



Doc-Nbr:	79233346	Status:	ENROUTE
Initiator:	swilson	Created:	Nov 27, 2018

## New Course KO PSY-G 552

### Course Request Key Fields

1.	Requesting Campus:	KO-Kokomo
2.	Matching Course:	Yes
3.	School:	HSS-Sch of Humanities & Social Sci
4.	Subject:	PSY-Psychology
5 a.	Course Number:	G-552
b.	Has course number been reserved with, ussccrct@indiana.edu, University Student Services and Systems?	Yes
6.	Credit Type:	Graduate
7.	Is this a Purdue Course?	No
8 a.	Course Title	CAREER COUNSELING AND DEVELOPMENT
b.	Recommended Abbreviation (30 characters including spaces):	CAREER COUNSELING AND DEVELOPM

### Course Catalog Attributes

9.	Academic Career:	Graduate
10.	Effective Term (anticipated):	Spring 2020
11.	Credit Hours:	Fixed at 2
12.	Contact Hours:	
13.	Is S-F grading approval being requested?	No
14.	Is variable title approval being requested?	No
15.	Prerequisites/Corequisites (to be enforced during registration):	
16.	Course Description:	This course evaluates theories, techniques, and information resources for enhancing vocational development across the lifespan; and facilitating client problem solving and decision-making related to maintaining balance among work, family, and leisure roles. Students will develop a knowledge base concerning objective and projective methods for exploring and assessing career client interests, skills, and values that inform clients making reasoned career and lifestyle decisions. Current issues/controversies related to ethics, sociocultural factors, maladaptive workplace behaviors (e.g., addiction, sexual harassment, etc.), and individual differences in career counseling will be examined.

### Course Attributes for Scheduling

17.	Equivalent Courses:	
18 a.	Repeatable for Credit?	Yes
b.	Total Career Credit Hours Allowed:	4
c.	Total Career Completions Allowed:	2
d.	Allow multiple enrollments in term?	No
19 a.	Type of Instructional Experience (Select primary component):	Lecture

b.	Additional component(s) that apply:	Lecture
20.	Instruction Mode (select all that apply):	
21.	Instructor Name:	
22.	Estimated Enrollment:	
23.	Estimated Enrollment Percent Expected to be Graduate Students:	
24.	Frequency of Schedule:	Every Other Year
25.	Course Typically Offered:	
26.	Will this course be required for majors?	Yes

### Additional Course Information

27.	Justification for New Course:	Part of the Mental Health Counseling program.
28 a.	Does this course overlap with existing courses?	No
b.	Please explain:	
c.	Have you contacted the appropriate department, school, etc. affected by the overlap?	
29.	Are the necessary reading materials currently available in the appropriate library?	
30.	Do you anticipate this course will require a special fee? (Information Only)	

### Essential Syllabus Information

ESI 1.	Course Content:	This course evaluates theories, techniques, and information resources for enhancing vocational development across the lifespan; and facilitating client problem solving and decision-making related to maintaining balance among work, family, and leisure roles. Students will develop a knowledge base concerning objective and projective methods for exploring and assessing career client interests, skills, and values that inform clients making reasoned career and lifestyle decisions. Current issues/controversies related to ethics, sociocultural factors, maladaptive workplace behaviors (e.g., addiction, sexual harassment, etc.), and individual differences in career counseling will be examined.
ESI 2.	Representative Bibliography or Resources:	Foundations of Career Counseling: A Case-based approach by Suzanne Dugger ISBN: 978-0137079865
ESI 3.	Teaching and Learning Methods:	Reading Checks ∟ 15 points each (x6) = 90 points Mock Sessions ∟ 50 points each (x2) = 100 points Case reports ∟ 100 points each = 200 points Final Exam ∟ 150 points Total points = 540 points
ESI 4.	Learning Outcome/Objectives:	Compare and contrast theories of career development and exploration; Identify and describe electronic resources available for career development & exploration; Identify and describe assessment tools & techniques used for career exploration & planning; Describe interconnectedness between career planning and development with personal skills, interests, and 'lifestyle' options; Explain steps, strategies, techniques and the process for working with a client on career exploration and development; Describe, administer and evaluate results of the following tests/inventories: Strong interest inventory, Holland Interest Inventory, and OQ 45
ESI 5.	Learning Assessment:	Required readings, career counseling mock sessions, case reports, final exam.

