Eastern Illinois University Revised Course Proposal

Banner/Catalog Information (Coversheet)

Development

	New Course orxRevision of Existing Course Course profix and number: CSD 5020		
	Course prefix and number: CSD 5920		
	Short title: Career Counseling		
	Long title: Career Counseling		
	Hours per week:3_ Class Lab3_ Credit		
	Terms: Fallx_ Spring _x Summer On demand		
7.	Initial term: Fall _x Spring Summer Year: 2018		
8.	Catalog course description: This course is designed to provide an understanding of career development and related life factors. Special emphasis will be placed on counseling processes designed to assess and assist individuals with career development problems and/or issues.		
9.	Course attributes: General education component: None. Cultural diversity Honors Writing centered Writing intensive Writing active		
10.	Instructional delivery Type of Course: _x_ Lecture Lab Lecture/lab combined Independent study/research Internship Performance Practicum/clinical Other, specify:		
	Mode(s) of Delivery: Face to Face Online Study Abroad _x Hybrid, specify approximate amount of on-line and face-to-face instruction 60/40		
11.	$Course(s) \ to \ be \ deleted \ from \ the \ catalog \ once \ this \ course \ is \ approved. \ \underline{None.}$		
12.	Equivalent course(s): None.		
,	a. Are students allowed to take equivalent course(s) for credit? Yes No		
13	Prerequisite(s): CSD 5500, 5510, 5520, 5530.		
	a. Can prerequisite be taken concurrently? _x_ Yes No		
	b. Minimum grade required for the prerequisite course(s)? B for CSD 5530.		
	c. Use Banner coding to enforce prerequisite course(s)? _x_ Yes No		
	d. Who may waive prerequisite(s)?		
	No one _x_ Chair Instructor Advisor Other (specify)		
14.	Co-requisite(s): None.		
15.	Enrollment restrictions		
	a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: <u>Open only to</u> students who have been admitted to the Department of Counseling and Student		

16. Repeat status: x_ May not be repeated May be repeated once with credit 17. Enter the limit, if any, on hours which may be applied to a major or minor: 18. Grading methods: _x_ Standard CR/NC Audit ABC/NC 19. Special grading provisions: Grade for course will not count in a student's grade point average Grade for course will not count in hours toward graduation Grade for course will be removed from GPA if student already has credit for or is registered in: Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: Course Fee No Yes, Explain if yes	16. Repeat status: _x May not be repeated May be repeated once with credit 17. Enter the limit, if any, on hours which may be applied to a major or minor: 18. Grading methods: _x Standard CR/NC Audit ABC/NC 19. Special grading provisions: Grade for course will not count in a student's grade point average Grade for course will not count in hours toward graduation Grade for course will be removed from GPA if student already has credit for or is registered in: Credit hours for course will be removed from student already has credit for or is registered in: Credit hours for course will be removed from student's hours toward graduation: student already has credit for or is registered in: Course Fee No Yes, Explain if yes		beyond have not been admitted to the CSD Program
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	Assessment: n/a		

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format.

<u>Instruction</u>: When the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

<u>Integrity</u>: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a "lock down" browser that restricts simultaneous web browsing (e.g. Respondus).

<u>Interaction</u>: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

a. CSD 5920, Career Counseling

2. Catalog description

This course is designed to provide an understanding of career development and related life factors. Special emphasis will be placed on counseling processes designed to assess and assist individuals with career development problems and/or issues.

3. Learning objectives.

Graduate Learning Goals		
1- Depth of content knowledge		
2 - Effective written and oral communication		
3- Effective critical thinking and problem solving		
4- Advanced scholarship through research or creative activity		

Course Objectives	Graduate Learning
	Goals
 a) Apply theories and models of career development, counseling, and decision making 	1, 2, 3
b) Discuss approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	1, 2, 3
c) Develop an understanding of the processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	1, 2, 3

d)	Examine approaches for assessing the conditions of the work environment on clients' life experiences	1, 2, 3
e)	Develop strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	1, 2, 3
f)	Develop strategies for career development program planning, organization, implementation, administration, and evaluation	1, 2, 3
g)	Develop strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	1, 2, 3
h)	Discuss strategies for facilitating client skill development for career, educational, and life-work planning and management	1, 2, 3
i)	Apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making	1, 2
j)	Discuss ethical and culturally relevant strategies for addressing career development	1, 2
k)	Examine models of P-12 comprehensive career development.	1, 2, 3
1)	Discuss school counselor roles in relation to college and career readiness.	1, 2, 3
m)	Discuss use of developmentally appropriate career counseling intervention and assessments	1
n)	Analyze interventions to promote college and career readiness.	1, 2, 3

4. Course materials.

Zunker, V. (2016). <u>Career counseling: A Holistic Approach (9th ed)</u>.

5. Weekly outline of content.

Week	Topic	Length of Class	Readings/Assignments
Week 1	Foundations of Career Counseling	150 minutes	Zunker Chap.1; Quiz
Week 2	Career Counseling Theories	150 minutes	Zunker, Chap. 2; Quiz; Posting #1
Week 3	Career Counseling Theories	150 minutes	
Week 4	Career Counseling Models & Process	150 minutes	Zunker, Chap. 3; Quiz
Week 5	Intake Interviews	150 minutes	Zunker, Chap. 5; Quiz; Posting # 2

Week 6	Inter-domain Model of Career Counseling – Part 1, 2 & 3	150 minutes	Handouts; Theory Paper
Week 7	Inter-domain Model of Career Counseling – Putting it all Together	150 minutes	Intake Interview
Week 8	Integration Demonstration	150 minutes	
Week 9	Assessment	150 minutes	Zunker, Chap. 6; Quiz
Week 10	Career Counseling in Schools	150 minutes	Zunker, Chap. 15, 16; Quiz, Posting #3 due
Week 11	Field Trip: Univ. of Illinois	150 minutes	
Week 12	Special Populations	150 minutes	Zunker, Chap. 9; Quiz
Week 13	Presentations	150 minutes	Presentations due
Week 14	Presentations	150 minutes	Presentations due
Week 15	Coaching/ Wrap Up	150 minutes	Presentation due Handouts

6. Assignments and evaluation, including weights for final course grade.

Quizzes (7 total) – 175 points
Five Page Postings (3 total) - 75 points
Career Theory Paper - 100 points
Career Intake Interview Report - 100 points
Class Presentation - 100 points
Total Points = 550 points

- a. Quizzes: Students will have an online open-book quiz over assigned chapters to read and video lectures.
- b. Postings: Students will be required to write on a topic assigned by the instructor.
- c. Career Theory Paper: Students are expected to write an 8 page paper on the application of the Social Cognitive model.
- d. Counseling Intake Interview and Paper: Each student will be required to turn in an intake interview. Students will need to find a volunteer who will agree to a single-session intake interview that will last approximately 1 hour. The volunteer must be either 18 years old with signed Informed Consent Form or 16-17 years old with parental Consent Form. This assignment is designed to give students a practical, "hands-on" learning experience in career counseling.
- e. Presentation: Students are required to make a 20 minute class presentation on the application of career counseling with a special population. The presentation should utilize PowerPoint (or Prezi) and include a handout, current research and other useful resources on the topic. The presentations will be graded on topic coverage, material quality, writing mechanics and scholarly support. .

f. Final (C/NC): Students are required to create a LinkedIn profile and write a cover letter and resume. The profile, cover letter and resume should indicate the student's current status and include relevant data for future employers to review for hiring purposes. The assignment is due at the time of a 30 minute appointment to be scheduled with the professor during finals week.

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Quizzes	Course objectives a and b.
Five page postings	Course objectives a.,b.,c.,d.,e.,f.,h.,k.,l.,n
Career theory paper	Course objectives b.,c.,e
Career intake interview report	Course objectives d and e.
Class presentation	Course objectives g and j.

Date approved by the department or school: 2/14/18 Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: