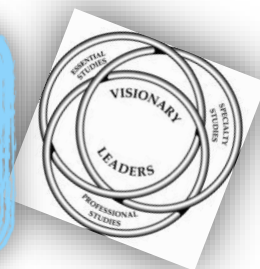**COUN 632-79B1-Online:**
Career and Lifestyle Development
Summer 2022: June 6th-July 29th
Chadron State College

Please monitor the Chadron State College COVID-19 website
(https://www.csc.edu/covid19/index.csc) for continuing updates.

Part 1: Course Information

Instructor:

Instructor: Grant Sasse, Ph.D., LIMHP, LADC
Office: Miller 207
Office Phone: 308-432-6335
E-mail: gsasse@csc.edu
Office Hours: Summer hours by appointment
CSC Online Address: https://online.csc.edu/

Credit Hours: 3

Course Description:

This course takes a developmental approach to career and lifestyle choices throughout the lifespan. Leading theories of occupational choices and the process of career decision making is discussed. Requirements: None. (CSC Graduate Catalog, 2021-2022).

*This is an 8-week course; Course content is condensed requiring more intensive weekly engagement.

Textbook & Course Materials:

Required Texts:
1. **Zunker, V. (2016).** *Career Counseling: A Holistic Approach* **(9th Ed.) MindTap ISBN: 9781305280410 MindTap Counseling, 1 term (6 months) Printed Access Card for Zucker's Career Counseling: A Holistic Approach, 9th.**
2. **National Career Development Association (NCDA) Code of Ethics** https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395
3. This course will require MindTap from Cengage. MindTap is available for purchase on its own, or through Cengage Unlimited, a subscription that gives you access to all your Cengage access codes and online textbooks for $119.99 per term, $179.99 per year or $239.99 for two years. No matter how many Cengage products you use, they are included in Cengage Unlimited, and the price stays the same.

   In addition to your integrated e-book, you can purchase a textbook rental when you activate MindTap through Cengage Unlimited for $7.99 + free shipping. You may also have the option to purchase a looseleaf version of your textbook, which you can keep. View this tutorial video to see how to access and obtain your print options. You can purchase access to Cengage Unlimited in the bookstore or at cengage.com.

You can access Cengage Unlimited through the Cengage Unlimited Student Dashboard link in our class's CSC Online course. Log in to CSC Online and click on the link that says Cengage Learning. When prompted, create or log in with your Cengage account and follow the prompts to complete the registration process.

Course Connection to Program Portfolio (Degree-Seeking Students):
A completed, approved, e-portfolio is a requirement for graduation. It is a <u>visual showcase</u> of your work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education and central concepts of student development. Your portfolio must include a syllabi and key assignment from each of your completed courses. **For this course, your portfolio must include a copy of the syllabus and completed summary and link to your Personal Career Counseling Portfolio.**

Method of Instruction:

Course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams organized. **Each week typically begins at 1:00 AM Mountain Time, Monday, and closes 11:55 PM Mountain Time, Sunday. The notable exception is the final week of class when all assignments close at 11:55pm Mountain Time, Friday.** All dates and assignments can be found in the course schedule.

Course Requirements:

It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include: active participation, and completion of all assigned work on time. **Unless otherwise indicated, all written assignments must follow APA formatting guidelines:** http://owl.english.purdue.edu/owl/resource/560/1/ Each weekly activity includes: MindTap assignments, forums, readings, and exams.

1. **Forums:** A forum discussion is due each week. The purpose of forum discussions is to have a conversation based on the required week's readings. It is expected that students reach through each forum posting in their group but only after posting their initial response. Additionally, students are required to respond to a minimum of one group member by Sunday evening. Your initial post is worth 7 points and your reply is worth 3 points, totaling 10 points for each discussion.
   a. **Initial Posting due Wednesday by midnight of assigned week with a minimum word count of 300 words. Use the forum discussion prompts on CSC Online to guide your initial post.**
   b. **Reply to a minimum of one classmate by midnight on Sunday, with a minimum word count of 150 words.**
   c. **Worth up to 10 points each.**

2. **MindTap Assignments** are found in your Cengage MindTap course. Once completed, you will automatically receive a grade and feedback for some assignments, while others will be manually graded and require you to view assignment feedback from within your Progress tab. Please follow

the video link for further explanation on how to view assignment feedback in your Progress tab
https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr

3. **Syllabus Quiz:** You will find this quiz in CSC Online-Weekly Lesson 1.