### General Education Questions

<b>GE1 .</b>	<b>Does this course satisfy campus-specific General Education requirements?</b>	
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**University Graduate School Specific Questions**

<b>UGS1 a.</b>	<b>Is this a cross-listed course?</b>	<b>No</b>
<b>b.</b>	<b>Please list the cross-listed courses:</b>	
<b>UGS2 a.</b>	<b>Is this a joint-listed (combined section) course?</b>	<b>No</b>
<b>b.</b>	<b>Please list the joint-listed (combined section) courses:</b>	

**Student Enrollment Services**

<b>USS 1.</b>	<b>Course ID:</b>	<b>088074</b>
<b>S</b>		
<b>USS 2.</b>	<b>Remonstrance List:</b>	
<b>S</b>		

# PSY G 552: Career Counseling and Development

Spring 2020

Section #

**Instructor: Dr. Beth Trammell, Ph.D., HSPP**  
Associate Professor of Psychology  
Licensed Psychologist

**Office Location: IU East, Tom Raper Hall 246**  
**E-mail: batramme@iuc.edu**  
**Office Phone: (765) 973-8362**  
**Office Hours: M- by appt. T/R- 9-11am**

**Virtual Office Hours:** You can reach me by email or phone almost anytime between 8a and 4p (with the exception of Wednesday – which is my clinical day in private practice when I am more limited).

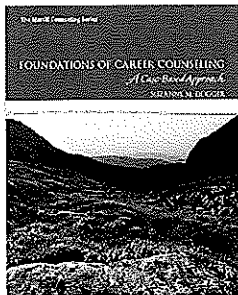
In the subject line of your e-mail, please include a summary of your question or comment

**Course type:** Graduate, Lecture & Discussion

**Canvas:** Candidates are required to use Canvas to access instructional material, assignments and messages. Candidates are required to upload assignments to Canvas & post messages for class discussions.

**Course Description:** This course evaluates theories, techniques, and information resources for enhancing vocational development across the lifespan; and facilitating client problem solving and decision-making related to maintaining balance among work, family, and leisure roles. Students will develop a knowledge base concerning objective and projective methods for exploring and assessing career client interests, skills, and values that inform clients making reasoned career and lifestyle decisions. Current issues/controversies related to ethics, sociocultural factors, maladaptive workplace behaviors (e.g., addiction, sexual harassment, etc.), and individual differences in career counseling will be examined.

## Book:



## Required:

**Foundations of Career Counseling: A Case-based approach**

by Suzanne Dugger

ISBN: 978-0137079865

**Student Outcomes & Learning Objectives.** By the of this course, candidates will be able to

- Compare and contrast theories of career development and exploration.
- Identify and describe electronic resources available for career development & exploration
- Identify and describe assessment tools & techniques used for career exploration & planning
- Describe interconnectedness between career planning and development with personal skills, interests, and 'lifestyle' options
- Explain steps, strategies, techniques and the process for working with a client on career exploration and development
- Describe, administer and evaluate results of the following tests/inventories:
  - Strong interest Inventory
  - Holland Interest Inventory
  - OQ 45

### **Course Key Assessments**

**Required readings:** This course describes a variety of career assessments and methods for helping others develop their own careers. It will be critical that you read, thoroughly and critically, all of the required text for this course. Some of the reading will be in the required texts, but other reading requirements will be articles that you or I select. Reading checks will be implemented through discussions, quizzes, or short assignments.

**Career counseling mock session:** You will be required to engage in two mock video sessions that demonstrates your ability to explore appropriate key variables for career counseling.

**Case Reports:** You will be required to write two case reports that includes administering, scoring, interpreting, and writing and intervention plan for a mock case. This should be a comprehensive evaluation of career development that includes consideration for diversity-related variables. Additional information will be available later in the semester.

**Final Exam:** The final exam will include a mixture of multiple choice, short answer, and essay questions about the content of the course.

### **Grading**

Your grade will consist of the total points accumulated for the graded work completed during the semester. Please see your gradebook for a breakdown of each assignment and points for each assignment.

