

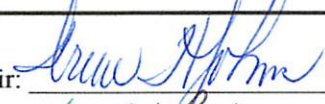
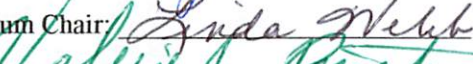
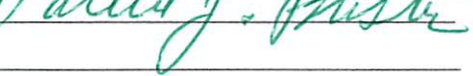
# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: COUNSELOR EDUCATION	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: MHS 5428	CURRENT COURSE TITLE: COUNSELING SPECIAL NEEDS POPULATION
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012 SUMMER	___ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO:  CHANGE PREFIX FROM:            TO:  CHANGE COURSE NO. FROM:        TO:  CHANGE CREDITS FROM:            TO:  CHANGE GRADING FROM:            TO:  CHANGE DESCRIPTION TO: EXAMINES SPECIAL ISSUES AND METHODS INVOLVED IN COUNSELING MINORITY, BILINGUAL, LOW SES, THOSE WITH DISABILITIES, AND OTHER SPECIAL POPULATIONS EMPHASIZES THE COMPETENCIES OF CULTURAL SENSITIVITY AND CULTURALLY-SENSITIVE INTERVENTIONS IN COUNSELING CLIENTS.	CHANGE PREREQUISITES/MINIMUM GRADES TO*:    CHANGE COREQUISITES TO*:    CHANGE REGISTRATION CONTROLS TO:    *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
<b>Attach syllabus for ANY changes to current course information.</b>	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each ESE- no overlap, CCEI- no overlap, T & L – no overlap, ES & HP – no overlap, EDLRM – no overlap

Faculty contact, email and complete phone number:  
 Dr. Irene H. Johnson      [ijohnso9@fau.edu](mailto:ijohnso9@fau.edu)      561-297-2136

<b>Approved by:</b> Department Chair:  College Curriculum Chair:  College Dean:  UGPC Chair: _____ Graduate College Dean: _____	<b>Date:</b> 1/3/2012 1/18/12 1/20/12 _____ _____	<b>ATTACHMENT CHECKLIST</b> • <b>Syllabus</b> (see guidelines for requirements: <a href="http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php">http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php</a> ) • <b>Written consent</b> from all departments affected by changes
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

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**Counseling Special Needs Populations  
MHS5428  
ED464**

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**Instructor Information**

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**Instructor name:**

**Email address:**

**Instructor office hours:**

**Instructor telephone: (561) 297-2806**

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**Course Description**

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**Examines special issues and methods involved in counseling minority, bilingual, low SES, those with disabilities, and other special populations. Emphasizes the competencies of cultural sensitivity and culturally sensitive interventions in counseling clients.**

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**Course Objectives**

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**Instructional methods including discussion, lecture, multimedia, and experiential learning opportunities will be utilized to assist students to develop the following competencies:**

**In this class you will:**

- 1. Understand the historical underpinnings of cultural bias, stereotyping, racism and privilege and the cultural conditions influencing psychological and educational assessment.**
- 2. Understand factors important in providing services in a multicultural society.**
- 3. Develop competencies in evaluating counseling theories and techniques for use with diverse client populations.**
- 4. Develop competency in remedial and preventive guidance services helpful for special needs populations.**
- 5. Understand the cultural differences that impact client service delivery needs.**

6. Understand the counseling needs of exceptional-education students
7. Be able to consult with parents and teachers regarding the needs of special education.
8. Develop awareness and knowledge of legislation affecting special needs students and client populations.
9. Understand family development, structure, and function of special needs populations and the impact on individual development and emotional adjustment.

