

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

MILT 375

MILITARY CAREER AND COMMUNITY TRANSITION

COURSE DESCRIPTION

This course is designed to introduce undergraduate students to the needs and issues facing our veterans as they seek to reintegrate back into family, community, church and career transitions. Students in this class will be challenged to examine these needs and explore avenues of services for veterans. Students will also develop a faith-based program to help meet needs presented by our military veterans.

RATIONALE

This course is designed to introduce undergraduate students to the needs and issues facing our veterans as they seek to reintegrate back into family, community, and church as well as the difficult task of career transition. Students in this class will be challenged to examine these needs and explore avenues of services for veterans. This course will challenge undergraduate students to become knowledgeable of the needs military veterans experience when trying to transition back into civilian life and work.

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>

Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

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. Examine the needs the new military veterans experience when transitioning from the military to civilian life.
- B. Choose and apply biblical strategies to support veterans during the transition period.
- C. Indicate and critique effective strategies for facilitating positive adjustment to family life.
- D. Discuss and evaluate solutions to addictions and mental health issues.

- E. Describe the possible physical challenges and disabilities resulting from warfare, and appraise the current interventions meant to assist in the adaptation of such disabilities.
- F. List the current barriers to gaining employment after military life, and select possible solutions.
- G. Create a multifaceted faith based transitional plan to meet the needs of a veteran.

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 (4)
Discussion boards are collaborative learning experiences. Therefore, there will be 4 Discussion Board Forums throughout this course. The student is required to provide a thread in response to the supplied topic for each Discussion Board Forum. Each thread is to be at least 300 words and integrate information drawn from the course Reading & Study materials and experience. In addition to the thread, the student is required to reply to 2 other classmate's threads. Each reply must be 150 words.
- D. APA Format Paper
The student will develop a 4-page paper demonstrating the ability to format the primary components of a well-written APA paper.
- E. Needs Assessment Paper
The student will research and develop a 7–8-page paper on various reintegration and transition issues faced by military veterans. The paper will include an introductory section in which the student explains the purpose of the work, research findings from the class readings and outsider research, and a personal conclusion section that enables the student to share his/her experiences from his/her research. See the Assignment Instructions folder for more detailed instructions, grading rubric, and résumé template.
- F. Program Proposal Paper
As a continuation from the student's previous Needs Assessment Paper, the student will write a 10–12-page proposal paper for the purpose of conducting a weekly small group working with veterans in their church or community. This proposal will consist of a biblical and research-based rationale, an outline of each topic that will be addressed in these weekly group meetings, and other details that would inform and promote group cooperation. Special emphasis will be given to a biblical worldview within the entire scope of this proposal.
- G. Quizzes (4)
Quizzes will be open-book/open-note and be timed at 1 hour each. The student will need to review carefully all of the readings to answer 20 objective questions successfully.

VI. COURSE GRADING AND POLICIES

- A. Points

Course Requirements Checklist		10
Discussion Board Forums (4 at 75 pts ea)		300
APA Format Paper		50
Needs Assessment Paper		150
Program Proposal Paper		300
Quiz 1	(Modules 1–2)	50
Quiz 2	(Modules 3–4)	50
Quiz 3	(Modules 5–6)	50
Quiz 4	(Modules 7–8)	50
	Total	1010

B. Scale

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

C. 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 due date without written approval from the instructor. This approval must be sought prior to tests due date.

D. Dual Relationship

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

E. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of 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, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

F. 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

MILT 375

Textbooks: Savino & Krannich, *The Military to Civilian Transition Guide* (2012).
 Hill et al., *The Wounded Warrior Handbook* (2012).
 Hoge, *Once a Warrior Always a Warrior* (2010).

MODULE/WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Hill et.al.: ch. 3 3 presentations 2 websites	Course Requirements Checklist DB Forum 1	10 75
2	Hoge: ch. 10 3 presentations 2 websites	Quiz 1	50
3	Hoge: chs. 3–6 3 presentations 2 articles	DB Forum 2 APA Format Paper	75 50
4	Hoge: chs. 1–2, 7 4 presentations 1 website	Quiz 2	50
5	Hoge: ch. 9 Hill et.al.: ch. 9 1 presentations	DB Forum 3 Needs Assessment Paper	75 150
6	Savino & Krannich: chs. 1–2, & 7 4 presentations 1 website	Quiz 3	50
7	Savino & Krannich: chs. 7–8, 11–12 4 presentations	DB Forum 4 Program Proposal Paper	75 300
8	Hoge: ch. 8 Savino & Krannich: ch. 3 2 presentations 4 websites	Quiz 4	50
Total			1010

DB = Discussion Board

NOTE: Each course 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 week ends at 11:59 p.m. (ET) on Friday.