4. **MindTap Exams/Quizzes:** You will complete chapter exams/quizzes in MindTap.

5. **Preparing for Employment:** For this assignment, you will focus on two primary areas of focus and complete Parts A, B, & C:
   a. Personal: Reflection about your own career journey, and
   b. Professional: Development of career counseling skills, information, and relevancy for your clients, students, and community.

   Part A:
   a. Visit and explore O*Net (Occupational Information Network) to identify a position of interest (additional resources can be reviewed as well, if desired),
   b. Review resources and material about resumes to create/update resume or curriculum vitae (CV), including reviewing sample resumes through sites like Quintessential Careers. You are not permitted to use a template, rather you will create your document using Microsoft Word (or a similar platform that allows for editing) for ease of editing and updating your resume/CV in the future.
   c. Develop a list of at least 5 questions to ask an interviewer/hiring manager related to the position, employer, etc., in the event that the you were selected to interview for your fictitious job. You are not required to submit your resume to an actual job.

   Part B:

   You will be assigned partners in the class. After completing the finished documents from Part I, you will exchange your resume/CV, cover letter, and a minimum of 5 questions with your partners for review. To guide the peer resume review, use the following resources as a basic guide for peer review. Include comments in a professional and thoughtful way to your partner. Students are encouraged to add written feedback and meet face-to-face (or ZOOM) to dialogue and share suggestions with one another.

   Format Guides for Peer Review:

   • https://www.themuse.com/advice/what-your-resume-should-look-like-in-2020

   • https://www.indeed.com/career-advice/resumes-cover-letters/cv-format-guide

   • https://www.indeed.com/career-advice/resumes-cover-letters/resume-format-guide-with-examples

   Part C:

   After the peer review process, students submit the following finished documents:
   a. Job description for your real or fictitious position,
   b. Cover letter
   c. Resume/CV,
   d. Minimum of 5 interview questions,
   e. A list of resources or references you used for creating your documentation, and
   f. One to two pages to share and reflect on your final thoughts about the process of developing the documents and peer review process. Respond to the following prompts:

Share how the various components and aspects of this process was for you:

- ◦ Conducting a job search and developing resume/cover letter/questions
- ◦ Reviewing resumes/cover letter/questions
- ◦ Providing feedback to a partner(s), and
- ◦ Receiving feedback from a partner(s).

Additional Assignment Resources

- Council for Accreditation of Counseling and Related Educational Programs (CACREP). (2016)

- *CACREP 2016 Standards.* Retrieved from http://www.cacrep.org/for-programs/2016-cacrep-standards/

- NCDA Sample Forms. Retrieved from Members-only Resources. www.ncda.org
  O*Net Online. (2016). Retrieved from https://www.onetonline.org/

Mental Health & Wellbeing

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at https://www.csc.edu/healthserv/counseling/ or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Nebraska State College Board Policy 4141

For a 1-hour credit course, Nebraska State College Board Policy 4141 (http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) suggests that you spend at least 45 hours per credit hour in learning activities. In this 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities.
A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.
Actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student. **Disclaimer: The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Learning Activity	Hours Per Week	Total for Course
Direct Online Instruction	4 X 7 weeks	28
Reading & Interactive Multimedia	5 X 7 weeks	35
Assignments	3 X 7 weeks	21
Weekly Forum Postings and Discussions	4 X 7 weeks	28
Exams	4 X 7 weeks	28
Total	*20*	*140*

Part 2: Student Learning Outcomes

In addition to the following learning outcomes, the School Counseling Program also meets the *CSC Education Unit Intended Program Outcomes:*

- **Visionary Leader Model Components:** Communication, Thinking Skills, *Methodology, Leadership, Assessment,* Inclusive Learning Environment, Professionalism.
  http://www.csc.edu/education/ncate/InstitutionalReport/report/report/conceptualframework/conceptualframework.csc
- **InTASC Outcomes:** Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.