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**Competencies Addressed**

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CORE	CACREP	Florida DOE Subject Areas
C.1.1,1.10,2.1, 2.3-2.1, 2, 3.1, 3.2, 3.4, 5.12-5, 6.7-6.9	General:K.1g, K.1.h, K.2.a-f, K.3.C, K.4.i, K.5.a School:A.1.8	1.3,1.9,3.5,4.4,4.7,4.8,5.4,6.1, 6.3,6.4,8.2,8.4,10.1-4

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**Texts And Supplemental Materials**

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- Lee, W. M., Blando, J. A., Mizelle, N. D. & Orozco, G. L. (2007). *Introduction to Multicultural Counseling for Helping Professionals*. New York: Routledge.
- Ponterotto, J.G., Utsey, S.O., & Pedersen, P.B. (2006). *Preventing Prejudice: A Guide for Counselors, Educators and Parents*. Thousand Oaks, CA: Sage.
- Supplemental materials will be provided either online or in class by the instructors and guest presenters.

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**Course Evaluation**

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Societal Power & Privilege Exam (Unit 1)	25
Cultural Competency Exam (Unit 2)	25
Group Presentation (Unit 2)	20
Preventing or Undermining Privilege: White Paper (Unit 3)	30
<b>Total Points</b>	<b>100</b>

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### Group Presentation

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In groups of three (3) students are expected to develop a 30 minute multi-media presentation furthering the understanding of a specific cultural group. Content of the presentation should include applicable content related to culture, religion, stigma, bias, and acculturation. Each group member will share equal responsibility, complete a summary of their contribution and rank order member participation.

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### Examinations

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Competency exams will be administered at the completion of Units 1 and 2. Examination one (1) will address concepts and theories associated with prejudice, racism and white privilege. Examination two (2) will cover culture and race Immersion

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### Final White Paper

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Based on your semester course work up to and including Unit three (3) students will prepare a white paper synthesizing their understanding of a method of preventing or mitigating prejudice or facilitating the empowerment of marginalized populations. The topic should be agreed upon by the instructor and may include content discussed in class or outside the main course scope but should further expand the individuals understanding of a course objective.

A white paper is commonly used to argue a specific political opinion or solution to a problem of some sort. The paper should be 6 to 8 pages long (exclusive of bibliography) and formatted using APA style.

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### Grading Scale

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Number Grade	Letter Grade	Number Grade	Letter Grade
94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	Below 60	F

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## Course and University Policies

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### **Course Policies:**

Following are the course policies that should be followed during all class periods, lectures, discussions, activities, presentations, and testing.

1. Sharing of personal experiences is encouraged in the classroom. However, please share personal information as examples and only to your level of comfort.
2. The instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by the instructor, students, or guest speakers outside of the classroom setting.
3. Assignments are due on the dates noted in the course syllabus. Extensions will need to be pre-approved.

### **Electronic Mail & Blackboard Information:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://Blackboard.fau.edu>). You should be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check Blackboard and your FAU email routinely to obtain class updates, schedule changes, and assignments. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings. **Please be sure to set your Blackboard account so that all email is automatically forwarded to your FAU net id or other Internet addresses you use. FAU Blackboard support can be reached at 297-3999.**

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## Conceptual Framework

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As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

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## Attendance

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Counselor Education students are expected to attend every class meeting. Please notify the University Supervisor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance

includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

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### **Information For Students With Disabilities**

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In compliance with the Americans with Disabilities Act, students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) and follow all procedures. The OSD is apart of the Office of Diversity Student Services and is located in the Student Support Services (SU133). The phone number is 561-297-3880, and the TTY number is 561-297-0358.

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### **University Honor Code**

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at [http://www.fau.edu/regulations/cahpter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/cahpter4/4.001_Code_of_Academic_Integrity.pdf)

### **Course Outline & Schedule**

The instructor reserves the right to make adjustments to this schedule, the topics covered, assignments made, evaluations required, or other changes as may be needed to effectively teach the material covered.

***Additional readings assignments may be made.***

**Unit 1: Power, Privilege and the Development of Race**

May 13 <sup>th</sup>	<b>Week 1 - Introductions</b> <ul style="list-style-type: none"> <li>▪ Course Objectives &amp; Processes</li> <li>▪ Self Assessment</li> <li>▪ Introduction to Hegemony</li> </ul>	
May 20 <sup>th</sup>	<b>Historical Implications of Prejudice &amp; Racism</b> Ponterotto: Pages 3-87 Lee: Pages 1-49	
May 27 <sup>th</sup>	<b>Introduction to Privilege</b> Ponterotto: Pages 88-105 Lee: Pages 51-87	
June 3 <sup>rd</sup>	<b>Cultural Identity Development</b> Distance Education Lee: Pages 89-100	<b>Exam 1 Released On-Line</b>

**Unit 2: Culture and Race Immersion**

June 10 <sup>th</sup>	<b>Native Americans</b> <b>African American &amp; Caribbean Population</b> Lee: Chapters 7 & 8	<b>Exam 1 Due Group Presentations</b>
June 17 <sup>th</sup>	<b>Latinas/Latinos Populations</b> <b>Asian &amp; Pacific Islanders Populations</b> Lee: Chapters 9 & 10	<b>Group Presentations</b>
June 24 <sup>th</sup>	<b>European Populations</b> <b>Middle Eastern Populations</b> Lee: Chapters 11 & 12	<b>Group Presentations</b>
June 30 <sup>th</sup>	<b>Men &amp; Women</b> <b>Lesbian, Gay, Bisexual &amp; Transgender</b> Lee: Chapters 13, 14, 15 Ponterotto: Pages 119-127	<b>Group Presentations</b>
July 7 <sup>th</sup>	<b>Aging &amp; Disability Populations</b> <b>Bi-Racial &amp; Multiracial Populations</b> Lee: Chapters 16 & 17 Ponterotto: Pages 109-117; 128-142	<b>Exam 2 Released On-Line</b>

**Unit 3: Preventing Prejudice & Creating Allies**

July 14 <sup>th</sup>	<b>Proactive Roles in Preventing Prejudice</b>  Ponterotto: Pages 147-189	<b>Exam 2 Due</b>
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July 21 <sup>st</sup>	Special Case Analysis: Prison Populations & Substance Abuse Frontline; Prisons: The New Asylum	
July 28 <sup>th</sup>	Course Wrap-up Special Topics	White Paper Due



## FAU Catalogue – Revised Descriptions for MH Courses [10-21-11]

### ***Processes in Counseling*** (MHS 5005) 3 credits

Prerequisite: Department Permission

Examines the development and maintenance of effective counseling relationships and emphasizes the corresponding competencies and skills in counseling clients.

*UNIVERSITY CATALOGUE: Processes in Counseling (MHS 5005) 3 credits*

*An introduction to principles and procedures utilized in providing human services through the helping relationship. Experiential components will focus on facilitative skill-building.*

### ***Counseling Special Needs Populations*** (MHS 5428) 3 credits

Prerequisite: Department Permission

Examines special issues and methods involved in counseling minority, bilingual, low SES, those with disabilities, and other special populations Emphasizes the competencies of cultural sensitivity and culturally-sensitive interventions in counseling clients

*UNIVERSITY CATALOGUE: Counseling Special Needs Populations (MHS 5428) 3 credits*

*Course explores special issues and methods involved in counseling minority, bilingual, disabled, low SES, and other special population groups.*

### ***Psychopathology in Counseling*** (MHS 6070) 3 credits

Prerequisite: Department Permission

Examines the theory and practice of diagnosis in the assessment and treatment of mental disorders and the use of the DSM-IV multi-axial system, and emphasizes diagnostic and treatment competencies in professional counseling settings.

*UNIVERSITY CATALOGUE: Psychopathology in Counseling (MHS 6070) 3 credits*

Prerequisite: Permission of instructor.

*Examines the theory and practice of diagnosis in the assessment and treatment of mental disorders and the use of the DSM-IV multi-axial system. Specific mental disorders are reviewed with an emphasis on recognizing symptoms associated with the disorder and treatment.*

### ***Appraisal and Evaluation in Counseling*** (MHS 6220) 3 credits

Prerequisite: Department Permission

Examines the administration, interpretation, and application of tests and other appraisal devices in the competent assessment of clients.

*UNIVERSITY CATALOGUE: Appraisal and Evaluation in Counseling (MHS 6220) 3 credits*

Prerequisite: Permission of instructor.

