

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
College of Integrative Sciences and Arts (CLS)	School of Counseling and Counseling Psychology (CCCP)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
CAP	276	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Fundamentals of Military Psychology and Counseling

Course Catalog Description

Provides an introduction to military psychology, which is a specialization within psychology. This field applies psychological science to promote the performance, the mental health and the well-being of service members, veterans and their families. Through a combination of lectures, case studies and practical exercises, students--whether or not they have served in the military--develop knowledge and skills to help them work with this unique population.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Credit is allowed for only CAP 276 or MVS 276

Is this a crosslisted course?

Yes

List all crosslisted courses by subject code and number.

MVS 276

Is this course offered by (shared with) another academic unit?

No

Shared or Crosslisted Departments/Schools

School of Applied Sciences and Arts (CASA)

Statement of Support #1	Statement of Support #2	Statement of Support #3
CAP MVS 276- SASA MoS.pdf	No Response	No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

American Institutions (AMIT)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[CAP 276 Syllabus.docx](#)

American Institutions (AMIT)

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

In an American Institutions course, students must be exposed to the following knowledge or sources:

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

1. Identified Topic or Source

The Constitution: U.S. Constitution | Constitution Annotated | Congress.gov | Library of Congress Article 1: Section 8 To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations; To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water; To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years; To provide and maintain a Navy; To make Rules for the Government and Regulation of the land and naval Forces; To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions; To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress; Article 2: Section 2 The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

1. Location in Syllabus

Module 1

2. Identified Topic or Source

Article 2: Section 2 The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

Article 2: Section 3 He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

2. Location in Syllabus

Module 1

Module 1

1. Identified Topic or Source

The Constitution: U.S. Constitution | Constitution Annotated | Congress.gov | Library of Congress First Amendment: Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances. The Bonus Army: The march of the veterans on Washington in 1932 demanding bonus legislation was defended as an exercise of the right of petition. The Administration, however, regarded it as a threat against the Constitution and called out the army to expel the bonus marchers and burn their camps. Marches and encampments have become more common since, but the results have been mixed.

1. Location in Syllabus

Module 2

2. Identified Topic or Source

Although Congress has broad authority to create and implement military courts, the Supreme Court has set some substantive limits on those courts' jurisdiction. Fifth Amendment: No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

2. Location in Syllabus

Module 2

1. Identified Topic or Source

President Hoover on July 21, 1930, signed Executive Order 5398 combining the Veterans' Bureau, NHVDS, and Pension Bureau into a single, independent federal agency, the Veterans' Administration.

1. Location in Syllabus

Module 4

2. Identified Topic or Source

Public Law 79-293 (The Department of Medicine and Surgery Act), signed by President Harry Truman in 1946, drove further modernization and expansion of the Veterans' Administration medical system and partnerships with research universities. The Veterans' Administration adapted to meet the needs of Veterans from the Cold War and the transition to an All-Volunteer Force in 1973.

2. Location in Syllabus

Module 4

AMIT Element 4: Landmark policy achievements and Supreme Court cases.

1. Identified Topic or Source

The Bonus Army: The march of the veterans on Washington in 1932 demanding bonus legislation was defended as an exercise of the right of petition. The Administration, however, regarded it as a threat against the Constitution and called out the army to expel the bonus marchers and burn their camps. This led to changes in Veteran's Benefits.

1. Location in Syllabus

Module 3

2. Identified Topic or Source

The Veteran's Administration: History & Mission: The mission of the Veteran's Administration. VHA history timeline U.S. Cabinet elevation Identify specific policies that have created and influenced the evolution of the Veteran's Administration.

2. Location in Syllabus

Module 3

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic or Source

Military Installations: What is the impact on local economies? State websites where military bases are located. Department of Defense websites What is the cost to maintain a standing military? Department of Defense office of accounting. What is the "Military Industrial Complex"? Raytheon Boeing Honeywell

1. Location in Syllabus

Module 5

2. Identified Topic or Source

Military research and military technology impact on civilian life. Radar Ground Positioning Satellites Global Communication Jet engines Etc.

2. Location in Syllabus

Module 5

AMIT Element 6: International context of American institutions and the evolution of America's role in international affairs.

1. Identified Topic or Source

<p>The role of U.S. Forces in peacekeeping missions around the world since the end of World War II. The military influence on NATO and UN.</p> <p>1. Location in Syllabus</p> <hr/> <p>Module 7</p>

<p>2. Identified Topic or Source</p> <hr/> <p>The history of the United States Navy / USMC as a regional force that has dealt with pirates from the Barbary Coast in 1700s to Somalian pirates in 21st Century.</p> <p>2. Location in Syllabus</p> <hr/> <p>Module 2</p>
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AMIT Learning Outcomes

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

Module 2: Reflection Paper: Discuss the difference between the missions of active duty, reserves, and national guard within each branch of service. Identify the history of each service and how their missions have evolved over the history of our country. How did we evolve from a British colony with local militias to the strongest military in the world. Include how the U.S. Constitution gives the military power and mission.

