### Florida Atlantic University

#### Graduate Programs—COURSE CHANGE REQUEST

<table>
<thead>
<tr>
<th>Department: Counselor Education</th>
<th>College: Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number:</strong> MHS 6340</td>
<td><strong>Current Course Title:</strong> Career Development</td>
</tr>
<tr>
<td><strong>Change(s) are to be effective (list term):</strong> Summer 2012</td>
<td><strong>Terminate course (list final active term):</strong></td>
</tr>
<tr>
<td><strong>Change Title to:</strong></td>
<td><strong>Change Prerequisites/Minimum Grades to:</strong></td>
</tr>
<tr>
<td><strong>Change Prefix from:</strong></td>
<td><strong>Change Corequisites to:</strong></td>
</tr>
<tr>
<td><strong>Change Course No. from:</strong></td>
<td><strong>Change Registration Controls to:</strong></td>
</tr>
<tr>
<td><strong>Change Credits from:</strong></td>
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<tr>
<td><strong>Change Grading from:</strong></td>
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</table>

**Change Description to:** Examines career development and emphasizes competency in the process of assisting clients in career planning and decision making.

*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.*

Attach syllabus for ANY changes to current course information.

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  
[iojohnso9@fau.edu](mailto:iojohnso9@fau.edu)  
561-297-2136

**Approved by:**

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date: 1/3/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Curriculum Chair:</td>
<td>11/8/12</td>
</tr>
<tr>
<td>College Dean:</td>
<td>11/20/12</td>
</tr>
<tr>
<td>UGPC Chair:</td>
<td></td>
</tr>
<tr>
<td>Graduate College Dean:</td>
<td></td>
</tr>
</tbody>
</table>

**Attachment Checklist**

- **Syllabus** (see guidelines for requirements: [http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php](http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php))
- **Written consent** from all departments affected by changes

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.

*FAUchange—Revised August 2011*
Career Development  
MHS6340 – Spring 2012  
Distance Education  
Department of Counselor Education  
College of Education  

Instructor Information  

Instructor:  
Office:  
Email:  

Course Description  

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

Prerequisites: Permission of Instructor  

Text And Supplemental Materials  


Competencies Addressed  

<table>
<thead>
<tr>
<th>CORE</th>
<th>CACREP</th>
<th>Florida DOE Subject Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.2.4, C.2.5, C4.1-7,</td>
<td>General: K.2a, K.3.a-d, K.4.a-i,</td>
<td>1.1, 1.2, reinforced</td>
</tr>
<tr>
<td>C4.15-17, C4.19-20</td>
<td>K.5.a, K.7.a, K.7.d-h, K.7.i, K.9-10</td>
<td>6.1, 8.1, 8.2 introduced</td>
</tr>
<tr>
<td></td>
<td>School: A.6-9, C.2.b, C.3.d</td>
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</table>

Course Objectives
To provide students with knowledge and understanding of the following foundations of professional career counseling, and for students to develop the ability to utilize and apply:

1. Theoretical bases of career development and career decision making to include the career-life planning process.
3. Assessment process including interviewing, vocational hypothesis formation, vocational testing, and data utilization and application to intervention to include the administration, scoring and interpretation of vocational tests.
4. Models of career decision-making.
5. Theoretical constructs and decision-making models to special populations: woman; older men; racial/ethnic minorities; persons who are gay, lesbian, bisexual; or Transgendered; persons from low socioeconomic social standing; persons with disabilities; and persons with special school-to-work transition needs.

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Course Requirements

1. Participation in online discussions, activities and group experiences.
2. Complete required readings.
3. Complete a career planning Internet activity.
4. Develop a career development workshop.
5. Complete a career counseling project.
6. Complete a theories exam and final exam.

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FEAP Indicators

<table>
<thead>
<tr>
<th>Assessment</th>
<th>1.1 Demonstrates ability to diagnose, conceptualize client issues, and assess client strengths.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1.2 Demonstrates ability to formulate short and long term treatment goals.</td>
</tr>
<tr>
<td>Ethics &amp; Professionalism</td>
<td>6.1 Demonstrates knowledge of professional and ethical issues needed to maintain professional integrity and honesty.</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>8.1 Demonstrates knowledge of guidance and counseling materials and technology to deliver the guidance curriculum in a manner appropriate to the developmental</td>
</tr>
</tbody>
</table>
stage of the learner.

8.2 Increases and demonstrates knowledge of subject knowledge in order to integrate counseling strategies into practice.

Attendance

Counselor Education students are to complete every online class assignment. Please notify the University Supervisor if you must miss an assignment or prescheduled meeting. 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.