*The use, interpretation, and application of tests and other tools of a psychosocial nature in the assessment and diagnosis of individual, marital, family, group, and systemic dysfunctions are examined.*

### ***Career Development*** (MHS 6340) 3 credits

Prerequisite: Department Permission

Examines career development and emphasizes competency in the process of assisting clients with career planning and decision-making.

*UNIVERSITY CATALOGUE: Career Development (MHS 6340) 3 credits*

Prerequisite: Permission of instructor.

*Factors contributing to career development that need to be considered by counsellors assisting clients with career planning and decision-making. There will be presentation of career guidance models, materials, and strategies for various client groups.*

***Counseling Theories and Techniques (MHS 6401) 3 credits***

Prerequisite: Department Permission

Examines the cognitive-behavioral and other counseling theories with an emphasis on case conceptualization and other competencies, skills, and techniques in counseling clients.

*UNIVERSITY CATALOGUE: Counseling theories and Techniques (MHS 6401) 3 credits*

Prerequisite: Permission of instructor.

Theory and application of cognitive/behavioural counseling models and other current counseling theories and models.

***Family Counseling (MHS 6430) 3 credits***

Prerequisite: Department Permission

Examines family systems and family counseling practice, and emphasizes the family systems perspective. Includes competencies, skills, ethics, culture, and the role of family counseling in various settings.

*UNIVERSITY CATALOGUE: Family Counseling (MHS 6430) 3 credits*

*Examines family systems and family counseling practice. Emphasizes family systems perspective to presenting issues. Includes techniques, ethics and current status of family counseling in various work settings.*

***Substance Abuse Counseling (MHS 6450) 3 credits***

Prerequisite: Department Permission

Examines the history, etiology and maintenance factors, and the diagnostic assessment and treatment competencies in counseling client with substance abuse issues.

*UNIVERSITY CATALOGUE: Substance Abuse Counseling (MHS 6450) 3 credits*

Prerequisite: Permission of instructor.

Course addresses the history, policies, etiology and current maintenance factors, diagnosis, and counseling treatments for the abuse of alcohol and other drugs.

***Counseling and Human Sexuality (MHS 6470) 3 credits***

Prerequisite: Department Permission

Examines human sexuality considerations in counseling clients with an emphasis on assessment and intervention competencies.

*UNIVERSITY CATALOGUE: Counseling and Human Sexuality (MHS 6470) 3 credits*

Prerequisite: Permission of instructor.

Human sexuality issues will be explored with an emphasis on assessment and intervention in mental health counseling practice.

***Life Span Development (MHS 6482) 3 credits***

Prerequisite: Department Permission

Examines the major theories of human development across the life span, and emphasizes the relationship of developmental stages and tasks to the process of normal development. Skills and competences in fostering resilience in clients is addressed.

*UNIVERSITY CATALOGUE: Life Span Development (MHS 6482) 3 credits*

*Addresses the major theories of human development across the life span. Relates how life span stages and developmental tasks relate to normal development, prevention, and counseling. Concerns of individuals at different life span stages are addressed.*

***Group Counseling (MHS 6510) 3 credits***

Prerequisite: Department Permission

Examines effective group counseling practice which emphasizes leadership skills, competencies,

and knowledge of organizing, implementing, and evaluating group counseling programs. Includes an experiential group component.

*UNIVERSITY CATALOGUE: Group Counseling (MHS 6510) 3 credits*

Prerequisite: Permission of instructor.

Stresses development of effective group counseling leadership skills and knowledge of organizing, implementing, and evaluating group counseling programs. Includes and experiential group component.

***Legal, Ethical, and Professional Issues in Counseling (MHS 6700) 3 credits***

Prerequisite: Department Permission

Examines legal, ethical, and professional issues in competent counseling practice are viewed from a national, state, and local perspective.

*UNIVERSITY CATALOGUE: Legal, Ethical, and Professional Issues in Counseling (MHS 6700) 3 credits*

*Legal, ethical, and professional issues in counseling are viewed from a national, state, and local perspective.*

***Issues in Mental Health Counseling (MHS 6701) 3 credits***

Prerequisite: Department Permission

Examines mental health counseling as a profession including history, identity, roles, and trends affecting the field and practice of mental health counseling, and overviews the essential skills and competencies of effective mental health counseling practice.