90% and up = A- to A+; 80-89% = B- to B+; 70-79% = C- to C+; 60-69% = D- to D+; 59% & below = F

Reading Checks – 15 points each (x6) = 90 points

Mock Sessions – 50 points each (x2) = 100 points

Case reports – 100 points each = 200 points

Final Exam – 150 points

Total points = 540 points

### **IU East Campus Academic Integrity Policy:**

Students should consult the Code of Student Ethics for Indiana University East to familiarize themselves with all relevant guidelines regarding cheating and plagiarism. <http://www.iu.edu/~code/> **Neither cheating nor plagiarism will be tolerated in this course.** All work should be completed individually (unless specified otherwise), and students are responsible for turning in their own work (i.e., work handed in by others on your behalf will not be accepted). Students should NOT present work from other courses in this class (i.e., using pieces of previous papers you have done is considered plagiarism). Any cheating or plagiarism that occurs in this course will be punished with the harshest means available as dictated by the IUE Code. Specific procedures are outlined at [http://www.iu.edu/~code/east/pdf/IU\\_East-Procedures.pdf](http://www.iu.edu/~code/east/pdf/IU_East-Procedures.pdf)

### **Course Calendar**

Be sure to check the Modules in Canvas regularly for any changes to the schedule. The calendar in the Modules section will have all relevant information for each week. Please plan ahead and look ahead to the upcoming week *before the beginning of that week!*

### **Professionalism and Email Etiquette**

Email is my preferred method of contact: [batramme@iue.edu](mailto:batramme@iue.edu). Like many things in life, appearance plays a role in how you are perceived. Part of my job is to help you learn how to communicate in a variety of contexts. If you use email as a channel to send your message to me, then you should treat every email as a chance to practice professional written communication skills. I expect you to adhere to standard conventions of grammar, spelling, and language when writing emails to me and other instructors at IU East and the other campuses in our program. In order to help you practice appearing professional when corresponding via email, I will ask that you use the following guidelines when contacting me:

- (1) A salutation with the correct title and name (i.e., Dear Dr. Trammell, or Hello Dr. Trammell,).
- (2) The course name in the body or subject line of your e-mail.
- (3) Write in complete sentences, and use correct punctuation, capitalization, and English.
- (4) End your e-mail with your name and contact information.

### **Late Policy**

Unless otherwise specified, all assignments must be submitted by using the relevant link or page in Canvas. Please plan ahead. Computers crash and Canvas occasionally dies, so I highly suggest that you attempt to submit things early on the date they are due in order to cope with these difficulties.

**I will not be accepting late work in this course.** This is the beginning of your professional career, so it is imperative that you complete work on time.

## **Content Standards**

The Mental Health Counseling Program of IU Southeast, IU East & IU Kokomo is based on the 2016 CACREP Accreditation Standards and the Indiana Mental Health Counselor licensing requirements as stipulated by the Behavioral Health & Human Service Licensing Board. The standards assessed in this course are

### **Career Counseling**

- a. career development theories and decision-making models;
- b. career, a vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques that are relevant to career planning and decision making;
- g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
- h. career counseling processes, techniques, and resources, including those applicable to specific populations; and
- i. ethical and legal considerations.

## **Clinical Mental Health Counseling Standards**

Counselor education programs with a specialty area in clinical mental health counseling must document additional MHC standards. The specific MHC standards assessed in this course are:

### **1. Foundations**

- a. history and development of career counseling
- b. emergent theories of career development and counseling
- c. principles of career development and decision making over the lifespan
- d. formal and informal career- and work-related tests and assessments

### **2. Contextual dimensions**

- a. roles and settings of career counselors in private and public sector agencies and institutions
- b. role of career counselors in advocating for the importance of career counseling, career development, life-work planning, and workforce planning to policymakers and the general public
- c. the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues
- d. factors that affect clients' attitudes toward work and their career decision-making processes,
- e. impact of globalization on careers and the workplace
- f. implications of gender roles and responsibilities for employment, education, family, and leisure
- g. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations
- h. resources available to assist clients in career planning, job search, and job creation
- i. professional organizations, preparation standards, and credentials relevant to the practice of career counseling
- j. legal and ethical considerations specific to career counseling

