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
INDS 400
KNOWLEDGE SYNTHESIS FOR PROFESSIONAL AND PERSONAL DEVELOPMENT

COURSE DESCRIPTION
Designed to assess student mastery of content knowledge for the Individualized Studies and Interdisciplinary Studies degree programs, this capstone course requires students to produce a carefully organized summation and synthesis of accomplishments, learning, and goals related to their undergraduate degree program at Liberty University. Throughout this process, students will discover a greater understanding of transferable skills and qualifications and how these relate to career opportunities and/or graduate school respectively.

RATIONALE
In today’s job market, it is imperative that Individualized Studies and Interdisciplinary Studies graduates present a confident picture of their own academic mastery and how their chosen major areas of study compliment future career endeavors. Because these degrees are tailored to fit the goals and aspirations of the individual student, it is critical that the Individualized Studies and Interdisciplinary Studies programs have an assessment vehicle for the development and direction of its graduates while simultaneously demonstrating the achievement of University goals.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
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/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Synthesize academic content from the studied disciplines through a Christian perspective.
B. Identify, evaluate, and analyze personal and academic strengths for career application.

C. Conduct specific research using critical thinking and logic.

D. Reflect an understanding of the relationship between biblical values and academic knowledge in developing a Christian worldview.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist
   After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (2)
   Discussion boards are collaborative learning experiences. Therefore, the student will answer the questions provided in the prompt for each forum. Each thread must be 5–7 sentences. In addition to the thread, the student will respond to at least 2 classmates’ threads in 5–7 sentences. (MLO: B, D)

D. Autobiography
   The student will submit a 3-paragraph autobiography that covers his or her family background, academic strengths and weaknesses, and a description of his or her Christian walk and how faith in God enhances his or her future goals. (MLO: A, B, D)

E. StrengthsQuest Inventory
   The student will take a web-based assessment that will take approximately 30 minutes in order to measure the presence of talents in 34 areas called “themes.” Upon completion of the assessment, a webpage will be customized for the student identifying his or her top 5 themes. The student will write a 5-paragraph reflection in the current format preferred by his or her area(s) of study, describing how the student’s top 5 themes relate to him or her at this point in his or her life. (MLO: C)

F. Towns’ Spiritual Gifts Questionnaire
   The student will use the online Towns’ Spiritual Gifts Questionnaire to determine what spiritual gifts he or she has as well as the characteristics of those gifts. The student will then write a paragraph consisting of 5–7 sentences describing how he or she has seen these gifts demonstrated in his or her life. (MLO: B, C, D)

G. StrengthsQuest Reflection Paper
   The student will contact 3 individuals that know him or her to review his or her StrengthsQuest Inventory results. The student will gain feedback from these individuals and will write a reflection paper of at least 6 paragraphs consisting of 5–7 sentences each in the current format preferred by the student’s area(s) of study. (MLO: B, C)
H. Career Presentation
The student will create a presentation with at least 10 slides describing his or her chosen or preferred career. The student must incorporate at least 2 website references and use various backgrounds, animations, and pictures in his or her slides to complement the content of the presentation. (MLO: B, C)

I. Career Interview
The student will select a professional to interview who is employed in the student’s chosen or preferred profession. The student will submit 3 paragraphs that include the details of the interview, a discussion of the professional’s academic background and/or experience, the preparation for his or her position, the best or worst points about the position, and suggestions for the student to consider regarding the interviewee’s profession. (MLO: B, C)

J. IPS Integration Essay
The student will write a 5–7-page essay (not including the Title and Reference pages) in the current format preferred by the student’s area(s) of study. The essay must demonstrate a synthesis of the student’s major area(s) of study with a focus on career application, a Christian worldview, and at least 6 peer-reviewed references. (MLO: A, B, C, D)

K. Résumé
The student will reflect on his or her experiences and skillsets to create a current résumé. (MLO: B)

L. Blackboard Portfolio
The student will use the Blackboard Portfolio tool to create a digital portfolio that incorporates all of his or her strengths and demonstrates those strengths to enhance his or her personal presentation in securing a professional position. (MLO: B, C)

VI. COURSE GRADING AND POLICIES
A. Points

| Course Requirements Checklist | 10 |
| Discussion Board Forums (2 at 60 pts ea) | 120 |
| Autobiography | 60 |
| StrengthsQuest Inventory | 50 |
| Towns’ Spiritual Gifts Questionnaire | 40 |
| StrengthsQuest Reflection Paper | 100 |
| Career Presentation | 100 |
| Career Interview | 80 |
| IPS Integration Essay | 150 |
| Résumé | 100 |
| Blackboard Portfolio | 200 |

Total 1010
B. Scale

A = 900–1010   B = 800–899   C = 700–799   D = 600–699   F = 0–599

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. 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. Further information can be found at www.liberty.edu/disabilitysupport.
# COURSE SCHEDULE

**INDS 400**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>1</td>
<td>Clifton et al.: Preface, chs. 1–2  Wilson: Preface, ch. 1  1 presentation  1 website</td>
<td>Course Requirements Checklist  DB Forum 1  Autobiography</td>
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<td>StrengthsQuest Inventory  Towns’ Spiritual Gifts Questionnaire</td>
<td>50 40</td>
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<td>3</td>
<td>Clifton et al.: chs. 4–5  Wilson: chs. 7–8  1 presentation</td>
<td>StrengthsQuest Reflection Paper</td>
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<td>Career Presentation</td>
<td>100</td>
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<tr>
<td>5</td>
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<td>DB Forum 2  Career Interview</td>
<td>60 80</td>
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<tr>
<td>6</td>
<td>Clifton et al.: chs. 8–9  Wilson: ch. 6  1 presentation</td>
<td>IPS Integration Essay</td>
<td>150</td>
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<tr>
<td>7</td>
<td>Clifton et al.: ch. 10  Wilson ch. 4  1 presentation  1 website</td>
<td>Résumé</td>
<td>100</td>
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<td>8</td>
<td>Clifton et al.: chs. 11–12  Wilson: ch. 5  1 presentation  1 website</td>
<td>Blackboard Portfolio</td>
<td>200</td>
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**TOTAL** 1010

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.