



WAYLAND
BAPTIST UNIVERSITY
WAYLAND BAPTIST UNIVERSITY
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES
VIRTUAL CAMPUS

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.

TERM: Summer 2017

Instructor: Dr. Don Knox

Contact Information: 806.292.7021 **Email:** knox@wbu.edu

Office Hours: Monday – Thursday 8:00 – 6:00 PM Central US time

Class Time and Location: Blackboard

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

Required Textbook(s) and/or Required Material(s):

Textbook: Zunker (2016) Career Counseling: A Holistic Approach, 9th Edition. Cengage

Optional Materials: May be provided by the instructor

Course outcome competencies: Upon completion of this course, students will be able to:

- Students will demonstrate an understanding of salient sociological aspects of career development.
- Students will demonstrate knowledge of prominent theories of vocational development.
- Students will apply theories of vocational development to counseling practice Students will demonstrate knowledge of occupational classification systems and trends in the world of work.
- Students will become aware of several career-related inventories.
- Students will explore and demonstrate some understanding of their own career development patterns.
- Apply career development theories and decision-making models;
- Describe career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems and other electronic career information;
- Demonstrate career development program planning, organization, implementation, administration, and evaluation;
- State the interrelationships among and between work, family, and other life roles and factors including diversity and gender issues as related to career development;

- Develop career development and educational placement, follow-up and evaluation strategies; Utilize assessment instruments and techniques relevant to career planning and decision-making;
- Demonstrate computer career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites; Demonstrate career counseling processes, techniques and resources including those applicable to specific populations.

Attendance Requirements:

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 3 or more weeks of an 11 week term, 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 term 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.

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.

Instructor's policy on Academic Dishonesty: easy – not tolerated – this includes cheating on exams.

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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria:

10 discussion board items (details on the discussion board). 20 points each (200 points total)
 4 quizzes 25 points each (100 points total)
 2 Exams 150 points each (300 points total)
 10 Case Studies 40 points each (400 points total)

Method of determining course grade:

900-1000 A
 800-899 B
 700-799 C
 600-699 D
 <600 F

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 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 (10 to 15 weeks) term, 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.

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 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 Executive Vice President/Provost 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.

Tentative Schedule Tentative Schedule:

Module /Week	Topic	Chap	Due Date
One	History, Basic Issues and Theories of Career Development	1,2	6/3
Two	Models and Integrating Counseling Case study 1	3,4	6/10
Three	Interviews and Assessments Quiz 1 (1-4) Case Study 2	5,6	6/17
Four	Resources, Platforms and Ethics Case Study 3	7,8	6/24
Five	Multicultural Groups and Gender Issues Case Study 4 Quiz 2 (5 -8)	9, 10	7/1
Six	Midterm examination Case Study 5	1-8	7/8
Seven	Alternative Lifestyles and Individuals with Disabilities Case Study 6	11, 12	7/15
Eight	Career Transitions and Job Loss Quiz 3 (9-12) Case Study 7	13	7/22
Nine	Adult Career Development Concerns Case Study 8	14	7/29
Ten	Career Counseling in Education Quiz 4 (13 – 17) Case Study 9	15-17	8/5
Eleven	Final examination Case Study 10	9-17	8/12

Additional Information: This is a heavy vacation time period – make arrangements early. NO late work is ever accepted – not for any reason. I have held this policy for 16 years and there has never been an exception. You are showing your instructor what kind of counselor you are going to be and if you are constantly late, turn in poor work, have excuses for everything then you are showing me that you will not be a very good, dependable or satisfactory counselor. You will get the grade you earn – that I promise you. Note that Exam 1 is during the week that contains July 4th holiday – plan accordingly and take the exam early!!!