

2014-2015 LONG SIGNATURE SHEET



Proposal Number: CSLG 9/10/15

UNC CHARLOTTE

Proposal Title: Creating a New Graduate Course: CSLG 6104 Counseling Across the Lifespan

Originating Department: Department of Counseling

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
10/11/15	10/18/15	10/20/15	Approved	<u>DEPARTMENT CHAIR</u> Henry L. Harris [print name here:] <i>Henry L. Harris</i>
9/21/15	9/29/15	10/26/15	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Kelly Anderson [print name here:] <i>Kelly Anderson</i>
10/26/15	10/26/15	10/26/15	Approved	<u>COLLEGE FACULTY CHAIR</u> (if applicable) _____ [print name here:]
10/26/15	10/26/15	10/26/15	Approved	<u>COLLEGE DEAN</u> <i>David R. Henson</i> Associate Dean [print name here:] <i>David R. Henson</i>
			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</u> (for undergraduate content)
10/28/15	12/1/15	12/8/15	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) <i>Dennis Livesey</i> Dennis Livesey
				<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: 9/10/15
Re: Creating new MA Graduate Course: CSLG 6104 Counseling Across the Lifespan

The information in this long form provides the rationale for the establishment of new graduate course within the Department of Counseling. CSLG 6104-Counseling Across the Lifespan will be based upon the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards.

I. HEADING AND PROPOSAL NUMBER

- A. HEADING.** Place a three line double-spaced heading containing the following information at the top of the first page of the proposal and beginning at the left margin:

University of North Carolina at Charlotte

Creating a New Graduate Course: CSLG 6104 Counseling Across the Lifespan

Course and Curriculum Proposal from: the Department of Counseling, College of Education, UNC Charlotte

- B. PROPOSAL NUMBER.**
CSLG 9/10/15

- C. **TITLE.** Indicate a brief descriptive title for the proposal.
Creating new graduate course: CSLG 6104 Counseling Across the Lifespan

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. **SUMMARY.** State clearly and concisely the actions proposed:
The Department of Counseling seeks to establish a new graduate course for students enrolled in the MA counseling program. The proposed course CSLG 6104-Counseling Across the Lifespan will replace CHFD 6102-Learning and Development that MA Counseling students in the past have taken in the Child and Family Development Program in the Department of Special Education and Child Development. The proposed course, CSLG 6104-Counseling Across the Lifespan, will allow the counseling faculty to teach this course from the perspective of the counseling profession that aligns the content specifically with standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). All programs in the Department of Counseling are accredited by CACREP.

B. JUSTIFICATION.

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

The proposed course will provide master's level students with the opportunity to learn about lifespan and human growth development from a counseling perspective that aligns specifically with CACREP standards. Human Growth and Development is one of the eight CACREP Core curriculum content areas in which students must demonstrate appropriate levels of knowledge. Human Growth and Development is also one of the core areas on the Counselor Preparation Comprehensive Exam (CPCE) that all master's level students are required to take prior to graduation and the information learned in this course will prepare them to be successful passing this specific content area. When students graduate from the program and apply for their Licensed Professional Counseling (LPC) credentials, they must also pass the National Counselor Exam (NCE) and Human Growth and Development is one of the eight core areas on the NCE. Currently the Department of Counseling does not have a course within the department that prepares MA counseling students to attain content in this area. In the past MA Counseling students have been required to attain this information by taking CHFD 6102-Learning and Development offered in the Child and Family Development Program.

2. Discuss prerequisites/co-requisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

No-prerequisites—graduate status.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

This new graduate entry course will be numbered at the 6000 level to reflect the advanced knowledge and requirements intended for master's level graduate students. CSLG 6104-Counseling Across the Lifespan is also consistent with other entry level graduate courses in the department such as CSLG 6100 Counseling Theories and CSLG 6101 Ethical and Professional Issues in Counseling.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

Lifespan and Human Growth Development curriculum will be addressed from a counseling perspective aligned with the CACREP standards. CACREP is also the national accrediting body for the MA Counseling Program at UNC Charlotte.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

This course has not been offered in the Department of Counseling. However a lifespan course entitled CHFD 6102 Learning and Development has been taught in the Child and Family Development Program in the Department of Special Education and Child Development. Past enrollment numbers for CHFD 6102-Learning and Development are as follows: Summer 2015 = 14, Spring 2015 = 23, Fall 2014 = 25, Summer 1 2014 = 22, and Spring 2014 = 25.

