

**COUN 632-79B1-Online:
Career and Lifestyle Development
Spring 2026: Mar 16 – May 8
Chadron State College**

CSC Mission Statement

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

Part 1: Course Information

Instructor Information

Instructor: Dr. Rachel Ratliff
Office: Virtual
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Office Hours: Virtual by appointment via video conference.
CSC Online Address: <https://online.csc.edu/>
Facebook: <https://www.facebook.com/groups/csccounseling>

Credit Hours

Credit Hours: 3

Course Description

This course examines career development theories and lifestyle approaches throughout the lifespan. Students explore the impact of career choices across the lifespan and how to utilize career assessments and access career information for counseling clients. Students will also explore common occupational issues and the interrelationships between work and other life roles. (CSC Catalog, 2025-2026).

Student Learning Outcomes

Upon completion of this course, you will be able to:

	<i>Knowledge/Skill Outcomes</i>	<i>CACREP 2016, ASCA, CSC SLO.</i>	<i>Related Assignment</i>
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

11	Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.	ASCA 3.2	- Chapter 4 Readings & Exam: Integrating Career and Personal Counseling. - Part 4: Career Counseling in Educational Settings Readings & Exams for Chapters 15, 16, & 17. - Chapter 6 Exam: Using Standardized Test and Self-Assessment Procedures in Career Counseling.
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Textbook and Course Materials

Required Texts:

- This course utilizes the MindTap Learning Platform associated with **Zunker, V. (2016). *Career Counseling: A Holistic Approach* (9th Ed.) Cengage MindTap ISBN: 9781305280403.** You must purchase MindTap access for this course.
 - You must purchase Cengage Unlimited or 1-term MindTap Access.** A printed copy of the book is optional. Cengage/MindTap provides an integrated ebook in the online MindTap program.
 - Cengage Unlimited**—Most of your foundation courses require Cengage access. Purchasing Unlimited will give you access to ALL the courses in a given semester for a single cost. It is the most affordable path to purchase materials for your counseling courses.
 - Register for MindTap from within your Canvas course. DO NOT register your MindTap through the Cengage Website. [Follow this link for instructions.](#)**
- National Career Development Association (NCDA) Code of Ethics**
https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395

Method of Instruction

This course consists of individual participation through weekly assignments, collaborative discussions, exams, and culminating assignments. **Each week typically begins at 1:00 AM Mountain Time on Monday and closes at 10 PM Sunday. The notable exception is the final week of class, when all assignments close at 5 pm Mountain Time on Friday.** All dates and assignments can be found in this syllabus.

Course Requirements

Unless otherwise indicated, all written assignments must follow APA formatting guidelines: <http://owl.english.purdue.edu/owl/resource/560/1/>. Weekly activities include: MindTap assignments, forums, readings, and exams.

Course Connection to e-Portfolio: A completed, approved e-portfolio is a requirement for graduation. Your portfolio must include this syllabus. The KPI 5 signature assessment—Personal Theoretical Orientation must be uploaded to Canvas and Tevera.

1. **Discussions:** You will have many opportunities to share your ideas each week. I will provide the topic, and you will provide unique reflection, insight, and discussion. Please see the rubric at the end of this syllabus.
 1. Each week, you will have many opportunities to share your ideas. I will provide the topic, and you will write an original reflection post and thoughtful replies. Please see the rubric at the end of this syllabus.
 - Read a majority of your classmates' replies and posts.
 - Each post must be at least 250 words.
 - Each reply must be at least 200.
 - Other posts and replies over the minimum can be any length.
 - I will read and participate in the discussion as appropriate.
 - Your first discussion is the Canvas Account Profile. Please upload a photo of yourself! The purpose of the photo is to recognize each other's faces.
 - Only on-time discussions will be accepted.
 - See the discussion instructions at the end of this syllabus.
2. **MindTap Assignments and quizzes** are accessed through Canvas Modules. Once completed, you will automatically receive a grade and feedback for some assignments. In contrast, others will be manually graded, requiring you to view assignment feedback from your MindTap Progress tab. Please follow the [video link](#) for further explanation on how to view assignment feedback in your Progress tab.
3. **Syllabus Quiz:** You will find this quiz in the Canvas-Week One Module.
4. **Preparing for Employment:** This is your **KPI 4 Signature Assessment**. It must be submitted to both Canvas and Tevera. For this assignment, you will focus on two primary areas of focus and complete Parts A, B, & C:
 - a. Personal: Reflection on your 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 resumes or curriculum vitae (CV), including reviewing sample resumes through sites like [Quintessential Careers](#). You are not permitted to use a template. Instead, 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 five questions to ask an interviewer/hiring manager about the position, employer, etc., if 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 an essential guide for peer review. Include comments professionally and thoughtfully to your

partner. Students are encouraged to add written feedback and meet face-to-face (or via ZOOM) to dialogue and share suggestions.

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 actual 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 developing the documents and peer review process. Respond to the following prompts:

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

- Conducting a job search and developing resume/cover letter/questions
- Reviewing resumes/cover letters/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 will experience stress that may lead to mental health challenges. Signs and symptoms include (but are not limited to) strained relationships, anxiety, depression, feeling overwhelmed, alcohol and/or drug misuse, or loss of motivation or purpose. CSC Counseling & Health Services is available to support students struggling with these issues. The cost of services is covered through student fees and does not require insurance or additional funds. Students seeing a Licensed Student Counselor may benefit from virtual psychiatry services through the University of Nebraska Medical Center. Schedule an appointment by navigating to the Calendly link of a Licensed Student Counselor by visiting <https://www.csc.edu/healthserv/counseling-services/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Referrals

Chadron State College has a robust referral system, Eagles360, that was created to connect students with campus resources in time to provide maximum support. Faculty and staff members may submit Eagles360 referrals for any number of student success concerns (inconsistent class attendance, missing assignments, visible signs of stress or anxiety, passive suicidal ideation, etc.) that may be impacting peak academic performance. Once a faculty or staff referral has been received, students will soon be contacted by a dedicated staff member to discuss personalized next steps and resources. For more information, please email the Student Affairs office at studentaffairs@csc.edu or the Director of Academic Success Services at cmarchen@csc.edu.

Disability Services

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 and with appropriate documentation, CSC will provide reasonable accommodations to ensure that students have equal access to programs, activities, and services. All students, including those who have received accommodations via an IEP or 504 plan in previous educational settings, are encouraged to contact the Disability Services Coordinator, Ms. Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu for more information.

Part 2: Grading and Related Academic Policies

Graded Course Activities and Letter Grade Assignment

Assignment	Percentage of Course Grade	<i>Letter Grade</i>	<i>Point Percentage</i>
Preparing for Employment	35	A	90-100
MindTap Assignments	20	B	80-89
Quizzes	20	C	70-79
Discussions	25	D	60-69
Total	100	F	0-59

Viewing Grades in CSC Online-Canvas

Assignments will be graded and returned within 5-7 days of the due date depending on the level of feedback. The gradebook in CSC Online-Canvas will be updated regularly; students should plan to review their Gradebook throughout the course.

Part 4: Course & Institution Policies

CSC Academic Policies

The [Course Syllabus Policies website](https://www.csc.edu/vpaa/course-syllabus-policies) lists academic policies that apply to all CSC courses. To review these policies, please click on the link or visit: <https://www.csc.edu/vpaa/course-syllabus-policies>. You may also search for specific academic policies on CSC's Policy Website: <http://www.csc.edu/policy/>

Course-Specific Policies

Academic Honesty

You are ultimately responsible for the content of the information you submit and may not attempt to pass off any work generated by an AI program as your own.

Late Work Policy

To ensure your success in learning, you are responsible for completing all assigned work as high-quality submissions within the allotted time. You are also responsible for prioritizing your time accordingly to ensure the timely completion of assigned coursework and activities. Be sure to pay close attention to deadlines; there will be no make-up assignments, quizzes, or late work accepted without prior instructor approval.

Class Participation Policy

Active engagement in the course, including timely completion of readings, participation in discussions, and submission of assignments, is essential for a rich learning experience and success in this class. You are expected to log in at least four times per week to access course materials and to participate actively in the class.