Overview

This paper will help you reflect on what you learned this week. For this activity, you will draft a short reflection paper that has a specific format. You will analyze the self-knowledge that you have developed. You are also expected to use critical thinking. This is a formal paper and lets me evaluate your critical thinking and writing ability.

Successful paper topics should have two crucial elements:

1) Remember to define or describe the topic to the reader. This will exhibit your understanding of the topic.

2) Explore how the topic impacts your thinking and how you might this knowledge help you better understand military and Veteran culture.

Instructions

Step 1: Format your paper with name and date in upper left corner of first page. Center Reflection Paper #1 on the first page. Label each topic appropriately with Topic and number and subject for the topic.

Step 2: Select three (3) topics or concepts that were interesting, helpful, or controversial, from the assigned chapters for this module.

Step 3: Be sure to include a title (Reflection Paper # __) and subheadings (Topic 1, Topic 2, Topic 3).

Step 4: Write a reflection for each topic. Do not copy and paste concepts or definitions from the slides but provide a thoughtful reflection.

Step 5: Your paper should be 3 to 5 pages long (no less than 3 COMPLETE pages and no more than 5 pages). Use Times New Roman font size 12. The paper must be double spaced.

Step 6: Submit your assignment on this page by clicking the Submit Assignment button.

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

Module 3: Reflection Paper: Identify and discuss the three branches of the Veteran's Administration. Ensure that you discuss the mission of each branch, their history and how they impact the lives of Veterans and their families.

Overview

This paper will help you reflect on what you learned this week. For this activity, you will draft a short reflection paper that has a specific format. You will analyze the self-knowledge that you have developed. You are also expected to use critical thinking. This is a formal paper and lets me evaluate your critical thinking and writing ability.

Successful paper topics should have two crucial elements:

1) Remember to define or describe the topic to the reader. This will exhibit your understanding of the topics.

2) Explore how the topic impacts your thinking and how you might this knowledge help you better understand military and Veteran culture.

Instructions

Step 1: Format your paper with name and date in upper left corner of first page. Center Reflection Paper __ on the first page. Label subheadings clearly.

Step 2: Select the important topics that will allow you to fully answer the questions.

Step 3: Be sure to include a title (Reflection Paper # __) and subheadings.

Step 4: Use appropriate citations when needed.

Step 5: Your paper should be 3 to 5 pages long (no less than 3 COMPLETE pages and no more than 5 pages). Use Times New Roman font size 12. The paper must be double spaced.

Step 6: Submit your assignment on this page by clicking the Submit Assignment button.

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.

Module 4 Reflection Paper: Identify and discuss the numerous benefits that Veterans earn through military service. Focus on the following areas:

The story of The Bonus Army

The G.I. Bill

Veteran's Home Loan program

Etc.

Ensure that you discuss these benefits have evolved, their histories, associated legislation and how they impact the lives of Veterans and their families from the end of World War I through The War on Terror. Specifically identify how this is reflected in all communities represented by the United States military.

Overview

This paper will help you reflect on what you learned this week. For this activity, you will draft a short reflection paper that has a specific format. You will analyze the self-knowledge that you have developed. You are also expected to use critical thinking. This is a formal paper and lets me evaluate your critical thinking and writing ability.

Successful paper topics should have two crucial elements:

- 1) Remember to define or describe the topic to the reader. This will exhibit your understanding of the topics.
- 2) Explore how the topic impacts your thinking and how you might this knowledge help you better understand military and Veteran culture.

Instructions

Step 1: Format your paper with name and date in upper left corner of first page. Center Reflection Paper __ on the first page. Label subheadings clearly.

Step 2: Select the important topics that will allow you to fully answer the questions.

Step 3: Be sure to include a title (Reflection Paper # __) and subheadings.

Step 4: Use appropriate citations when needed.

Step 5: Your paper should be 3 to 5 pages long (no less than 3 COMPLETE pages and no more than 5 pages). Use Times New Roman font size 12. The paper must be double spaced.

Step 6: Submit your assignment on this page by clicking the Submit Assignment button.

AMIT Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Module 6 Reflection Paper: Discuss the evolution of PTSD in the U.S. military from the Civil War through the war on terror. Include comparison of other countries research. Identify trends in rates of war related mental health diagnosis, treatment, and outcomes between at least two of the major conflicts from The Civil War, World War I, World War II, The Korean Conflict, The Vietnam War, and the War on Terror. Compare and contrast the casualty rates and rates of mental health disabilities from the Veteran's Administration and other sources.