- C. **IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal?
(Undergraduate and/or graduate; majors and/or non-majors, others?)

The proposed course will serve all graduate students enrolled in the Master's Counseling Program and post-bac students interested in pursuing a career in counseling when space is available in the course.

2. Explain. Describe how you determine which students will be served.

This will be a required course for all MA counseling students. In addition, this course will also support the Human Growth and Development curriculum content area required for counseling programs accredited by CACREP standards.

3. What effect will this proposal have on existing courses and curricula?
a. When and how often will added course(s) be taught?

The course will be taught once during fall, spring, and summer session to meet curriculum needs because the program typically accepts 55-65 MA counseling students annually.

- b. How will the content and/or frequency of offering of other courses be affected?

The establishment of this course will not impact how other courses are offered in the curriculum. In the past, MA counseling students have taken CHFD 6102 -Learning and Development in the Child and Family Development Program in the Department of Special Education and Child Development. This department supports the proposed course, CSLG 6104 Counseling Across the Lifespan, because the emphasis of the course will align more specifically with CACREP standards (see attached letters).

- c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

Enrollment projected at 20-25 students each semester.

- d. How will enrollment in other courses be affected? How did you determine this?

Enrollment in other CSLG courses will not be affected because this is a required CACREP course. CSLG 6104 Counseling Across the Lifespan will replace CHFD 6102 Learning and Development and not any other required counseling courses in the curriculum.

- e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

This will not impact degree requirements or curriculum outlines for MA counseling students. However this new course would require a catalogue change to replace CHFD 6102 Lifespan and Development with CSLG 6104 Counseling Across the Lifespan in the list of required MA Counseling courses.

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).

Dr. Lyndon P. Abrams, Dr. Valerie G. Balog, Dr. John R. Culbreth, Dr. Sejal P. Foxx, Dr. Susan R. Furr, Dr. Daniel Gutierrez, Dr. Henry L. Harris, Dr. Pam S. Lassiter, Dr. Clare P. Merlin, Dr. Phyllis B. Post, Dr. Kate Wachtel and Dr. Edward Wierzalis are faculty members qualified to teach this course.

- 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 special equipment and or extra supplies will be needed because this will be a standard required course that aligns with CACREP standards –similar to other CACREP core courses offered in the department.

- 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 additional computer usage beyond Moodle will be needed because this will be a standard specialized course that align with the CACREP standards – similar to other CACREP core courses offered in the department

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

No additional audio visual facilities will be needed beyond standard classroom podiums. This will be a standard course that align with CACREP standards – similar to other CACREP core courses offered in the department

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

No other resources are needed.

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

No additional funding is needed because we have needed resources readily available.

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*).

- 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).

I have included letters from the Department of Special Education and Child and Family Development. While students enrolled in the Psychology Department will not be impacted, an email exchange with the Psychology Department in the College of Arts and Sciences is also included to reflect perceptions of this new course.

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

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.

Faculty in counseling department voted to move forward with this course proposal by a vote of 9-0 in the January 16, 2015 department faculty meeting.

- 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 (3) credit hour.

- C. ATTACHMENTS.**

1. CONSULTATION: Attach relevant documentation of consultations with other units.

This information/documentation is included.

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 attached in this document.

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

This course will examine major theories of human development across the lifespan from psychological, emotional, cognitive, physical, social and moral perspectives. In addition, a framework for understanding sociocultural, situational, environmental factors that impact individuals, families and communities will be provided. Specific counseling methods and techniques that can be utilized in an integrated approach to help individuals and families address developmental challenges will be integrated throughout the course. (Fall, Spring, and Summer).

- 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.
- 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.

Core Courses for All Students (30 credit hours)
~~CHFD 6102 Learning and Development (3)~~
RSCH 6101 Research Methods (3)
RSCH 6109 Assessment and Evaluation Methods (3)
CSLG 6100 Counseling Theories (3)
CSLG 6101 Ethical and Professional Issues in
Counseling (3)
CSLG 6104 Counseling Across the Lifespan (3)
CSLG 6110 Counseling Techniques (3)
CSLG 6111 Advanced Counseling Techniques (3)
CSLG 6120 Group Counseling (3)
CSLG 6145 Multicultural Counseling (3)
CSLG 6150 Career Development and Counseling (3)

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?
- Yes. If yes, please provide updated SLOs in template format.
- X No. This does not impact SLO's
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.

Students are encouraged to purchase electronic textbooks and rent textbooks to minimize cost.

J. Murrey Atkins Library

Consultation on Library Holdings

To: Henry L. Harris, Department of Counseling-Chair
From: Judy Walker, Education/ Psychology Librarian
Date: April 15, 2015
Subject: CSLG 6104: Counseling across the Lifespan

Summary of Librarian's Evaluation of Holdings:

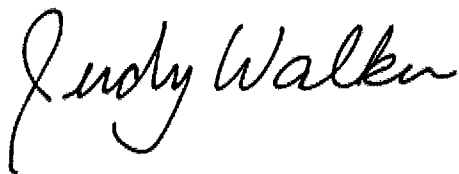
Evaluator: Judy Walker **Date:** April 15, 2015

Please Check One:

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

Comments:

The Library has a substantial counseling and psychology current collection of book titles (10 yrs. 225 counseling titles; 267 developmental psychology titles) to support this course. In addition students will have access to PsycInfo, the premier counseling database, as well as several other relevant databases (ERIC, Medline, PubMed, Sociological abstracts, etc.) which provides access to hundreds of thousands of current and historical journal articles, dissertations, conference papers and other literature. Students will also be able to request items the library does not have access to through our interlibrary loan service.



Evaluator's Signature

April 15, 2015
Date



UNC CHARLOTTE

College of Education

Special Education and Child Development

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8828 f/ 704.687.1625 <http://education.uncc.edu/spcd>

MEMORANDUM

TO: Hank Harris, Chair, Department of Counseling

FROM: Belva Collins, Chair, Department of Special Education and
Child Development *BC*

TOPIC: CSLG 6104

DATE: April 21, 2015

The Department of Special Education and Child and Family Development does not object to CSLG 6104: Counseling Across the Lifespan, being developed. This course would replace CHFD 6102: Learning and Development, a course counseling students were previously required to take.



College of Education
Department of Special Education,
and Child Development
704/687-8772
FAX 704/687-2916

April 14, 2015

Subject: New course in Department of Counseling

The Child and Family Development program in the Department of Special Education and Child Development was consulted regarding the development of a new course in the Department of Counseling which aligns with CACREP standards. We have no objection to the course, CSLG 6104: Counseling Across the Lifespan, being developed. This course would replace CHFD 6102: Learning and Development which the students in Counseling were previously required to take.

Sincerely,

Deana K. Murphy

Deana K. Murphy
Senior Lecturer and Program Director
Child and Family Development Program

Proposal # CSLG 9/10/15

Hank,

The Psychology Department has no concerns about CSLG6104.

Arnie

Arnie Cann
Professor and Interim Chair
Department of Psychology
UNC Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001
voice: 704-687-1325
fax: 704-687-1317
Personal Web: clas-pages.uncc.edu/arnie-cann/
Posttraumatic Growth Research Web: www.ptgi.uncc.edu/
Please consider the environment before printing.

From: Harris, Hank
Sent: Thursday, April 16, 2015 1:04 PM
To: Cann, Arnie
Subject: New Course

Greetings Dr. Cann,

The Department of counseling seeks to create a new course in counseling entitled CSLG 6104 Counseling Across the Lifespan. I have attached the long form and course outline for your review. Please let me know if you have any concerns or questions.

