have consistent enrollment numbers.
- B. **CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**
Review statement and check box once completed:
X 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 three (3) credit hours. Please know students are required to attend the McLeod Institute M-F and complete all other course assignments by the end of summer session I.

C. ATTACHMENTS.

1. CONSULTATION: Attach relevant documentation of consultations with other units.
See attached e-mail dated 4/10/13.
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 corequisites, 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

CSLG 6164. The McLeod Institute on Substance Abuse. (3)

This is a hybrid course delivered through a combination of independent learning, self-directed study, attending the McLeod Institute on Substance Abuse conference, and completing all required course assignments by end of summer session I. The McLeod Institute on Substance is a conference offered annually during the third week in May (M-F 8:00 am-5:00pm). The topics vary yearly and are designed to provide both broad and specific knowledge germane to substance abuse counseling. This course may be repeated for credit. (Summer Session I)

- 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 (CSLG 8164 - doctoral level course).
 - There are prerequisites for this course.
 - There are corequisites 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): Does the proposed change impact an existing Academic Plan of Study?

Yes. If yes, please provide updated Academic Plan of Study in template format.

No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

No change in the SLO's or assessments will be needed as a result of this course.

Yes. If yes, please provide updated SLOs in template format.

X **No.**

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?

X Yes. Briefly explain below.

No. Briefly explain below.

There is not a formal text book required for this course; however students are responsible for purchasing materials needed to complete course assignments. Students may also use electronic resources to complete required assignments.

1. **Course Number and Title:** CSLG 6164 McLeod Institute on Substance Abuse

2. **Course Description:** CSLG 6164. The McLeod Institute on Substance Abuse. (3) This is a hybrid course delivered through a combination of independent learning, self-directed study, attending the McLeod Institute on Substance Abuse conference, and completing all required course assignments by end of summer session I. The McLeod Institute on Substance is a conference offered annually during third week in May (M-F 8:00 am-5:00pm). The topics vary yearly and are designed to provide both broad and specific knowledge germane to substance abuse counseling. This course may be repeated for credit. (Summer Session I)

3. **Prerequisites or Co-requisites:** *Graduate Status and Permission from the instructor*

4. **Objectives of the Course:**

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

- 1) Understand the history, philosophy, and trends in addiction counseling (CACREP III-A.1)
- 2) Understand ethical and legal considerations specifically related to the practice of addiction counseling (CACREP III-A.2)
- 3) Increase their knowledge regarding the behavioral, psychological, physical health and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP III-A.6)
- 4) Be able to recognize the importance of family, social networks, and community systems in the treatment and recovery process (CACREP III-C.3).
- 5) Understand the principles and philosophies of addiction-related self-help programs (CACREP III-C.6)
- 6) Understand how living in a multicultural society affects clients with addictions (CACREP III-E.1)
- 7) Know models of program evaluation for addiction counseling treatment and preventions programs (CACREP III-I.2)
- 8) Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations (CACREP III-K.4)

5. **Instructional Method**

This is a hybrid course with content delivered through a combination of independent learning, self-directed study, and attending the McLeod Institute on Substance Abuse conference.

6. **Means of Student Evaluation**

Grading Policy: Assignments will be due on the Friday at 5:00pm of the date indicated for each activity. If additional time is needed, students should inform the instructor as soon as possible to seek an extension. Detailed descriptions of the requirements for completing each activity are found in the syllabus.

Course Assignments

1. **Conference Attendance:** Students are expected to attend all conference presentations M-F from 8:00-5:00 pm. Students should inform the instructor as soon as possible of any absences. **(10 points) May 15, 2015**
2. Completion of the Learning Module on Moodle & exam consisting of 75 multiple choice questions **(25 points) Due: May 29, 2015**
3. McLeod Conference Poster presentation on **Thursday: May 14, 2015** on a topic of interest in substance abuse counseling. **(15 points)**

OR

Interview Paper with expert community professional (7-8 pages APA format) **(15 pts) Due: June 12, 2015**

4. Book Review **(20 points) Due: June 5, 2015**

OR

Submit an Education Session Proposal related to substance abuse treatment or prevention for the 2016 ACA Conference in New Orleans. **(20 points): Due June 5, 2015**

5. Annotated Bibliography **(30 points) Due June 19, 2015**

Note: All assignments will be uploaded in Moodle, graded, and returned to students no later than 7 days after due date. Grades will also be posted by the instructor in Moodle. If additional time is needed on assignments, please inform the instructor as soon as possible. Students will also be able to pick up hard copies of graded assignments during designated instructor office hours. The instructor will leave these graded in assignments with the office staff in the secure area of the main office (COED 241) in the Department of Counseling for students to attain M-F from 8:00-5:30pm.