Overview

This paper will help you reflect on what you learned this week. For this activity, you will draft a short reflection paper that has a specific format. You will analyze the self-knowledge that you have developed. You are also expected to use critical thinking. This is a formal paper and lets me evaluate your critical thinking and writing ability.

Successful paper topics should have two crucial elements:

- 1) Remember to define or describe the topic to the reader. This will exhibit your understanding of the topics.
- 2) Explore how the topic impacts your thinking and how you might this knowledge help you better understand military and Veteran culture.

Instructions

Step 1: Format your paper with name and date in upper left corner of first page. Center Reflection Paper __ on the first page. Label subheadings clearly.

Step 2: Select the important topics that will allow you to fully answer the questions.

Step 3: Be sure to include a title (Reflection Paper # __) and subheadings.

Step 4: Use appropriate citations when needed.

Step 5: Your paper should be 3 to 5 pages long (no less than 3 COMPLETE pages and no more than 5 pages). Use Times New Roman font size 12. The paper must be double spaced.

Step 6: Submit your assignment on this page by clicking the Submit Assignment button.

List all course-specific learning outcomes. Where appropriate, identify the associated AMIT learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with an AMIT learning outcome.

Understand how The Constitution outlines the rules that govern the United States Military. [AMIT LO1]

Understand the impact of military service on the individual, their family, and the community. [AMIT LO2]

Identify specific legislation that impacts the history of our military and has led to our current military culture. [AMIT LO1]

Understand the history of each military branch and how their missions play a critical role to the United States and the world. [AMIT LO1]

Understand elements of military culture and how these differ from civilian experiences. [AMIT LO3]

Understand the history of the Veteran's Administration and the role this organization plays in supporting veterans. [AMIT LO1]

Identify the specific challenges military members face and the impact their military service has on their life after the military. [AMIT LO2, AMIT LO3]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer
Submitted for Approval | Proposer

Leah Capps - February 11, 2025 at 8:55 AM (America/Phoenix)

Department Approval
Approved

Kielii Lilavois
Cynthia Rose - February 11, 2025 at 9:01 AM (America/Phoenix)
Manuel Aviles-Santiago
Trisha Eardley

GSC Coordinator Review
Sent Back

TJ Robedeau - February 11, 2025 at 9:25 AM (America/Phoenix)

This course is crosslisted with MVS 276. Per instructions on the form, a support statement from CISA (School of Applied Sciences and Arts) is required.

April Randall

Form Submission - Proposer
Submitted for Approval | Proposer

Leah Capps - February 13, 2025 at 4:31 PM (America/Phoenix)

Department Approval
Approved

Kielii Lilavois - February 13, 2025 at 4:36 PM (America/Phoenix)
Cynthia Rose
Manuel Aviles-Santiago
Trisha Eardley

GSC Coordinator Review
Approved

TJ Robedeau - February 17, 2025 at 9:23 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 17, 2025 at 12:44 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 3, 2025 at 1:28 PM (America/Phoenix)

April Randall

American Institutions (AMIT) Subcommittee

Acknowledgement Requested

James Dupey

Susan Miller

Ruby Arjona

Mark Ramirez - March 25, 2025 at 5:53 PM (America/Phoenix)

Revisions needed.

E1: Please identify the principles that will be covered in addition to the sources already listed. These principles are mentioned in Element 2 so they just need to be added to the Kuali form for element 1.

Element 4 requires landmark policy achievements “and” Supreme Court cases. We were unable to identify a Supreme Court case in either Kuali or the syllabus. Please include an important Supreme Court case in the course.

LO2: The assessment needs to explicitly require students to assess the impact on different communities. It is unclear if students will discuss the impact on similar or dissimilar families. Please rephrase the prompt to ensure students discuss disparate impacts on different communities. It’s not clear to the committee that families represent different communities or how the impacts differ for this population.

LO3: Students must be assessed on the impact of institutions on citizenship and the impact of institutions on civic participation. Please make it more clear how the cases listed relate to these two topics and ensure that students are assessed on their ability to describe the impact of institution on both of these outcomes (citizenship and civic participation).

There is no course learning outcome that connects to category learning outcome 4.

Any course learning outcome that matches to category learning outcome 2 needs to explicitly mention the disparate impact on different communities.

Any course learning outcome that matches to category learning outcome 3 needs to assess the impact of citizenship and civic participation.

Currently there is a mismatch between the course learning outcomes indicated as representing LO2 and LO3 for the aforementioned reasons.

Brent Scholar

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Leah Capps

College Notification

Notification

Trisha Eardley

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel