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





Course Outline Template
For New or Revised Undergraduate and Graduate Courses
Updated May 2012

COURSE NUMBER CSLG 6104 **CREDIT HOURS** 3.0

COURSE TITLE Counseling Across the Lifespan

CATALOG DESCRIPTION

- This course will examine major theories of human development across the lifespan from psychological, emotional, cognitive, physical, social and moral perspectives. In addition, a framework for understanding sociocultural, situational, environmental factors that impact individuals, families and communities will be provided. Specific counseling methods and techniques that can be utilized in an integrated approach to help individuals and families address developmental challenges will be integrated throughout the course. (Fall, Spring, and Summer).
- This 3-credit course requires THREE hours of classroom or direct faculty instruction and SIX hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes or exams.

COURSE PREREQUISITES and/or CO-REQUISITES

- Course prerequisites include graduate status and permission from the instructor.

COURSE RATIONALE

- The purpose of this course is to provide students with the opportunity to learn about lifespan and human growth development from the mental health perspective. This unique perspective is specifically aligned with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Human Growth and Development standards. In addition, this course will also provide students with relevant information that will help them as future counseling professionals attain insight, knowledge, and skills needed to understand the sociocultural, situational, environmental factors that impact individual clients, families and communities.
- In this course candidates are provided with the opportunity to achieve and/or demonstrate the relevant knowledge, effectiveness, and commitments as noted in the College's Conceptual Framework. (K1,K2, K4.K5, E1, E2, E3,E5, E6, E7, C1, C2, C5, & C6)
(<http://education.uncc.edu/sites/education.uncc.edu/files/media/pdfs/Conceptual%20Framework%202011.pdf>)

- This course aligns with the North Carolina Professional School Counseling Standards (2008), CACREP, and ASCA National Standards. These standards and hyperlinks can be found in the Faculty Handbook. www.cacrep.org, www.schoolcounselor.org, <http://www.ncpublicschools.org/docs/studentsupport/counseling/standards/counselingstandards.pdf>

COURSE OBJECTIVES

Upon completion of the course, the candidate will be able to:

- Discuss theories of the physiological, intellectual, emotional, attitudinal, and social development of individuals and families across the life span (CACREP 3a,b,h)
- Consider the effects of crisis and trauma across the life span (CACREP 3c)
- Provide perspectives on the changes and transitions that take place during an individual’s life from birth to death (CACREP 3b)
- Understand ways in which social, political, and cultural trends affect the individual (2a,e)
- Examine possible causes or sources of developmental change and reasons for disturbances in the developmental process including addiction and exceptionalities (CACREP 3e, g)
- Investigate theories and models of individual, family, cultural and community resilience and wellness (CACREP 3d, h)
- develop an understanding of human behavior that include developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (CACREP 3f)
- understand theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment (CACREP 3g)

INSTRUCTIONAL METHODS

- Instructional format of this class will include interactive lecture in traditional and on-line formats, class room discussion, small group discussion, and student presentations..

COURSE CONTENT

- Topical outline of course content

Date	Selected Topics	Readings/Assignments
Class Meeting 1	Course Introduction The Counseling Connection, The Complexity of Human Development, Life Domains of Human Development, Human Development Knowledge Applied to Counseling	Chapter 1
Class Meeting 2	Theories and Theoretical Models of Human Development Cultural Diversity and Human Development Seeking the Truth: Research Methodologies Rules Governing Human Subject Research Research Contributing to a Counselor’s Identity	Chapter 2
Class Meeting 3	Chapter 3: Conception and Prenatal Development Healthy Prenatal Development Risks to Healthy Prenatal Development Counseling Issues	Chapter 3 1 st Journal Review due
Class Meeting 4	Infancy (Birth to 24 Months Old) Healthy Infant Development Counseling Issues	Chapter 4
Class Meeting 5	Toddlerhood (Ages 1 to 3) Healthy Toddler Development	Chapter 5 Due: Personal Self-