*UNIVERSITY CATALOGUE: Issues in Mental Health Counseling (MHS 6701) 3 credits*

*Course addresses professional practice issues in mental health counseling. Includes history, identity, roles, and trends affecting the field and practice of mental health counseling.*

***Practicum in Counseling (MHS 6800) 3 credits***

Prerequisite: Department Permission

Supervised counseling practice at a beginning level, involving individuals, families, and groups in field placement. Includes a university-based seminar in which skills and competencies are evaluated in case reports and session presentations.

*UNIVERSITY CATALOGUE: Practicum in Counseling (MHS 6800) 3 credits*

Prerequisite: Permission of instructor.

Supervised counseling practice involving individuals, families, and groups in field placement settings.

***Advanced Practicum in Counseling (MHS 6801) 3 credits***

Prerequisites: MHS 6800 and Department Permission

Supervised counseling practice at an intermediate level, involving individuals, families, and groups in field placement settings. Includes a university-based seminar in which skills and competencies are evaluated in case reports and session presentations.

*UNIVERSITY CATALOGUE: Advanced Practicum in Counseling (MHS 6801) 3 credits*

Prerequisite: MHS 6800 and Permission of instructor.

*The class requires additional clinical responsibilities with the intent to deepen counseling skills. The student is expected to demonstrate advanced knowledge, skills, and abilities congruent with a personal "orientation" based on the integration of theoretical and empirical knowledge.*

***Internship in Mental Health Counseling (MHS 6830) 3-6 credits***

Prerequisites: MHS 6801 and Department Permission

Supervised counseling practice at a more advance level, involving individuals, families, and groups in field placement settings. Includes a university-based seminar in which skills and competencies are evaluated in case reports and session presentations.

***UNIVERSITY CATALOGUE: Internship in Mental Health Counseling (6830) 3-6 credits***

**Prerequisite: MHS 6801 and Permission of instructor.**

**The internship provides students with a supervised opportunity to perform a broad range of counseling activities that regular employees with similar or equivalent educational background conduct in a given clinical setting.**

Revised Course Descriptions for Mental Health courses in the Counselor Ed. Departm...

- Darlene Epperson** Sent per Dr. Johnson Hello Colleagues, current changes for some of the... Tue 11/29
- Irene Johnson* Linda: This is the first group of courses. Last Tuesday, Len and I met wi... Tue 11/29
- Linda Webb** Irene: It would be most helpful to have a written statement outlining the outco... Tue 11/29

In response to the message from Darlene Epperson, Tue 11/29

**Michael Brady**

**Actions**

Tuesday, November 29, 2011 2:18 PM

**To:** ;

You replied on 11/29/2011 3:31 PM

I've reviewed the course descriptions and see no overlap with the courses in the ESE Department. Good luck with your changes.

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281

*Irene Johnson* Thanks Michael, I will... Tue 11/29

In response to the message from Darlene Epperson, Tue 11/29

**James McLaughlin**

Tue 11/29/2011 11:57 AM

**Irene:**






There is no conflict of the proposed course description changes with any courses in the Department of Curriculum, Culture, and Educational Inquiry. Take care.

**Jim**

H. James McLaughlin, Ph.D.  
Professor and Chair  
Department of Curriculum, Culture, and Educational Inquiry  
338 Education building  
Florida Atlantic University  
Boca Raton, FL  
561-297-3965



Revised Course Descriptions for Mental Health courses in the Counselor Ed. Departm...