### **3. Practice**

- a. intake interview and comprehensive career assessment
- b. strategies to help clients develop skills needed to make life-work role transitions
- c. approaches to help clients acquire a set of employability, job search, and job creation skills
- d. strategies to assist clients in the appropriate use of technology for career information and planning
- e. approaches to market and promote career counseling activities and services
- f. identification, acquisition, and evaluation of career information resources relevant for diverse populations
- g. planning, implementing, and administering career counseling programs and services

<b>Course Objective</b>	<b>MHC Standards</b>	<b>CACREP Standard</b>	<b>Assessment</b>
Compare and contrast theories of career development and exploration.	2i, 2l,	1, 1e, 1i, 5	Reading checks
Identify and describe electronic resources available for career development & exploration	2k, 2l	1i	Case reports, Reading checks
Identify and describe assessment tools & techniques used for career exploration & planning	2l, 2m,	1m	Case reports, Reading checks, final exam
Describe interconnectedness between career planning and development with personal skills, interests, and 'lifestyle' options	2l,	1m	Reading checks Case reports Final exam

Explain steps, strategies, techniques and the process for working with a client on career exploration and development	2j, 2l	1e, 1k, 1m, 2, 2e	Videos, reading checks
Describe, administer and evaluate results of the following tests/inventories: Strong interest Inventory, Holland Interest Inventory, OQ 45	2i, 2k, 2l	1i, 1m	Videos

### **Accommodations and (Preventing) Issues**

If you are a student with a learning disability, physical disability, or other special needs that have been verified by the disability centers on campus, please let me know as soon as possible if you need special accommodations. You can expect confidentiality and cooperation. No Indiana University East student will be denied the benefits of an education because of a learning and/or physical disability. If you require academic assistance for a disability, please contact the Office of Disability Services (Hayes Hall 064, 765-973-8446) to establish your eligibility for accommodations. Once these have been authorized, please make an appointment with your instructor to review how the accommodations will be provided for this class. If you feel that you may need special assistance in the event of an emergency evacuation of an IU East room or building, please contact the Office of Disability Services (Hayes Hall 064, 765-973-8446) to complete the necessary documentation.

### **Sexual Misconduct Policy**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with: Center for Health Promotion at 765-973-8216 (counseling services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more.

**Course Calendar and Selected Readings**

**(Week 01)**

## MA Competency and Disposition Checks

**Use of form:** This evaluation form will be administered at every competency check from program entry to program exit

Each semester, all faculty teaching will meet to discuss each student in the program and rate that student's behavior on the following competencies. These rubrics will then be presented to the director's committee for approval prior to the start of the next semester.

5 – student is above average in demonstrating this skill. He/She demonstrates mastery of this skill nearly every time when required.

4 – student is developing appropriately with this skill. He/She has accepted feedback well and is working on this skill appropriately.

3 – student is not demonstrating this skill consistently. Feedback has been accepted, but changes in the student's performance have not been witnessed by faculty or supervisor.

2 – student has not shown he/she can demonstrate this skill. Even with feedback, student is not responding to feedback to perform this skill to the developmental level necessary. Remediation plan is needed.

1 – student cannot move forward in the program until this skill is developed. Remediation is needed.

Student's Name: \_\_\_\_\_ Evaluator Name: \_\_\_\_\_

Home Campus \_\_\_\_\_ Date: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Course Name: \_\_\_\_\_ Competency Check

Evaluator (check one): Student \_\_\_\_\_ Clinical Site Supervisor \_\_\_\_\_ IU Faculty: \_\_\_\_\_

**Directions:** Please assess the student on each aspect of the disposition using the scale described below. All indicators must be rated "Acceptable" (3, 4, 5) for candidates to earn an overall rating of "Acceptable". If any indicator is rated "unacceptable" (1, 2) candidate will earn an overall rating of "Unacceptable" The overall disposition stem rating will be the same as the lowest indicator rating.

5 – student is above average in demonstrating this skill. He/She demonstrates mastery of this skill nearly every time when required.

4 – student is developing appropriately with this skill. He/She has accepted feedback well and is working on this skill appropriately.

3 – student is not demonstrating this skill consistently. Feedback has been accepted, but changes in the student's performance have not been witnessed by faculty or supervisor.