Proposal # CSLG 9/10/15

	Risks to Healthy Toddler Development Counseling Issues	Awareness Narrative Paper
Class Meeting 6	Preschool: Early School Age (Ages 3 to 6) Healthy Preschool Development Risks to Healthy Preschool Development Counseling Issues Middle Childhood (Ages 6 to 12) Healthy Middle Childhood Development Cognitive Development, Social Development Moral Development, Emotional Development Counseling Issues, Cultural Diversity Issues	Chapter 6-7
Class Meeting 7	Midterm Exam Chapters 1-7	
Class Meeting 8	Early Adolescence (Ages 13 to 18) Healthy Early Adolescence Development Self-Concept and Self-Esteem in Early Adolescence Counseling Issues, Current Trends Cultural Diversity Issues Late Adolescence (Ages 19 to 25) Healthy Later Adolescence Development Emotional and Social Development Alcohol and Drug Use: A Particular Challenge College: A Unique Arena for Emerging Adulthood Graduates: Returning Home after College and Choosing Specific Counseling Issues Cultural Diversity Issues	Chapter 8-9
Class Meeting 9	Early Adulthood (Ages 26 to 35) Healthy Early Adulthood Development Risks to Healthy Early Adulthood Development Specific Counseling Issues	Chapter 10
Class Meeting 10	Middle Adulthood (Ages 36 to 60) A Period of Recent Recognition Changes in Middle Adulthood Midlife Crisis or Midlife Transition Generativity Versus Stagnation Person-Environment, Culture Interaction and, Socio- Economic Status Counseling Issues	Chapter 11 2nd ^d Journal Review due
Class Meeting 11	Late Adulthood (Ages 61 to 75) Responding to the Counseling Needs of a Growing Aging Population The Aging Process Aging: A Natural Transition and a Factor in Counseling Counseling Clients in Late Adulthood Oldest-Old Elderhood (Ages 75 and Over) Understanding Quality of Life Old Age Adjustment to Advanced Aging Emotional Impact of Chronic Illness and Disability Psychosocial Crisis , Gerontological Counseling Expertise Cultural Competence	Chapters 12-13
Class Meeting 12	Interview or Movie Character	Interview or Movie Character

		Analysis Due Presentations
Class Meeting 14	Individual Presentations	Presentations
Class Meeting 15	Individual Presentations	Presentations
Class Meeting 16	Final Exam	Final Exam

ILLUSTRATIVE COURSE ACTIVITIES

Course Requirements

- **Class Attendance and Participation:** You are expected to attend all class meetings, keep up with reading assignments, and participate in weekly discussions. Please note some classes may be held on-line using Saba. Each missed class will result in one point deduction from your final grade. (15 weeks x 1 point = 15 points total).
- **Two Journal Article Reviews:** You will be required to present two journal reviews to the class of recent research that is relevant to a particular developmental stage. The critiques should highlight the major points of the article and your personal reactions. Each review should be 2-3 typed pages, double-spaced in APA format. First review due class 3 (5 points) and second review is due class 10 (5 points).
- **Personal Self-Awareness Narrative Paper:** Please write a personal self-awareness narrative (7-10 page, typed, double-spaced, APA format) from your own personal experiences as you have progressed through various life stages (child, adolescent, adult, etc). At each particular stage of development, recall significant events in your life that were developmentally significant for you. Also factor into consideration how your cultural background (race, ethnicity, gender, SES, religion, sexual orientation, etc.) impacted your development. Please align significant events with a specific developmental theory and address how these experiences may impact your development as a future counselor 15 points Due Class 5.
- **Midterm Exam:** The exam will be given on-line (via Moodle) in multiple choice format consisting of 100-125 questions. Chapters 1-7 will be included and you will have 3 hours to complete the exam 20 points - Class 7.
- **Case Study:** Students are required to select an adult preferably 50 years or older from a culturally different background to interview. Students must develop a list of interview questions, analyze the data, and provide results. Interview questions should focus on pivotal moments in the person's life that have had a profound effect on the person's adult development. Pseudonyms should be used to de-identify any personal information (e.g., name, city of birth, name of family or friends, etc.) Photos of the individual should only be used with the participant's permission. The case study should contain: (1) Demographic information such as age, gender, race/ethnicity, other relevant information; (2) General history: culture and family values that determined the person's upbringing, health history, employment history, and personal development; (3) Pivotal moments: identify three key turning points in the individual's adult life that they believe has had a profound impact on their adult development (e.g., marriage, death of a significant other, career move, a pregnancy, Please have them focus on a crossroads in which "the road taken" significantly impacted their lives; (4) Application of the relevant theory: apply the selected theories/concepts to help explain the person's development (e.g., Erikson's integrity vs. despair); and (5) Counseling implications for each developmental stage experienced.