Methods of Instruction

This course uses a variety of teaching methods including PowerPoint presentations, readings, email, Internet resources and Web-based instruction through Blackboard. Students will have an opportunity to synthesize and apply what they are learning through online discussions, student presentations, library research using online databases (e.g., Academic Search Premier, APA PsycArticles, ERIC) and skills practice.

Code of Academic Integrity policy statement

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. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at: Http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Disability policy Statement

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD)—in Boca
Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR
117 (561-799-8585; or at the Treasure Coast, CO 128 )772-873-3305- and follow
all OSD procedures.

Distance Learning Requirements

1. Students will access Blackboard for course PowerPoint presentations,
   materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite
   (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Unless otherwise noted, all written assignments should follow APA style,
   including but not limited to: Title page, page numbers, running head,
   reference page, 12 pt. font, 1 in. margins etc.
7. Students are expected to adhere to all department, college, and university
   policies of Academic Integrity. This includes but is not limited to:
   a. Cheating
   b. Plagiarism
   c. Misrepresenting information or failing to give proper credit for citations
      used
   d. Participating or facilitating acts of academic dishonesty by others
   e. Unauthorized prior possession or sharing of examinations
   f. Submitting the work or tampering with the work of another person
8. Students should contact the instructor if they experience technical difficulty
   accessing course materials and activities on Blackboard. Students should
   contact the IRM helpdesk at
   http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1 if you
   experience login or connection issues.
9. In order to minimize technological issues, prior to taking this course, students
   should be able to send and receive email, send attachments with emails, be
   familiar with Blackboard, navigating and conducting research on the World
   Wide Web.

College Policies

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.

Reasonable Accommodations:

Students should contact the instructor to discuss any accommodation which may be needed to complete course requirements and achieve the learning objectives.

Assignment: Discussion Board and Activities

**Description:** The student will participate on Blackboard site as indicated on the *Course Content and Outline*. Participation is designed to develop understanding of career development issues, professional and ethical concerns, and increase creative and critical thinking skills.

**Procedure:** Each week, students are required to view PowerPoint presentations, complete lesson activities, respond to prompts on the discussion board and provide feedback to classmates.

1. Students are expected to post their statements on the discussion board by **11 pm each Thursday** and
2. Students are expected to respond to their peers by **11 pm each Sunday**. To receive the full credits, students are expected to respond to at least 5 of their peers.
3. Late postings will have points deducted up to half and after each Sunday Due, the board will be automatically closed.
4. There will be no Discussion Board and Activities for the Week 5, 14, and 15.

Evaluation: total 120 points
Student’s statements: 5 points * 12 weeks = 60
Student’s responses to peers: 5 points * 12 weeks = 60

Course Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>FEAP Indicator</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussion Groups and Activities</td>
<td>6.1</td>
<td>120 points</td>
</tr>
<tr>
<td>Theories Exam</td>
<td></td>
<td>30 points</td>
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<tr>
<td>Final Exam</td>
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<td>50 points</td>
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<tr>
<td>Total Points</td>
<td></td>
<td>200 points</td>
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</table>

GRADING SCALE
Scores are cumulative and the grade scale represents percentage of total points earned.

A = 184-200  B+ = 174-179  C+ = 154-159  D+ = 134-139  F = 124 – 0
B- = 160-167  C- = 140-147  D- = 120-127

Bibliography


<table>
<thead>
<tr>
<th>Date</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/9</td>
<td><em>Course overview, syllabus, history of career counseling</em></td>
<td>Chapter 1</td>
<td>Blackboard Activities/Discussion</td>
</tr>
<tr>
<td></td>
<td>APA style/History and Role of Work</td>
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<tr>
<td></td>
<td>Theories of Work/The World of Work</td>
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<td>Week 2 1/16</td>
<td><strong>Counseling Theories</strong></td>
<td>Chapter 2</td>
<td>Blackboard Activities/Discussion</td>
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<tr>
<td></td>
<td>Matching Theories/Values Based Theory</td>
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<td></td>
<td>Developmental Theories</td>
<td></td>
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<tr>
<td>Week 3 1/23</td>
<td><strong>Counseling Theories</strong></td>
<td>Chapter 3</td>
<td>Blackboard Activities/Discussion</td>
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<tr>
<td></td>
<td>Psychoanalytic Theories/Social Learning Theories/Post Modern Theories</td>
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<tr>
<td></td>
<td>Career Decision Making</td>
<td></td>
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<td>Week 4 1/30</td>
<td><strong>Counseling Theories</strong></td>
<td>Chapter 4</td>
<td>Blackboard Activities/Discussion</td>
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<tr>
<td></td>
<td>Parental, Familial &amp; Systems Theories</td>
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<td></td>
<td>Multicultural Approach</td>
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<td></td>
<td>Developing Your Own Theory</td>
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<td>Week 5 2/6</td>
<td><strong>Theories Exam</strong></td>
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<td>Week 6 2/13</td>
<td>Individual and group assessment and appraisal</td>
<td>Chapter 6</td>
<td>Blackboard Activities/Discussion</td>
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<td>Career Assessment, Standardized Tests and Inventories</td>
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<td>Week 7 2/20</td>
<td><strong>Finding, Organizing and Using Occupational Information</strong></td>
<td>Chapter 7</td>
<td>Blackboard Activities/Discussion</td>
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<td>&amp; 8</td>
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<td>Week 8 2/27</td>
<td><strong>Using Information and technology in career counseling</strong></td>
<td>Chapter 10</td>
<td>Blackboard Activities/Discussion</td>
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<td>&amp; 14</td>
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<td>Week 9 3/5</td>
<td>Spring Break</td>
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<td>Week 10 3/12</td>
<td><strong>Special Populations</strong></td>
<td>Chapter 5</td>
<td>Blackboard Activities and Discussion</td>
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<td></td>
<td>Career Counseling in Mental Health and Vocational Rehab</td>
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<td></td>
<td>Career Counseling with couples and families</td>
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<td>Career Counseling for clients with addictive behavior</td>
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<td>Week 11 3/19</td>
<td><strong>Special Populations</strong></td>
<td>Web-based</td>
<td>Blackboard Activities/Discussion</td>
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<td></td>
<td>Career Counseling with visibly recognizable racial and</td>
<td>information</td>
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<td>ethnic minority groups</td>
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<td>Gender issues in career counseling</td>
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<td></td>
<td>Career Counseling with Gay, Lesbian, Bisexual, and</td>
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<td>Transgender clients</td>
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<td>Week 12 3/26</td>
<td>Career counseling in Schools</td>
<td>Chapter 11,</td>
<td>Blackboard Activities/Discussion</td>
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<td>12 &amp; Appendix</td>
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<td>Week 13 4/9</td>
<td>Preparing for Work, Trends in the Labor Market</td>
<td>Chapter 9</td>
<td>Blackboard Activities/Discussion</td>
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<td>&amp; 13</td>
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<td>Week 14 4/16</td>
<td>Career Counseling in Business and Private Settings</td>
<td>Chapter 15</td>
<td>Blackboard Activities and Discussion</td>
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<td>&amp; 16</td>
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<td>Week 15 4/23</td>
<td>Increasing Personal and professional effectiveness</td>
<td>Chapter 17</td>
<td>Blackboard Activities/Discussion</td>
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<td>Ethical and Legal Issues, Principles, and Standards</td>
<td>&amp; 18</td>
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<td>Week 16 4/30</td>
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<tr>
<td></td>
<td>Final Exam</td>
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<td>(exam date: 12/1 Thur ~ 12/5 Mon)</td>
</tr>
</tbody>
</table>
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 multiaxial 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.

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.

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.

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.

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 competencies in fostering resilience in clients is 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 an 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. Department... 

Darlene Epperson  Sent out Dr. Johnson and colleagues. Current changes for some of these. Tue 11/29

Irene: This is the first group of courses. Last Tuesday I wrote. 

Linda Webb Irene. It would be most helpful to have a written statement clarifying the outcome. Tue 11/29

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

Michael Brady Actions

To: ;

You replied on 11/29, 2012 5:31 PM

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

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

Irene: Thanks, Michael. Tue 11/29

In response to the message from Michael Brady, Tue 11/29

James McLaughlin

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

FAI

https://exchange.fau.edu/owa/?ae=Item&a=Preview&t=IPMConversation&id=OID1...
Revised Course Descriptions for Mental Health courses in the Counselor Ed. Department

Darlene Epperson
Sent for Dr. Johnson to edit. Check again. Currently moving the course from the ED.

Dr. Johnson
Thu, 11/29 12:25 PM
Tue, 11/29

Linda Webb
I agree. It would be most helpful if you send what you are proposing as the next

Thu, 11/29

Michael Brady
I've reviewed the course descriptions and see no overlap with the courses in the ED.

Thu, 11/29

Jenny Blomgren
Thanks. Michael.

Thu, 11/29

James McLaughlin
I agree. These are beneficial of the proposed course descriptions. Please, with any

Thu, 11/29

Darlene Epperson
From: Barbara Podence Sent: Thursday, December 01, 2011 9:19 PM To: Darlene E

Thu, 12/1

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

Sue Graves

Actions

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., HPS, 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)
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Website
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Irene Johnson
Thu, 11/29 12:36 PM

Thanks Sue.

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

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

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

Darlene Epperson

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 [?]

Sue Graves: Dr. Johnson, our department does not have any conflicts with these courses. B. Sue [?]

Irene Johnson: sent from [?]

Thanks Sue.

Irene
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