Personal Emergency & Academic Attendance

In the event that a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis, or mental health crisis) requires an absence from courses or causes the inability to participate in class. In that case, you must contact the instructor as soon as possible. Instructors may request documentation to validate such absences.

For personal emergencies that may cause you to be unable to participate in the course for **three or more consecutive days**, please follow all instructions listed in the "Personal Emergency & Academic Attendance/Participation" section on the "Course Syllabus Policies" website, linked above.

Dispositional Standards

Please see the [CE Website](#) and [CE 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.

Confidentiality

This course, like other courses in the Counseling Program, requires students to 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 violates confidentiality, the student's ability to continue the program will be in jeopardy.

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**Part 3: Course Topic Schedule & Assignment Rubric**

Week	Dates	Content	Assignments	Readings
1	Mar 16-22	Chapter 1: Historical Development and Some Basic Issues Chapter 2: Theories of Career Development	Discussion 1 Week One Module Syllabus Quiz Due Mar 22	Chap 1-2
2	Mar 23-29	Chapter 3: Career Counseling Models Chapter 4: Integrating Career and Personal Counseling Chapter 5: Career Counseling Intake Interview	Discussion 2 Week One Module	Chap 3-5
3	Mar 30-Apr 5	Chapter 6: Using Standardized and Self-Assessment in Counseling Chapter 7: The Impact of New Technology on Work, Career Development, and Learning Platforms Chapter 8: On Being an Ethical Counselor	Discussion 3 Week One Module	Chap 6-8
4	Apr 6-12	Chapter 9: Career Counseling for Multicultural Groups Chapter 10: Gender Issues and Dual Careers	Discussion 4 Week One Module	Chap 9-10
5	Apr 13-19	Chapter 11: Career Counseling for Gay, Lesbian, Bisexual, and Transgender Clients Chapter 12: Career Counseling for Individuals with Disabilities	Discussion 5 Week One Module	Chap 11-12
6	Apr 20-26	Chapter 13: Job Loss and Transitions Chapter 14: Career Development and Transitions of Working Adults Chapter 15: Career-Related Programs for Career Development in Elementary Schools	Discussion 6 Week One Module	Chap 13-15
7	Apr 27-May 3	Chapter 16: Career-Related Programs for Career Development in Middle School Chapter 17: Career-Related Programs for Career Development in High School and Beyond	Discussion 7 Week One Module	Chap 16-17
8	May 4-8	Finals Week	KPI 4 Signature Assessment: Preparing for Employment Due to Canvas and Tevera May 6	N/A

Assignment Instructions/Rubrics**Discussion Instructions**

This course works well when everyone is involved in discussing the material. Your participation throughout the week is essential. Your grade will be based on how much you say and how well it contributes to the class's work, the total number of days/times you post in the discussion, and the minimum word count. You are expected to offer comments, questions, and replies to the discussion questions posed for each week. My role is as an observer and facilitator. I will read and participate in the discussion as appropriate.

I grade each discussion on a 3-point scale. As this assignment is a conversation, I will not accept late discussion postings/replies as the conversation has ended. **If you fall below any minimum expectation, a point for each missed expectation will be deducted from the possible 3-point total.**

Suggested participation example:

- Monday-enter an original post that meets a minimum word count of 250 words,
- Tuesday-enter a reply to any classmate that meets a minimum word count of 200 words,
- Wednesday-enter a reply to any classmate that meets a minimum word count of 200 words,
- Read a majority of classmates' entries by Sunday.

3 Points—Minimum expectations:

- Write an original post of at least 250 words early in the week. (1 point)
- Write a response to any classmate on a subsequent day (a day following your original post) at least 200 words. (1 point)
- Write a second response to any classmate on yet another subsequent day (a day following your first response to a classmate) at least 200 words. (1 point)
- ***Additional expectations:***
 - * Made in time for others to read and respond
 - * Relevant information that is full of thought, insight, and analysis
 - * Connected to previous or current content or real-life situations
 - * Contain rich and fully developed new ideas, connections, or applications
 - * Provide outside resources supporting your ideas
 - * Read a majority of classmates' entries.

Disclaimer

This syllabus and schedule are 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 would result in enhanced or more effective learning. 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.