Students are required to present the case study using PowerPoint or Prezi for 15 minute in class presentation. The presentation must address all of the required information. Students must be prepared to answer questions regarding the case study 20 points Due Class 11.

OR

- **Movie Character Analysis:** This assignment will require you to watch a movie that is reflective of any of the developmental concepts included in this course. Students will select one character in the film, then study and analyze the person's development using one or two developmental theories discussed in class or the text. Other facts related to development may be included as well. During each stage of development experienced by the character, students must discuss specific factors that counselors should be mindful of if they were providing counseling services to the character (7-10 pages APA format, typed double space). A movie list will be provided by the instructor; students may select a movie beyond the provided list with instructor approval.

Students are required to present the case study using PowerPoint or Prezi for 15 minute in class presentation. The presentation must address all of the required information. Students must be prepared to answer questions regarding the case study 20 points Due Class 11.

- **Final Exam:** The final exam: The exam will be given on-line (via Moodle) in multiple choice format consisting of 100-150 questions. Chapters 8-13 will be included and you will have 3 hours to complete the exam 25 points - Class 16.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Grading Assignments

- | | | |
|---------------------------------|---------------------------|-------------|
| ▪ Class Attendance | 15 points | |
| ▪ Two Journal Article Critiques | 10 points (5 points each) | |
| ▪ Personal Narrative Paper | 15 points | |
| ▪ Case study | 15 points | |
| ▪ Midterm Exam | 20 points | |
| ▪ Final Exam | 25 points | |
| ▪ Scale: 100 – 90 = A | 89 – 80 = B | 79 – 70 = C |
| 69- below = U (unsatisfactory) | | |

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

- Probable textbooks or resources:

Wong, D. W., Hall, K. R., Justice, C. A., & Hernandez, L. W. (2015). *Counseling Individuals through the lifespan*. Thousand Oaks, CA: Sage Publications, Inc.

CURRENT BIBLIOGRAPHY

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55 (5), 469-480. doi: 10.1037//0003-66x.55.5.469

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11 (1), 56-95.

Chandra, A., & Minkovitz, C. S. (2006). Stigma starts early: Gender differences in teen willingness to use mental health services. *Journal of Adolescent Health*, 38, 754e1-754e8.

- Chochinov, H. M. (2012). *Dignity therapy: Final words for the final days*. New York, NY: Oxford University Press.
- Clauss-Ehlers, C. S. (2004). A framework for school-based mental health promotion with bicultural Latino children. Building on strengths to promote resilience. *International Journal of Mental Health Promotion*, 6, 26-33.
- Erikson, E. H. (1968). *Youth: Change and challenge*. New York, NY: Basic Books.
- French, S. E., Seidman, E., Alen, L., & Aber, J. L. (2006). The development of Ethnic identity during adolescence. *Developmental Psychology*, 42, 1-10. doi: 10.1037//0012-1649.42.1.1
- Glicklen, M. (2009). *Evidenced-based counseling and psychotherapy for an aging population*. San Diego, CA: Academic Press.
- Lester, P. E. (2012). War and military children and families. Translating prevention science into practice. *Journal of the American Academy of Child and Adolescent Psychology*, 51, 3-5.
- Juntunen, C. L., & Schwartz, J. P. (2015). *Counseling Across the lifespan: Prevention and treatment*. Thousand Oaks, CA: Sage Publications, Inc.
- Meichenbaum, D. (1977). *Cognitive behavior modification: An integrative approach*. New York: Plenum.
- Myers, J. E., & Harper, M. C. (2004). Evidenced-based effective practices with older adults. *Journal of Counseling & Development*, 82, 207-218.
- O'Keeffe, G. S., & Clarke-Pearson, K. (2011). The impact of social media on children, adolescents, and families. *Pediatrics*, 127, 800 – 804.
- Rogers, C. (1951). *Client-centered therapy: Its current practice, implications and theory*. London: Constable.
- Rubin, M., Kelly, B. M. (2015). A cross-sectional investigation of parenting style and friendship as mediators of the relation between social class and mental health in a university community. *International Journal for Equity in Health*, 14, 87-98. doi: 10.1186/s12939-015-0227-2
- Smith, E. J. (1991). Ethnic identity development: Toward the development of a theory within the context of majority/minority status. *Journal of Counseling & Development*, 70, 181–188.
- Suh, E. M. (2002). Culture, consistency, and subjective well-being. *Journal of Personality and Social Psychology*, 83, 1378-1391. Doi:10.1037//0022-3514.83.6.1378
- Tao, K. W. (2014). To close and too far: Counseling emerging adults in a technological age. *Psychotherapy* 51, 123-127. doi: 10.1037/a0033393

Thompson, R. A. (2016). *Counseling techniques: Improving relationships with others, ourselves, our families and our environment*. New York, NY: Routledge

Zimmer-Gembeck, M. J., & Helfand, M. (2008). Ten years of longitudinal research on U. S. adolescent sexual behavior: Developmental correlates of sexual intercourse, and the importance of age, gender, and ethnic background. *Developmental Review, 28*, 153-224.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

- **Attendance Policy:** You are expected to attend all class meetings, keep up with reading assignments, and participate in weekly discussions. Students should inform the instructor as soon as possible of any absences.
- **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.
- **Student Behavior Policy (cell phones, laptops, etc.):** Electronic devices can interfere with the student learning experience and distract the instructor. Due to the nature of material discussed in this class, voice recordings will not be allowed in this class or during supervision sessions. Cell phones should remain off or on vibrate if you need to be available to family during class. Please excuse yourself from the room if you receive a call on vibrate, with the understanding that that will account for missing a part of the class. With instructor permission you can take notes using a laptop, you should not engage in any activity other than taking notes as you will earn a significant reduction in your final attendance and participation grade (e.g., checking email; accessing Internet, Facebook). All PowerPoints will be posted on Moodle for you to access.
- **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.

▪ **Religious Accommodations:** UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/up-409>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

▪ **Disability Accommodations – UPDATED JANUARY 2015:** UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office at Fretwell 230. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

▪ **Professional Dispositions for Professional Counseling Programs:** Dispositions include the values, commitments, and ethics expected of professional counselors and will be evaluated throughout your academic and professional preparation. (These may be found online at <https://education.uncc.edu/resources/professional-dispositions-plan-and-information>). Counseling is a demanding profession that requires candidates to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each candidate's career preparation and as such will be emphasized throughout this course and the program.

▪ **Important Academic Dates:** 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. See <http://legal.uncc.edu/syllabus.html>

APPROVAL FOR NEW COURSES
OR SUBSTANTIALLY REVISED COURSES

Faculty Responsible for Developing This Course Outline

(Dr. H. L. Harris--faculty member who have developed this basic course outline.)

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee
Date Chair: _____

Approved on _____ by the College Graduate Curriculum Committee
Date Chair: _____

APPROVAL OF MINOR REVISIONS
OR UPDATES TO COURSE OUTLINES

Faculty Responsible for Revising This Course Outline

(Dr. H. L. Harris faculty member who developed this revised course outline.)

Approved on 10/19/2015 by Program Coordinator or

Chair: Henry L. Harris
Date _____

If changes affect more than one program, approval by the appropriate COED Curriculum Committee is required:

Approved on _____ by the College Undergraduate Curriculum Committee
Date Chair: _____

Approved on 10/26/15 by the College Graduate Curriculum Committee
Date Chair: Kelly Anderson