2 – student has not shown he/she can demonstrate this skill. Even with feedback, student is not responding to feedback to perform this skill to the developmental level necessary. Remediation plan is needed.

1 – student cannot move forward in the program until this skill is developed. Remediation is needed.

**Post- Fall 1 Competency Check**

Prior to starting 2<sup>nd</sup> semester of courses (including practicum), students need demonstrate competency (Level 3, 4 or 5) on the following:

	5	4	3	2	1	N/A
A) Student will pass the ethics exam	90%+	75%+	<75%	<75%	<75%	
B) Student will provide proof of cleared background check by week 10 of fall 1 course	YES	YES	NO	NO	NO	
C) Student will demonstrate intake interview						
D) Student will demonstrate suicide assessment						
E) Student will demonstrate evidence-based case conceptualization						
F) Student will develop ethical decision making plan for mock case						
G) Student will demonstrate ethical and professional behavior in all forms of communication and interpersonal engagement						
H) Actively participating in and contributing to group assignments, projects or activities						

Dispositions and Associated Examples Students and faculty in an IU MaMHC Program:	5	4	3	2	1	N/A or NOTES
Counselors protect the confidential information of prospective and current clients. Counselors disclose information only with appropriate consent or with sound legal or ethical justification. (B.1.c)						
Counselors consult with other professionals when in doubt as to the validity of an exception. Additional considerations apply when addressing end-of-life issues. (B.2.a)						
When ordered by a court to release confidential or privileged information without a client's permission, counselors seek to obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible because of potential harm to the client or counseling relationship. (B.2.d)						
When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, counselors protect the confidentiality of information received—in any medium—in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. (B.5.a)						
Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship, consistent with current legal and custodial arrangements. (B.5.b)						
Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians regarding the welfare of their children/charges according to law. (B.5.b)						
Counselors have a responsibility to read, understand, and follow the <i>ACA Code of Ethics</i> and adhere to applicable laws and regulations. (C.1)						
Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. (C.2.a)						
Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. (C.2.d)						
Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law. (C.5)						
Counselors do not engage in or condone sexual harassment. Sexual harassment can consist of a single intense or severe act, or multiple persistent or pervasive acts. (C.6.a)						
The primary purpose of educational, mental health, psychological, and career assessment is to gather information regarding the client for a variety of purposes, including, but not limited to, client decision making, treatment planning, and forensic proceedings. (E.1.a)						
Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information provided. They respect the client's right to know the results, the interpretations made, and the bases for counselors' conclusions and recommendations. (E.1.b)						
Counselors use only those testing and assessment services for which they have been trained and are competent. Counselors using technology-assisted test interpretations are trained in the construct being measured and the						

specific instrument being used prior to using its technology-based application. (E.2.a)					
Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the client, whether they score and interpret such assessments themselves or use technology or other services. (E.2.b)					
Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interviews) used to determine client care (e.g., locus of treatment, type of treatment, recommended follow-up) are carefully selected and appropriately used. (E.5.a)					
Counselors recognize that culture affects the manner in which clients' problems are defined and experienced. Clients' socioeconomic and cultural experiences are considered when diagnosing mental disorders. (E.5.b)					
Using language free of derogatory statements toward any individual or groups					
Adhering to professional standards of integrity and decision-making truthfulness and honesty					
Being present and punctual for professional activities and assigned duties					
Exhibiting high quality in the preparation and implementation of educational activities					
Completing assigned work on time showing leadership, self-respect and a willingness to take responsibility					
Demonstrate positive behaviors, attitudes and a commitment to quality education					
Committing to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.					
Actively soliciting feedback for purposes of making quality improvements in practice					
<i>Comments regarding strengths/areas for growth:</i>					

Doc#  
7923-3346

New Course Document

Document Overview

PSY/G552

Description

Course Request Key Fields

1.	Requesting Campus: *	KO - Kokomo <input type="checkbox"/>
2.	Matching Course: *	No
3.	School: *	SOAS - School of Arts & Sciences <input type="checkbox"/>
4.	Subject: *	Psychology <input type="checkbox"/>
5a.	Course Number: *	** PSY-G552 ** If applicable, include subject letter designation
b.	Has course number been reserved with, SES-CourseCatalog@exchange.iu.edu, Student Enrollment Services?	<input type="radio"/> Yes <input checked="" type="radio"/> No
6.	Credit Type: *	grad <input type="checkbox"/>
7.	Is this a Purdue Course?	<input type="radio"/> Yes <input checked="" type="radio"/> No
8a.	Course Title *	Topics in English Studies Career Counseling & Development
b.	Recommended Abbreviation (30 characters including spaces): *	Career

Course Catalog Attributes

9.	Academic Career: *	Career... grad <input type="checkbox"/>
10.	Effective Term (anticipated): *	Term... Spring 2020 <input type="checkbox"/>
11.	Credit Hours: *	<input checked="" type="radio"/> Fixed <input type="radio"/> Variable
12.	Contact Hours:	<input type="radio"/> Fixed <input type="radio"/> Variable
13.	Is S-F grading approval being requested? *	<input type="radio"/> Yes <input checked="" type="radio"/> No
14.	Is variable title approval being requested? *	<input type="radio"/> Yes <input checked="" type="radio"/> No
15.	Prerequisites/Corequisites (Information Only):	
16.	Course Description: *	Use Course Catalog

Course Attributes for Scheduling

17.	Equivalent Courses:	
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18a.	Repeatable for Credit? *	<input type="radio"/> Yes <input checked="" type="radio"/> No
19a.	Type of Instructional Experience (Select primary component): *	Component ... <input type="text" value="online"/>
b.	Additional component(s) that apply:	<input type="checkbox"/> Activity <input type="checkbox"/> Drill <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Readings <input type="checkbox"/> Wait List <input type="checkbox"/> Clinic <input type="checkbox"/> Field <input type="checkbox"/> Methods <input type="checkbox"/> Recitation <input type="checkbox"/> Colloquium <input type="checkbox"/> Ind <input type="checkbox"/> Practice <input type="checkbox"/> Research <input type="checkbox"/> Demo <input type="checkbox"/> Intern <input type="checkbox"/> Practicum <input type="checkbox"/> Seminar <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory <input type="checkbox"/> Quiz <input type="checkbox"/> Studio <input type="checkbox"/> Drill <input type="checkbox"/> Lecture <input type="checkbox"/> Readings <input type="checkbox"/> List
20.	Instruction Mode (select all that apply):	<input type="checkbox"/> Audiovisual-live <input type="checkbox"/> Audiovisual-recorded <input type="checkbox"/> Correspondence <input type="checkbox"/> Face-To-Face <input type="checkbox"/> Teleconference Systems <input type="checkbox"/> World Wide Web
21.	Instructor Name:	<input type="text"/>
22.	Estimated Enrollment:	<input type="text"/>
23.	Estimated Enrollment Percent Expected to be Graduate Students:	<input type="text"/>
24.	Frequency of Schedule: *	Frequency ... <input type="text" value="1 every other year"/>
25.	Course Typically Offered:	Typically Offered ... <input type="text"/>
26.	Will this course be required for majors? *	<input checked="" type="radio"/> Yes <input type="radio"/> No

Additional Course Information

27.	Justification for New Course: *	Part of mental health counseling program
28a.	Does this course overlap with existing courses? *	<input type="radio"/> Yes <input type="radio"/> No
29.	Are the necessary reading materials currently available in the appropriate library?	<input type="radio"/> Yes <input type="radio"/> No
30.	Do you anticipate this course will require a special fee? (Information Only)	<input type="radio"/> Yes <input type="radio"/> No

Essential Syllabus Information

ES11.	Course Content:	<input type="text"/>
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<b>ESI2.</b>	<b>Representative Bibliography or Resources:</b>	
<b>ESI3.</b>	<b>Teaching and Learning Methods:</b>	
<b>ESI4.</b>	<b>Learning Outcome/Objectives:</b>	
<b>ESI5.</b>	<b>Learning Assessment:</b>	

University Graduate School Specific Questions [hide](#)

<b>UGS1a.</b>	<b>Is this a cross-listed course? *</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>UGS2a.</b>	<b>Is this a joint-listed (combined section) course? *</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No

Notes (0) [hide](#)

Posted Timestamp	Author	Document Note Text

Attachments (0) [hide](#)

Posted Timestamp	Author	Description	File
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Route Log [show](#)