**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: CNSL 5306 VC01 – Career and Vocational Counseling and Guidance

**Campus**

: WBU online

**Term/Session**

**:** Fall 2 2022

**Instructor**

**:** Dr. Tom Thomson

**Office Phone Number**

**:**  806-773-3264 (This is my cell number.  You may text this number and I will respond as soon as possible).

**WBU Email Address**

**:** [thomas.thomson@wayland.wbu.edu](mailto:thomas.thomson@wayland.wbu.edu)

**Office Hours, Building, and Location**

**:** Online

**Class Meeting Time and Location**

**:** Online

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:** Vernon G. Zunker.  **Career Counseling: A Holistic Approach.** Cengage: 9th Edition, 2016.  ISBN: 9781305087286.

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Course Information**

**Catalog Description**

**:**  Role of career theory and information in counseling for career development; concepts, techniques, and resources to assist students to effectively work with clients throughout the life span; practical application of career theory to counseling, group guidance, job search and placement.

This course is designed to emphasize Career Development and Counseling by providing an understanding of career development and related life factors, including the following: Career development theories and decision-making models; Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; and Psychotherapy and career counseling processes, techniques, and resources, including those applicable to specific populations.

**There is no prerequisite for this course**.

**Course Outcome Competencies**

**:** Upon completion of this course, students will be able to:

* Demonstrate knowledge of prominent theories of career/vocational development including its sociological aspects
* Understand labor market information resources, occupational classification systems, and trends in the world of work
* Demonstrate career development program planning and evaluation using the major career inventories
* State the relationships between work and family including diversity and gender issues as related to career development with various populations
* Demonstrate computer career development applications and strategies, including computer-assisted career guidance and information systems

**Attendance Requirements**

WBU online

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

**Statement on Plagiarism and Academic Dishonesty**

**:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](http://catalog.wbu.edu/)

**Course Requirements and Grading Criteria**

**Online discussions (100 points)**

Students will participate in online discussions each week. Students are expected to submit postings with punctuality and are expected to check the online class at least three to four times each week and complete weekly postings in the discussion board. This averages out to be about 5-7 hours per week of online activities, as well as navigating and conducting research over the web. All initial posts should be submitted by 11:59 p.m. each Sunday. Students are expected to respond each week to two or more of the posts of classmates from the posts of the previous week. Responses to other students should be submitted by 11:59 p.m. each Sunday. For example, the Week 1 Discussion Board for Chapters 1 and 2 is due on Sunday, October 17. On Sunday, October 24, the Week 2 Discussion Board is due and the responses to the Week 1 Discussion Board are also due at the same time. If you have questions, let me know.

**Career Counseling Presentation  (100 pts)**

Each student will prepare a career counseling PowerPoint presentation.  It should address the question “How Do I Find My Career?” It should be aimed at a target audience of elementary, middle school, high school, or college.  The presentation should be a minimum of 15 slides, but it can be longer.  Please do not just cut and paste from sources.  Make this your presentation.  You may use whatever presentation software and format you prefer.

**Midterm Exam (100 pts)**

The midterm is an open book exam and will cover the learning blocks of materials from Chapters 1-8.

**Final Exam (100 pts)**

The final is an open book exam and will cover major learning blocks of materials from Chapters 9-17.

**Grading Criteria:**

**Weekly online discussion board assignments 100 pts**

**Midterm 100 pts**

**Final exam 100 pts**

**Career Counseling Presentation 100 pts**

**Total 400 pts**

**A = 360-400**

**B = 320-359**

**C = 280-319**

**D = 240-279**

**F = below 240**

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**

**CNSL 5306 Career Counseling Calendar Fall 2 2022**

| **Week** | **Reading** | **Assignment** |
| --- | --- | --- |
| **Week 1**  **October 10-16** | **Chapter 1 Historical Development and Some Basic Issues**  **Chapter 2 Theories of Career Development** | **Discussion Board** |
| **Week 2**  **October 17-23** | **Chapter 3 Career Counseling Models**  **Chapter 4 Integrating Career and Personal Counseling** | **Discussion Board** |
| **Week 3**  **October 24-30** | **Chapter 5 Career Counseling Intake Interview**  **Chapter 6 Using Standardized Tests and Self-Assessment Procedures in Career Counseling** | **Discussion Board** |
| **Week 4**  **October 31 to**  **November 6** | **Chapter 7 Impact of New Technology on Work, Career Development, and Learning Platforms**  **Chapter8 On Being and Ethical Career Counselor** | **Discussion Board** |
| **November 3-6** | **Midterm Examination** | **Midterm** |
| **Week 5**  **November 7-13** | **Chapter 9 Career Counseling for Multicultural Groups**  **Chapter 10 Gender Issues and Dual Careers**  **Chapter 11 Career Counseling for Lesbian, Gay, Bisexual, and Transgendered Clients**  **Chapter 12 Career Counseling for Individuals with Disabilities** | **Discussion Board** |
| **Week 6**  **November 14-20** | **Chapter 13 Job loss and Transitions**  **Chapter 14 Career Development and Transitions of Working Adults** | **Discussion Board** |
| **November 21-27** | **Thanksgiving Break** | **Break** |
| **Week 7**  **November 28 to December 4** | **Chapter 15 Career Related Programs for Career Development in Elementary Schools**  **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 Board** |
| **Week 8**  **December 5-8** | **Career Counseling Presentation Due** | **Presentation**  **Due** |
| **December 5-10** | **Final Examination** | **Final** |