Grade Scale:

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	Unsatisfactory

Total points = 100

Descriptions of Course Assignments

Moodle Learning Module

Students must view a 2 part learning module entitled *Drug Use, Abuse, and Dependence 101* in Moodle and successfully pass an associated exam consisting of 75 multiple choice questions. Students will have 3 hours to complete that will be taken on-line exam.

McLeod Institute Poster Presentation

Students should prepare a tri-fold poster board on a topic of interest and relevant to substance abuse counseling (with up to date information and citations). Poster presentations should provide both research based content and practical applied information for clinicians. Make your poster both attractive and informative. You may partner with one other student on a topic. Doctoral students must work individually. Students will set up displays by 8:15am on **Thursday May 17th** in the CHHS atrium. Students need to be present at the mid-morning break (10-10:45), during the lunch break (12-1:30) and during the afternoon break (3-3:45pm). Institute participants will be visiting the posters during these times and students should be prepared to speak informally about their presentations as well as to sign off on visitors passports. Please bring at least 1 handout (50 copies). Handouts are required.

Interview with an Expert in Field

Based on a topic from the Institute, the student will locate and interview a professional expert in the field. For example, a student may be interested in addiction among athletes and would locate a professional counselor, social worker, nurse, etc. who has an expertise in working with that issue. A good place to start is with Institute participants you will be networking with throughout the week. The interview should be summarized (including questions asked) in a paper 7-8 *typed pages* in length. Relevant questions should include:

How did you become interested in this area? How did you gain expertise in this area? What type of training did you pursue? What do you find to be most helpful in your work with this population? What are the relevant ethical issues with this population? What resources do you recommend to help address this topic? Students will add more questions as appropriate to the interview.

Book Review Format

Students will choose a book from published within the past 10 years related to a topic from the Institute. Students may want to ask presenters for suggestions of areas of interest and applicability to their particular discipline. The book review should be 7-10 *typed pages* in length and should follow the format below.

Citation: APA style.

Introduction: Brief overview of the contents, the purpose or audience for the book, and your reaction and evaluation.

Background Information: Place the book in context and discuss criteria for judging the book. Why were you interested in this book?

Summary: Include the main points of the book. Quote or paraphrase the author as appropriate.

Evaluate: Evaluate the book. This is the heart of your book review. You should discuss a variety of issues here:

- how well the book has achieved its goal,
- what possibilities are suggested by the book,
- what the book has left out,
- how the book compares to others on the subject,
- what specific points are not convincing, and
- what personal experiences you've had related to the subject (if any).

Make sure that you distinguish your personal views from that of the author.

Conclusion: Tie together any issues raised in the review and provide a concise comment on the book. What is your take away from reading this book? What will inform your clinical practice?

A general rule of thumb is that the first one-half to two-thirds of the review should summarize the author's main ideas and at least one-third should evaluate the book.

Education Session Proposal 2016 ACA Conference

Students will submit an Education Session proposal related to substance abuse treatment or prevention online at www.counseling.org for presentation at the 2016 American Counseling Association Conference. You must be an ACA member in order to submit a proposal. Information about the submission process, the conference, etc can be found on the ACA website. Note: **Submission deadline is June 5th at 5:00PM. Do not wait until the last minute or the submission website may be overloaded. Exceptions will not be made for technical difficulties.** In order to receive credit for this assignment, students should provide a printout of the entire proposal to the instructor. These proposals are peer-reviewed and if accepted by ACA, will be an impressive addition to your professional vita.

Annotated Bibliography

Selection of topic

Each student will choose a specific topic presented at the Institute (e.g., substance abuse and traumatic brain injury, returning veterans & substance abuse, HIV/AIDS & Ethics, clinical supervision in SA counseling, addiction and the brain, addiction treatment with hearing impaired clients) of personal interest. The purpose of the annotated bibliography is to conduct a literature review in order to identify how researchers have addressed the specific topic of interest.

Introduction

Your Introduction should be double-spaced. Its content and composition may vary as you see fit to match the nature and scope of your research review. The purpose of the Introduction is to introduce your Bibliography. It is essential that it be at the beginning (NOT the end) of the Bibliography. No other textual material beyond the annotations themselves is necessary in the Annotated Bibliography. However, you should add critical comments and evaluations in the introductions of sub-headings and in a concluding summary.

