

Eastern Illinois University  
**REVISED COURSE PROPOSAL CSD 5510**  
**Professional Orientation**

Please check one: ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. Course prefix and number, such as ART 1000: CSD 5510
2. Title (may not exceed 30 characters, including spaces): Professional Orientation
3. Long title, if any (may not exceed 100 characters, including spaces): Professional Orientation
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☒ Fall ☐ Spring ☒ Summer ☐ On demand
6. Initial term of offering: Fall ☐ Spring ☒ Summer Year: 2013

**7. Course description:**

This course provides an orientation to the counseling profession. Areas covered include an understanding of all aspects of professional functioning such as history of the profession, roles, organizational structures, preparation standards, credentialing, legal and ethical issues and the emerging use of technology within the counseling field.

**8. Registration restrictions:**

**a. Equivalent courses**

- Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. \_\_\_ Yes X No

**b. Prerequisite(s):**

- Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. None
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). \_\_\_ Yes X No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

**c. Who can waive the prerequisite(s)?**

\_\_\_ No one \_\_\_ Chair \_\_\_ Instructor \_\_\_ Advisor \_\_\_ Other (Please specify)

**d. Co-requisites** (course(s) which MUST be taken concurrently with this one): **None**

**e. Repeat status:** X Course may not be repeated.

\_\_\_ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:  
**Undergraduates**

**9. Special course attributes:** **None**

**10. Grading methods** (check all that apply): ☒ **Standard letter** ☐ C/NC ☐ Audit ☐ ABC/NC  
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in  (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

☒ lecture   ☐ lab   ☐ lecture/lab combined   ☐ independent study/research  
☐ internship   ☐ performance   ☐ practicum or clinical   ☐ study abroad  
☐ Internet   ☐ hybrid   ☐ other (Please specify)

## **PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively.**
  - **EIU graduates will think critically.**
  - **EIU graduates will function as responsible citizens.**

Through readings, lecture, assignments and active class participation, students will

- a. examine the history and philosophy of the counseling profession
- b. examine professional roles and functions and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.
- c. discuss self-care strategies appropriate to the counselor role.
- d. examine professional organizations, including membership benefits, activities, services to members, and current issues.
- e. examine professional credentialing, including certification, licensure, and accreditation practices and standards and the effects of public policy on these issues.
- f. discuss the role and process of the professional counselor advocating on behalf of the profession.
- g. discuss the advocacy processes needed to address institutional and social barriers that impede access, equity, and successes for clients.
- h. examine the ethical standards of professional organizations and credential bodies, and applications of ethical legal considerations in professional counseling.
- i. discuss and describe suicidal and dangerous clients.

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

Learning Goals	Objectives
• Depth of content knowledge	a - i
• Effective critical thinking and problem solving	f, h
• Effective oral and written communication	c, g
• Advanced scholarship through research or creative activity	

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

a. Students will examine the history and philosophy of the counseling profession.	Mid-term Exam
b. Students will examine the professional roles and functions and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.	Mid-term Exam; Career Interview Assignment
c. Students will discuss the self-care strategies appropriate to the counselor role.	Final Exam; Research Paper
d. Students will examine the professional organizations, including membership benefits, activities, services to members, and current issues.	Final Exam
e. Students will examine the professional credentialing, including certification, licensure, and accreditation practices and standards and the effects of public policy on these issues.	Mid-term Exam
f. Students will discuss the role and process of the professional counselor advocating on behalf of the profession.	Mid-term Exam; Ethical Decision Making Paper; PowerPoint Exercise
g. Students will discuss the advocacy processes needed to address institutional and social barriers that impede access, equity, and successes for clients.	Mid-term Exam; Research Paper
h. Students will examine the ethical standards of professional organizations and credential bodies, and applications of ethical legal considerations in professional counseling.	Mid-term Exam; Ethical Decision Making Paper
i. Students will discuss and describe suicidal and dangerous clients.	Final Exam

- **Exams:** There will be two exams. Students will be tested over the reading in the textbook and the lecture material. The exam will have multiple choice, true/false and short answer type questions.
- **Attendance and Class Participation:** Students are expected to attend class having completed required readings and to regularly engage in class discussion.
- **Career Interview Assignment:** Students will work with a partner and interview in two different professional settings. Students will use the job shadow worksheet as a guide on what type of information to collect and questions to ask. Students will be responsible to provide an overview of their interview in a PPT. handout format and share a 2-4 minute video clip of something unique or interesting regarding this specific job.
- **Ethical Decision Making Paper:** Students will write a paper in paragraph form to implement a course of action concerning the case handed out by the professor.
- **Research Paper :** Each student will write a 5-7 page typed research paper describing a current (last five years) issue relevant to the counseling profession and this class.
- **Power Point Exercise:** Create a 3-5 (maximum) slide presentation on your Research Paper.

**3. Explain how the instructor will determine students' grades for the course:**

Grades will be based on the following criteria:

Exams	42%
Class Attendance and Participation	8%
Career Interview Assignment	8%
Ethical Decision Making Paper	14%
Research Paper	20%
<u>Power Point Exercise</u>	<u>8%</u>
Total	100%

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following: N/A**
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
  - b. Describe how the integrity of student work will be assured:
  - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A**
- a. course objectives;
  - b. projects that require application and analysis of the course content; and

c. separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. N/A

### **PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Professional Identity
2	Counseling Process Overview The History of Counseling
3	Counseling Theory Overview
4	Counseling in the Schools/Agencies Licensure vs. Certification
5	Ethics and Ethical Decision Making
6	Ethical Decision Making: Case Examples
7	Professional Advocacy Mandated Reporting
8	Exam
9	Confidentiality and Informed Consent
10	Record Keeping
11	Dual Relationships
12	Legal Issues and Risk Management
13	Suicide and Dangerous Client
14	Technology Issues in Counseling: Student Presentations
15	Technology Issues in Counseling: Student Presentations
16	Final Exam

### **PART IV: PURPOSE AND NEED**

1. Explain the department's rationale for developing and proposing the course.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
- b. If the course or some sections of the course may be technology delivered, explain why. N/A

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. None at graduate level
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. Revised course only.

**4. Impact on Program(s):**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.  
Required for graduate students admitted to M.S. in Counseling in the Department of Counseling and Student Development.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

## **PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

Qualified Graduate Faculty in the Department of Counseling and Student Development.

**2. Additional costs to students:**

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

No additional costs to students.

**3. Text and supplementary materials to be used (Include publication dates):**

Gladding, S. D. (2008). *Counseling: A comprehensive profession* (6<sup>th</sup> ed.). Merrill Prentice Hall: Upper Saddle River, New Jersey.

Remley, T. P. Jr., Herlihy, B. (2007). *Ethical, legal, and professional issues in counseling* (2<sup>nd</sup> ed.). Merrill Prentice.

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

N/A

**PART VII: APPROVALS**

**Date approved by the department or school: 1/18/2012**

**Date approved by the college curriculum committee: 4/2/2012**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS:**



\*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counscr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disability/>

**581-6583**