- Darlene Epperson** Sent per Dr. Johnson: Hello Coleagues. Current changes for some of the M...   Tue 11/29
- Irene Johnson* Linda: These are the first group of courses that I've reviewed and I met with t...   Tue 11/29
- Linda Webb** Irene: It would be most helpful to have a written statement defining the outcome... Tue 11/29
- Michael Brady** I've reviewed the course descriptions and see no overlap with the courses in the ES... Tue 11/29
- Irene Johnson* Thanks Michael. Irene Tue 11/29
- James McLaughlin** Irene: There is no conflict of the proposed course description changes with any...  Wed 11/29
- Darlene Epperson** From: Barbara Ridener Sent: Thursday, December 01, 2011 2:19 PM To: Darlene E... Thu 12/1
- Irene Johnson* Thanks Barbara. Irene Fri 12/1

In response to the message from Darlene Epperson, Tue 11/29

**Sue Graves**

**Actions**

Friday, December 02, 2011 4:13 PM

**To:**

**Cc:**

You replied on 12/4/2011 8:03 PM

Dr. Johnson, our department does not have any conflicts with these courses.

B. Sue Graves, Ed. D., HFS, FACSM, FISSN  
 Department Chair  
 Exercise Science and Health Promotion Department  
 Florida Atlantic University,  
 777 Glades Road, Field House 11  
 Boca Raton, Florida 33431  
 561-297-2938 (main office)  
 561-297-2790 (office)  
 561-297-2839 (fax)  
 Website:  
 Facebook:

*Irene Johnson*

*Irene Johnson*

Friday, December 03, 2011 3:02 PM

Thanks Sue.

Irene

Revised Course Descriptions for Mental Health courses in the Counselor Ed. Departm...

- Darlene Epperson** Sent per Dr. Johnson Hello Colleagues. Current changes for some of the M... Tue 11/29
- Irene Johnson* Linda: This is the first group of courses. Last Tuesday, Len and I met with t... Tue 11/29
- Linda Webb** Irene: It would be most helpful to have a written statement outlining the outcome ... Tue 11/29
- Michael Brady** I've reviewed the course descriptions and see no overlap with the courses in the ES... Tue 11/29
- Irene Johnson* Thanks Michael. Irene Tue 11/29
- James McLaughlin** Irene: There is no conflict of the proposed course description changes with any... Wed 11/30

In response to the message from Darlene Epperson, Tue 11/29

**Darlene Epperson**

**Actions**  
Thursday, December 01, 2011 2:18 PM

**To:**

You replied on 12/2/2011 1:11 PM:

**From:** Barbara Ridener

**Sent:** Thursday, December 01, 2011 2:18 PM

**To:** Darlene Epperson

**Subject:** RE: Revised Course Descriptions for Mental Health courses in the Counselor Ed. Department

The Department of Teaching and Learning does not have any conflicts.

Dr. Barbara Ridener, Chair  
Department of Teaching and Learning  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431

*Irene Johnson* Thanks Barbara. Irene Fri 12/2

**Sue Graves** Dr. Johnson, our department does not have any conflicts with these courses. B. Su... Fri 12/2

*Irene Johnson*

*Sent Items*

Sunday, December 04, 2011 8:07 PM

Thanks Sue.

Irene

## Darlene Epperson

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**From:** Darlene Epperson  
**Sent:** Tuesday, November 29, 2011 8:57 AM  
**To:** 'shockley@fau.edu' (SHOCKLEY@fau.edu); 'jmclau17@fau.edu' (jmclau17@fau.edu); Barbara Ridener (BRIDENER@fau.edu); 'Mike Brady' (mbrady@fau.edu); 'sgraves@fau.edu' (SGRAVES@fau.edu); 'wener@fau.edu' (wener@fau.edu)  
**Cc:** Irene Johnson  
**Subject:** Revised Course Descriptions for Mental Health courses in the Counselor Ed. Department  
**Attachments:** course descriptions.pdf  
**Importance:** High

Sent per Dr. Johnson

Hello Colleagues;

Current changes for some of the Mental Health courses are necessary to correct the graduate catalog description to a more complete and up-to-date description of the course.

These changes do not affect or overlap any other courses in the College of Education.

The Revised description is listed first with the current catalog description written below it.

Please review and return notification of your support of these changes by the end of semester, 12/9. If you have questions don't hesitate to contact me.

Thanks,

Irene H. Johnson. Ph.D.  
Chair/Professor  
Counselor Education Department

*OK  
12/1/11  
DLRM - NO  
Conflict in our  
course*