	Knowledge/Skill Outcomes	*CACREP 2016, ASCA, CSC SLO.*	*Related Assignment*
1	Identify theories and models of career development, counseling, and decision making	2.F.4.a; SLO-4	• Chapter 2 Readings & Exam: Theories of Career Development, and • Chapter 3 Readings & Exam: Career Counseling Models.
2	Identify approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	2.F.4.b; SLO-4	• Chapter 4 Readings & Exam: Integrating Career and Personal Counseling.
3	Recognize processes for identifying and using career, avocational, , educational, occupational and labor market information resources, technology, and information systems	2.F.4.c; SLO-4	• Chapter 7 Readings & Exam: The Impact of New Technology on Work, Career Development, and Learning Platforms. • Preparing for Employment Assignment
4	Recognize approaches for assessing the conditions of the work environment on clients' life experiences	2.F.4.d; SLO-4	• Chapter 3, & 4 Readings & Exams. • Chapter 13 Readings & Exam: Job Loss and Transitions • Chapter 14 Readings & Exam: Career Development and Transitions of Working Adults
5	Identify strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	2.F.4.e; SLO-4	• Chapter 5, 10, 15, 16, & 17 Readings and Exams.
6	Recognize strategies for career development program planning, organization, implementation, administration, and evaluation	2.F.4.f; SLO-4	• Part 4: Career Counseling in Educational Settings Readings & Exams for Chapters 15, 16, & 17.

7	Identify strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	2.F.4.g; SLO-4	• Part 2: Career Counseling for Special Populations Exams for Chapters 9, 11, & 12.
8	Identify strategies for facilitating client skill development for career, educational, and life-work planning and management	2.F.4.h; SLO-4	• Chapter 3 Exam: Career Counseling Models
9	Recognize methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i; SLO-4	• Chapter 6 Exam: Using Standardized Test and Self-Assessment Procedures in Career Counseling.
10	Identify ethical and culturally relevant strategies for addressing career development	2.F.4.j; SLOs-1 & 4	• Chapter 8 Readings & Exam: On Being an Ethical Career Counselor

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

As graduate students, you will be expected to manage your time so that you can make the most of the student learning process and deliver your course assignments by the agreed-upon due-dates. The issue of time-management is therefore crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. To find out more about each of the assignments listed below, complete details can be found in the CSC Online site associated with this course.

Assignment	Percentage of Course Grade
Preparing for Employment	35
MindTap Assignments	20
Quizzes	20
Forums	25
Total	100

Grades will be based on a weighted scale, with final grades determined by the following percentages:

Letter Grade	Point Percentage
A	90-100
B	80-89

Letter Grade	Point Percentage
C	70-79
D	60-69
F	0-59

Late Work Policy: I do not accept late submissions for assignments, forums or exams. Late work due to extreme emergency conditions will be considered on an individual basis with supportive documentation such as a doctor's note or obituary. You must contact the instructor in a timely manner to determine if work is acceptable and if you will be granted a late exception. It is the student's responsibility to check the CSC online grade book to determine whether the instructor has graded assignments.

Viewing Grades in CSC Online: I will update grades in CSC Online Sakai and/or Cengage MindTap each time a grading session has been completed—typically **1-week** following the completion of an activity.

Part 4: Course & Institution Policies

Student Behavior:

***Academic Honesty**:* Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:
1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:
    1. Submitting an assignment that someone else has written and claiming the work as one's own.
    2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
    3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)
  Note:

- "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
- Appropriation or imitating language, ideas, and thoughts of another author and representing them as one's own original work is not tolerated. I will use Turn-it-In software to determine originality of your work. The first instance of plagiarism will result in failure of the assignment while more than one instance will result in failure of the course.
- View the Academic Honesty Policy on CSC's Policy Website (https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

Attendance/Participation Policy: The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor. View the Class Attendance and/or Participation Policy on CSC's Policy Website (https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues**: Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology and we can expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Online course resources. Please contact helpdesk@csc.edu or 308-432-6311 for assistance should you if you have any additional technical questions.
3. **Communication/Email Etiquette:** Please contact me at gsasse@csc.edu for all questions and concerns regarding this course. Also **check your official CSC Eagle email account often** as all campus communications are sent to your Eagle mail.
4. **Confidentiality:** This course, like other courses in the Counseling Program, requires students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality the student's ability to continue the program will be in jeopardy.

