

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

COUN 522

CAREER DEVELOPMENT AND COUNSELING

COURSE DESCRIPTION

This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career development and career decision-making and such factors as God's calling, family, socio-economic status, leisure, individual interests and abilities, and other life roles.

RATIONALE

Considering that most people expend a large proportion of their time and energy during their lives selecting and fulfilling work roles, counselors with a "Christ-centered" approach to their counseling must be able to assist individuals in the development of a life-career with focus on the definition of the worker role and how that role interacts with other life roles. In that process, career counselors assist clients in choosing wisely, helping them to understand their unique traits, interests, and capacities and to use these resources to the glory of God.

I. PREREQUISITES

COUN 501, 502

II. REQUIRED RESOURCE PURCHASES

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Describe and apply the various career development theories and decision making models to career counseling clients. Measured by discussion board posts, quizzes, Career Exploration and Who Am I? papers.

- B. Analyze and apply the various resources for career, avocational, educational, occupational and labor market information, including visual and print media, computer-based career information systems, and other career information systems to career counseling clients. Measured by discussion board posts, Career Exploration and Who Am I? papers, and quizzes.
- C. Identify and apply the interrelationships among and between work, family and other life roles including the role of multicultural issues in career development to career counseling clients. Measured by discussion board posts, quizzes, a Career Exploration Paper.
- D. Identify the process of career development program planning, organization, implementation, administration and evaluation. Measured by quizzes.
- E. Evaluate, administer and interpret some of the assessment instruments and techniques that are relevant to career planning and decision making. Measured by Career Exploration and Who Am I? papers.
- F. Explain and demonstrate career counseling processes, techniques and resources, including those applicable to specific populations in a global economy. Measured by quizzes, Career Exploration paper, discussion board posts.
- G. Describe the Christian perspectives of work and the concept of calling. Measured by the Spiritual Discernment and Vocational Counseling paper and discussion board posts.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, article readings, inventories, and Presentations. (L.O.: A-G). In this assignment students will learn to describe and apply various career development theories and decisions making models; analyze and apply various resources for career, avocational, educational, occupational and labor market information; identify and apply the interrelationships among work, family and other life roles; identify the process of career development program planning; evaluate, administer and interpret some of the assessment instruments and techniques; explain career counseling processes; describe the Christian perspective of work and calling.

- B. Discussion Board forums (5) (L.O.: A-G).

In this assignment students will learn to describe and apply various career development theories and decisions making models; analyze and apply various resources for career, avocational, educational, occupational and labor market information; identify and apply the interrelationships among work, family and other life roles; identify the process of career development program planning; evaluate, administer and interpret some of the assessment instruments and techniques; explain career counseling processes; describe the Christian perspective of work and calling.

The DB posts are designed to develop your critical thinking skills and to stimulate class discussion on relevant topics to career counseling. As such, students are graded on their ability to analyze class material and communicate it in a succinct

and cogent manner. Students must post a 200–250-word thread and one 200–250-word reply to another student for each Discussion Board. Detailed assignment instructions and rubrics can be found in Blackboard.

C. Spiritual Discernment and Vocational Counseling Paper (L.O.: G)

The purpose of this assignment is to familiarize the student with the various views of vocational decision making and the will of God that are advocated in Christian circles today. Additionally, this assignment will encourage the student to examine his/her own view on this topic and how that view may influence his/her counseling. In order to complete this assignment, the student will read an article provided in Module/Week 2 and write an 8-10-page, APA-formatted paper discussing his/her personal position and the influences of that position. The article, detailed assignment instructions, and a rubric are available in Blackboard.

D. Quizzes (8) (L.O.: A-F)

After completing the assigned reading, students take the chapter quizzes, consisting of 10 questions per chapter. These questions are multiple-choice, open-book, and similar to the content found on state licensure examinations. In this assignment students will learn to describe and apply various career development theories and decisions making models; analyze and apply various resources for career, avocational, educational, occupational and labor market information; identify and apply the interrelationships among work, family and other life roles; identify the process of career development program planning; evaluate, administer and interpret some of the assessment instruments and techniques; explain career counseling processes

E. Career Inventory (3) (L.O.:A-F)

In Module/Week 3, students will complete three career inventories. The results will be applied to the career development in the Who Am I paper in Module /Week 3 and Career Exploration paper in Module/Week 8.

F. Who Am I Paper (1) (L.O.: E).

The purpose of this assignment is to summarize career assessment results and interpret them as part of the career counseling and planning cycle. Students will complete three self-assessments for this assignment. Detailed instructions and a rubric can be found in Blackboard.

G. Career Exploration Paper (1) (L.O.: A-G)

The purpose of this assignment is help students develop a better understanding of the complexities of the career counseling and planning process and to complete his/her individual career counseling and planning cycle. Additionally, students will apply a counseling theory to their own career development and decision making process. Detailed assignment instructions and a rubric can be found in Blackboard.

VI. COURSE GRADING AND POLICIES**A. Points**

Discussion Board Forums (5 at 80 ea)	400
Spiritual Discernment and Vocational Counseling Paper	100
Career Inventory	0
Who Am I? Paper	100
Career Exploration Paper	200
Quizzes (8 at 25 ea)	200
Total	1000

B. Scale

A = 940–1000 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 679 and below

C. Instructor Availability and Feedback

The instructor will answer most emails within 24-48 hours. Written feedback will be given on the three papers. The instructor will comment on some, but not all, discussion board posts.

D. Late Policy

Papers/projects:

1. 5% deduction per day.
2. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
3. Discussion Boards:

No Discussion Board posts accepted after DB has closed without prior permission of professor. Late posts will not be factored into DB grade.

If the professor grants students permission to submit posts after the DB has closed the following requirements apply:

 - a. 5% deduction per day.
 - b. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
 - c. Professor may require alternate assignment if Discussion Board has closed. These assignments must be completed within terms of late policy. No assignment will be accepted seven (7) days after original due date.

Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 5 points will be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module. A 5 % deduction from the tests final grade will be assigned for each day the test is late.
3. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

E. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

F. Disability Statement

Online students with a documented disability may contact the Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

G. Drop/Add Policy

Consult the Graduate Catalog for drop/add policies.

H. FN Policy

Students who begin a course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" at the discretion of the instructor, dated to the student's last date of academic activity. A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. "FN" indicates that the student ceased attendance and failed to complete the course objectives. The last date of attendance will be based upon the last date that a student submitted an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event). This will be the "Creation Date" of the assignment. Before posting the "FN" the professor must email the student after noticing at least 14 days of nonattendance. The professor should utilize the template email provided below to communicate the seriousness of the "FN" grade to the student. After 21 days of nonattendance in which the student has not submitted course work or communicated with their professor, the professor should post the "FN" grade in the Post Final Grades area of Blackboard, along with the student's last date of attendance. Students who receive a grade of "FN" may appeal to their professor to have the grade removed to allow a resumption of work in the course. This appeal must be communicated in written form to the faculty member within 1 week of the notification of the "FN" grade being posted. The faculty member will confer with their Associate

Dean in order to review and make a determination concerning the status of the appeal.

I. Honor Code Policy

Students are expected to adhere to the Graduate Student Honor Code.

J. Conflict Resolution

Periodically students may develop a concern regarding the class, an individual in the class, or the instructor. Students are expected to behave in a respectful and professional manner in their interactions with fellow students, and the professor. If a concern arises you are encouraged to first address the concern with the individual involved. If this does not resolve the issue, then you are expected to voice your concerns to your instructor. If this does not resolve the concern, you will be given the name and email of the appropriate program director.

K. Email Netiquette

You are expected to communicate in a professional manner at all times whenever emailing your classmates, professor, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on bb that is more appropriate for an individual. Avoid offensive language of any kind.

L. Dual Relationship

The faculty members are responsible to interact with counseling students in an instructor/supervisory capacity/role. As such, faculty may provide students professional principles, guidance and recommendations as it relates to the academic matters and the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering the student-professional counselor or student-pastoral counselor role. Thus, the faculty does not provide personal counseling addressing students’ personal problems. If a faculty member perceives that a student is in need of professional or pastoral counseling, then the faculty member will recommend that the student pursue either pastoral or professional assistance from a professional counselor or pastor from their community.

M. Limits of Confidentiality

In the event of a student’s disclosure, either verbally, or in writing, of either a threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty member will take immediate action. This action may include, but is not limited to, immediate notification of appropriate law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance

learning dean. The incident and resultant action will become a part of the student's permanent record.

N. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

COUN 522

Textbook: Niles & Harris-Bowlsbey, *Career Development Interventions in the 21st Century* (2009).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Niles: ch. 1 presentation (1)	Course Requirements Checklist Class Introductions Quiz 1	0 0 25
2	Niles: pp. 35–74 & ch. 8 article (1) presentation (1)	Group Discussion Board Forum 1 Quiz 2 Spiritual Discernment & Vocational Coun. Paper	80 25 100
3	Niles: pp. 74–101 & ch. 5 presentation (2)	Group Discussion Board Forum 2 Career Inventory Who Am I Paper Quiz 3	80 0 100 25
4	Niles: pp. 101–122 & ch. 4 website (1)	Group Discussion Board Forum 3 Quiz 4	80 25
5	Niles: chs. 6 & 7	Group Discussion Board Forum 4 Quiz 5	80 25
6	Niles: chs. 9 & 14	Quiz 6	25
7	Niles: chs. 10 & 11 presentation (1)	Group Discussion Board Forum 5 Quiz 7	80 25
8	Niles: chs. 12 & 13	Course Wrap-up Discussion Board Quiz 8 Career Exploration Paper	0 25 200
TOTAL			1000

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.