Table of Contents

Your annotated bibliography should include a TABLE OF CONTENTS listing the major subheadings under which you have grouped your annotations.

Organization

Your Bibliography should be ORGANIZED. Rather than just presenting items alphabetically or chronologically, there should be groups of topically related clusters. *Your entire submission should conclude with a summary section highlighting your learning themes from your research.*

Number of Annotations

Each student will be required to include 10 Total annotations from 2000 to present. Copies of each article must also be included.

Format - APA Style

The Style Manual of the American Psychological Association (6th Edition) is the guide for preparation of all papers. If you are unfamiliar with APA Style, consult the instructor. Specific to this assignment, some flexibility is allowed in the following ways:

1. Margins should be 1" on all sides
2. Your annotations may be *single-spaced* rather than *double-spaced* if you wish. However, all other narrative or text material should be *double-spaced*.
3. The Title Page should follow the Style Manual format, including spacing, title, running head, etc.
4. You will not have an Abstract for this Bibliography.
5. A Table of Contents is required.
6. An Introduction and Summary is required.

Additional information on Annotated Bibliography

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Annotations vs. Abstracts

Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority.

The Process

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items.

Then choose those works that provide a variety of perspectives on your topic.

Cite the book, article, or document using the appropriate style.

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

Sample APA format for Annotated Bibliography Journal Article Entry

Goldschneider, F. K., Waite, L. J., & Witsberger, C. (1986). Non-family living and the erosion of traditional family orientations among young adults. *American Sociological Review*, *51*, 541-554. doi: 12581589.258

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that non-family living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of living.

Summary

Summarize the content of your bibliography. What were the main themes of the research? What was missing? What stood out to you as new learning? How will you apply what you've learned to your work? What do clinicians need to know from this research? What research is still needed? What conclusions can you draw from this review?

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.

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.

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**

Conference Materials including Conference Program and all conference related handouts

9. **Topical Outline of Course Content**

McLeod Institute on Substance Abuse, Summer I Schedule

Dates	Time	Topics	Assignment and Due Dates
May 11-15, 2015			
May 11	8:00am -5:00pm	Morning: Treating Trauma & Addiction: The Daring Way Afternoon: Counseling Sex Addicted Couples	
May 12	8:00am -5:00pm	Morning: Structured Group with Addicted Afternoon: Clients Creating a Transgender Safe Space in Treatment: Increased Awareness and Understanding Improves Outcomes	
May 13	8:00am -5:00pm	All Day: HIV & Ethical Issues in Addictions Counseling	
May 14	8:00am -5:00pm	Morning: Veterans & Substance Abuse Afternoon: DBT Skills for Wellness in Recovery	Due May 14: Assignment McLeod Poster Presentation (15 points)
May 15	8:00am -5:00pm	Morning: Putting the Pieces Together: Using Soul Collage as A Therapeutic Tool Afternoon: "Do As I Say and As I Do": Achieving and Implementing Wellness Strategies in Supervision	May 15: Last day of McLeod Institute Conference (10 points)
May 22		Remaining Course Assignments Learning Module	Complete Learning Module on Moodle

DEPARTMENT OF COUNSELING: CSLG 4/10/15

May 29		Remaining Course Assignments Learning Module	Due May 29: Complete Learning Module on-line exam consisting of 75 multiple choice questions (25 points)
June 5		Remaining Course Assignments Book Review or ACA Proposal	Due June 5: Book Review OR ACA Proposal (20 points)
June 12		Remaining Course Assignments Interview Paper	Due June 12: Interview Paper with expert community professional 7-10 pages APA format (15 pts)
June 19		Remaining Course Assignments Annotated Bibliography	Due June 19: Annotated Bibliography (30 points)
June 23	Last day of Class		All Assignments Due

10. Attachments - Attach course materials following the format presented above (items 1-9). If both graduate and undergraduate versions of this course are to be offered, evidence of the differences required for graduate students and undergraduate students must be submitted to both the Undergraduate Course & Curriculum Committee and the Graduate Council.

1. **Course Number and Title:** CSLG 8164 McLeod Institute on Substance Abuse
2. **Course Description:** CSLG 8164. The McLeod Institute on Substance Abuse. (3) This is a hybrid course delivered through a combination of independent learning, self-directed study, attending the McLeod Institute on Substance Abuse conference, and completing all required course assignments by end of summer session I. The McLeod Institute on Substance is a conference offered annually during third week in May (M-F 8:00 am-5:00pm). The topics vary yearly and are designed to provide both broad and specific knowledge germane to substance abuse counseling. This course may be repeated for credit. (Summer Session I)
3. **Prerequisites or Co-requisites:** Graduate Status and Permission from the instructor
4. **Objectives of the Course:**

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

 - 9) Understand the history, philosophy, and trends in addiction counseling (CACREP III-A.1)
 - 10) Understand ethical and legal considerations specifically related to the practice of addiction counseling (CACREP III-A.2)
 - 11) Increase their knowledge regarding the behavioral, psychological, physical health and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP III-A.6)
 - 12) Be able to recognize the importance of family, social networks, and community systems in the treatment and recovery process (CACREP III-C.3).
 - 13) Understand the principles and philosophies of addiction-related self-help programs (CACREP III-C.6)
 - 14) Understand how living in a multicultural society affects clients with addictions (CACREP III-E.1)
 - 15) Know models of program evaluation for addiction counseling treatment and preventions programs (CACREP III-I.2)
 - 16) Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations (CACREP III-K.4)
5. **Instructional Method**

This is a hybrid course with content delivered through a combination of independent learning, self-directed study, and attending the McLeod Institute on Substance Abuse conference.
6. **Means of Student Evaluation**

Grading Policy: Assignments will be due on the Friday at 5:00pm of the week indicated for each activity. If additional time is needed, students should inform the instructor as soon as possible to seek an extension. Detailed descriptions of the requirements for completing each activity are found in the syllabus.

Course Assignments

1. **Conference Attendance:** Students are expected to attend all conference presentations M-F from 8:00-5:00 pm. Students should inform the instructor as soon as possible of any absences. **(10 points) May 15, 2015**

2. Completion of the Learning Module on Moodle & exam consisting of 100 multiple choice questions **(20 points) Due: May 29, 2015**
3. Submit an Education Session Proposal related to substance abuse treatment or prevention for the 2016 ACA Conference. **(10 points) Due: June 5, 2015**
4. McLeod Conference Poster presentation on Thursday **May 14, 2015** on a topic of interest in substance abuse counseling. **(10 points)**
5. Book Review. **(20 points) Due June 12, 2015**

OR

Interview Paper with expert community professional (APA format). **(20 pts) Due June 12, 2015**

6. Conceptual Paper Review of the Literature. **(30 points) Due June 19, 2015**

Note: All assignments will be uploaded in Moodle, graded, and returned to students no later than 7 days after due date. Grades will also be posted by the instructor in Moodle. If additional time is needed on assignments, please inform the instructor as soon as possible. Students will also be able to pick up hard copies of graded assignments during designated instructor office hours. The instructor will leave these graded in assignments with the office staff in the secure area of the main office (COED 241) in the Department of Counseling for students to attain M-F from 8:00-5:30pm.

Grade Scale:

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	Unsatisfactory

Total points = 100

Descriptions of Course Assignments

Moodle Learning Module

Students must view a 2 part learning module entitled *Drug Use, Abuse, and Dependence 101* in Moodle and successfully pass an associated exam consisting of 100 multiple choice questions. Students will have 3 hours to complete that will be taken on-line exam.

McLeod Poster Presentation

Students should prepare a tri-fold poster board on a topic of interest and relevant to substance abuse counseling (with up to date information and citations). Poster presentations should provide both research based content and practical applied information for clinicians. Make your poster both attractive and informative. You may partner with one other student on a topic. Doctoral students must work individually. Students will set up displays by 8:15am on **Thursday May 14** in the CHHS atrium. Students need to be present at the mid-morning break (10-10:45), during the lunch break (12-1:30) and during the afternoon break (3-3:45pm). Institute participants will be visiting the posters during these times and students should be prepared to speak informally about their presentations as well as to sign off on visitors passports. Please bring at least 1 handout (50 copies). Handouts are required.

Education Session Proposal 2016 ACA Conference

Students will submit an Education Session proposal related to substance abuse treatment or prevention online at www.counseling.org for presentation at the 2016 American Counseling Association Conference. You must be an ACA member in order to submit a proposal. Information about the submission process, the conference, etc can be found on the ACA website. Note: **Submission deadline is June 5th at 5:00PM. Do not wait until the last minute or the submission website may be overloaded. Exceptions will not be made for technical difficulties.** In order to receive credit for this assignment, students should provide a printout of the entire proposal to the instructor. These proposals are peer-reviewed and if accepted by ACA, will be an impressive addition to your professional vita.

Interview with an Expert in Field

Based on a topic from the Institute, the student will locate and interview a professional expert in the field. For example, a student may be interested in addiction among athletes and would locate a professional counselor, social worker, nurse, etc. who has an expertise in working with that issue. A good place to start is with Institute participants you will be networking with throughout the week. The interview should be summarized (including questions asked) in a paper that is no longer than 10-12 typed pages. Relevant questions should include:

How did you become interested in this area? How did you gain expertise in this area? What type of training did you pursue? What do you find to be most helpful in your work with this population? What are the relevant ethical issues with this population? What resources do you recommend to help address this topic? Students will add more questions as appropriate to the interview.

Book Review Format

Students will choose a book from published within the past 10 years related to a topic from the Institute. Students may want to ask presenters for suggestions of areas of interest and applicability to their particular discipline. The book review should be about 10-12 typed pages in length and should follow the format below.

Citation: APA style.

Introduction: Brief overview of the contents, the purpose or audience for the book, and your reaction and evaluation.

Background Information: Place the book in context and discuss criteria for judging the book. Why were you interested in this book?

Summary: Include the main points of the book. Quote or paraphrase the author as appropriate.

Evaluate: Evaluate the book. This is the heart of your book review. You should discuss a variety of issues here:

- how well the book has achieved its goal,
- what possibilities are suggested by the book,
- what the book has left out,
- how the book compares to others on the subject,
- what specific points are not convincing, and
- what personal experiences you've had related to the subject (if any).

Make sure that you distinguish your personal views from that of the author.

Conclusion: Tie together any issues raised in the review and provide a concise comment on the book. What is your take away from reading this book? What will inform your clinical practice?

A general rule of thumb is that the first one-half to two-thirds of the review should summarize the author's main ideas and at least one-third should evaluate the book.

Conceptual Review of Literature Paper

Students will select a topic from the Institute based on their interests and conduct a thorough review of the literature. The paper will summarize and critique the literature published

within the past 10 years on the chosen topic. Citations used must be up to date resources, but can be supported by earlier writings. Students may choose to integrate 2 topic areas into a single paper that addresses gaps in the literature (e.g., diversity issues with sexually addicted populations, multicultural competence in substance abuse clinical supervision). Expectations for the quality of this paper are commensurate with the doctoral level. The manuscript must be written in APA style and will be prepared to be submitted for publication in an appropriate peer-refereed journal. The manuscript should be approximately 12-15 pages in length.

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.

Attendance: You are required to attend all conference events for the duration of the week and if you must be absent or late please inform the instructor ahead of time. Missing 2 or more conference events will lower your final grade.

Grading Policy. Please refer to <https://provost.uncc.edu/policies/grading> for additional information related to grading policy.

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.

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.

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:

Conference Materials including Conference Program and all conference related handouts

9. Topical Outline of Course Content

McLeod Institute on Substance Abuse, Summer I Schedule

Dates	Time	Topics	Assignment and Due Dates
May 11-15, 2015			
May 11	8:00am -5:00pm	Morning: Treating Trauma & Addiction: The Daring Way Afternoon: Counseling Sex Addicted Couples	
May 12	8:00am -5:00pm	Morning: Structured Group with Addicted Afternoon: Clients Creating a Transgender Safe Space in Treatment: Increased Awareness and Understanding Improves Outcomes	
May 13	8:00am -5:00pm	All Day: HIV & Ethical Issues in Addictions Counseling	
May 14	8:00am -5:00pm	Morning: Veterans & Substance Abuse Afternoon: DBT Skills for Wellness	Due May 14: Assignment McLeod Poster Presentation (10 points)

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		in Recovery	
May 15	8:00am -5:00pm	Morning: Putting the Pieces Together: Using Soul Collage as A Therapeutic Tool Afternoon: "Do As I Say and As I Do": Achieving and Implementing Wellness Strategies in Supervision	May 15: Last day of McLeod Institute Conference (10 points)
May 22		Remaining Course Assignments Learning Module	Complete Learning Module on Moodle
May 29		Remaining Course Assignments Learning Module	Due May 29: Complete Learning Module on-line exam consisting of 100 multiple choice questions (20 points)
June 5		Remaining Course Assignments ACA Proposal	Due June 5: ACA Proposal (10 points)
June 12		Remaining Course Assignments Book Review or Interview Paper	Due June 12: Book Review or Interview Paper with expert community professional 10-12 pages APA format (20 pts).
June 19		Remaining Course Assignments Conceptual Research Paper	Due June 19: Conceptual Research Paper 12-15 pages APA format (30 points)
June 23	Last day of Class		All Assignments Due

10. Attachments - Attach course materials following the format presented above (items 1-9). If both graduate and undergraduate versions of this course are to be offered, evidence of the differences required for graduate students and undergraduate students must be submitted to both the Undergraduate Course & Curriculum Committee and the Graduate Council.

April 23, 2015 Consultation

From: Harris, Hank
To: Lord, Vivian
Sent: Thursday, April 23, 2015 10:10 AM
To: Harris, Hank
Subject: RE: CSLG 6164/8164 Long Form Proposal

Hi Hank,

The School of Social Work has no concerns and appreciate the opportunity for our MSW students to be able to take the course for one of their electives. I would ask that you offer the course on Thursday or Friday or Wednesday evening because MSW students are in their field placements M-W during the day. Thank you. Vivian

Vivian B. Lord, PhD Interim Director of the School of Social Work
Mediation Program Director
Professor, Criminal Justice and Criminology; Professor, Public Policy
UNC Charlotte
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Phone: 704-687-0752 Fax: 704-687-5285
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From: Harris, Hank
Sent: Thursday, April 23, 2015 9:33 AM
To: Lord, Vivian
Subject: CSLG 6164/8164 Long Form Proposal

Greetings Vivian,

The Department of Counseling is seeking to create a cross-listed Graduate level (MA & Doctoral course) that have been previously taught as a special topic CSLG 6000/8000 courses over the past few years. The proposed Course is CSLG 6164/8164 Mcleod Institute on Substance Abuse. This course would also be open to graduate students in the Social Work Program. In the attachment you will also find initial consultation with Social Work and Psychology that occurred in 2013. Please let me know if you have any concerns or objections-thanks.

Hank

H. L. Harris, Ph.D. LPC
Department of Counseling I Professor & Chair
U C Charlotte I College of Education
9201 University City Boulevard I Charlotte, North Carolina 28223
Telephone: 704.687.8971 I Fax: 704.687.1636
hharris2@uncc.edu I <http://www.uncc.edu>

April 10, 2013 Consultation

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 1 Associate Professor
Department of Counseling I Chair
UNC Charlotte I College of Education
9201 University City Boulevard I Charlotte, North Carolina 28223
Telephone: 704.687.8971 I Fax: 704.687.1033
hharris2@uncc.edu I <http://www.uncc.edu>

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
rezell@uncc.edu | <http://socialwork.uncc.edu>

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From: <Harris>, Hank <hharris2@uncc.edu>
Date: Sunday, April 14, 2013 7:14AM
To: "Ezell, Mark" <rezell@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
9201 University City Blvd. Charlotte, NC 28223
Phone: 704.687.7924 | Fax: 704.687.2343
rezell@uncc.edu | <http://socialwork.uncc.edu>

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From: <Harris>, Hank <hharris2@uncc.edu>
Date: Tuesday, April 9, 2013 2:20PM
To: "Cachelin, Fary" <fcacheli@uncc.edu>, "Ezell, Mark" <rezell@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

H. L. Harris, Ph.D. LPC I Associate Professor
Department of Counseling I Chair
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Charlotte, North Carolina 28223
Telephone: 704.687.8971 | Fax: 704.687.1033



J. Murrey Atkins Library

Consultation on Library Holdings

To: Judy Walker
From: Henry L. Harris, Department of Counseling Chair
Date: 4/8/2013
Subject: Creation of new course CSLG 6164/8164

The Department of Counseling is seeking to create two cross listed Graduate level (MA & Doctoral courses) that have been previously taught as special topic courses over the past 4-5 years. The proposed courses are: 1) CSLG 7146/8146 Counseling Adolescents and 2) CSLG 6164/8164 McLeod Institute on Substance Abuse.

Summary of Librarian’s Evaluation of Holdings:

Evaluator: Judy Walker

Please Check One:

- Holdings are superior _____
- Holdings are adequate _____ **X** _____
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments: Since this course has been taught at a special topics course for several semesters, the library has been collecting resources in the field of study and now has an adequate base of resources for students taking the course. We have also recently added a new psychology database that will also enhance this course.

Evaluator’s Signature

April 10, 2013
Date

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.