Dispositional Standards: Please see the CSC Counseling Website and Counseling Student Handbook regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

Civility and Netiquette: Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all

communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Writing Style Requirements for All Papers:

1. It is the student's responsibility to submit work in the format required by the class (MSWord, PDF) or another method (cut and paste; rich text format, etc.). CSC cannot open Word Perfect.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at http://owl.english.purdue.edu/owl/resource/560/01/ ; include cover page, reference page, page numbers and headers; paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. See Criteria for Graduate Level Writing in CSC Online Course Resources.
5. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it, immediately, before the first written assignment is submitted. Here are a few links to help you get started:

   - http://www.monash.edu.au/lls/llonline/writing/general/academic/3.xml
   - http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/
   - http://prezi.com/ldo1lwx-e_wk/graduate-level-writing-tips/

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided. View the Equal Employment and Education Opportunity Policy on CSC's Policy Website. (https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

Instructional Accommodations Policy

If a student must be away from campus for CSC approved athletic, academic, or co-curricular events they should inform each instructor in advance and will not be penalized. If a student must be away from campus due to circumstances outside their control, they should inform each of their instructors and contact the Dean of Student Affairs at 308.432.6231 for consideration of academic accommodation. In both instances, once notified, faculty will make reasonable efforts to ensure that students have timely and equal access to instruction. Students who miss instructional time for elective reasons are subject to the faculty member's classroom policies for attendance and makeup work.

Additional Recommended Reading, Internet Sites, and References:

1. **Nebraska Career Education:** *https://www.education.ne.gov/nce/*
2. **Nebraska Career Readiness Standards:** *https://www.education.ne.gov/nce/careerreadinessstandards/*
3. **National Career Development Association (NCDA):***https://www.ncda.org/aws/NCDA/pt/sp/resources*
4. **Education World:** *https://www.educationworld.com/a_curr/curr115.shtml*

Disclaimer

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- *People –* Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership

- *Purpose –* Student Learning and Growth Pedagogy, Support Services, Wellness

- *Place* – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

Part 5: Course Topic Schedule/Outline

COUN 632 Tentative Schedule-Summer 2022

	Week	Chapters	Assignments
1	June 6th-12th	1 & 2	• Read Chs 1 & 2 • Forum 1 • MindTap Assignments & Quizzes • **Syllabus Quiz (on Sakai)**
2	June 13th-19th	3, 4, & 5	• Read Chs 3, 4, & 5 • Forum 2 • MindTap Assignments & Quizzes
3	June 20th-26th	6, 7, & 8	• Read Chs 6, 7, & 8 • Forum 3 • MindTap Assignments & Quizzes
4	June 27th- July 3rd	9 & 10	• Read Chs 9 & 10 • Forum 4 • MindTap Assignments & Quizzes
5	July 4th-10th	11 & 12	• Read Chs 11 & 12 • Forum 5 • MindTap Assignments & Quizzes
6	July 11th-17th	13, 14, & 15	• Read Chs 13, 14, & 15 • Forum 6 • MindTap Assignments & Quizzes
7	July 18th-24th	16 & 17	• Read Chs 16 & 17 • Forum 7 • MindTap Assignments & Quizzes
8	July 25th-31st	N/A	• Preparing for Employment Assignment-Due July 29th @ 11:55pm (Submit to Sakai).

Revised 5/5/2022

Assignment Instructions/Rubrics:

Discussion Forum Rubric

	0-3= Does not meet	**4-7= Progressing**	**8-10 = Proficient**
Forum Prompt	Response is not directly related to the topic or reveals some misunderstanding of the topic. No evidence of readings being read and comprehended.	Response demonstrates insight and provides depth or integration with other counseling topics. Missing either a response to classmate or initial response	Response and reply to a classmate demonstrates insight and provides depth or integration with other counseling topics. Clear evidence and integration of readings.

*Original Post is worth 7 Points and Reply Post is worth 3 Points.