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: SOSC 4100 VC01 – Capstone for Behavioral and Social Sciences
Campus: WBUonline
Term/Session: Summer 2026
Instructor: Dr. Peter Bowen
Office Phone Number: 806-291-1179 or cell #: 806-494-2564 (before 10:00 pm, please)
WBU Email Address: pbowen@wbu.edu
Office Hours, Building, and Location: Gates Hall, Room 314, Plainview Campus

Class Meeting Time and Location: Blackboard

Course Information

Catalog Description: Synthesis of learning and practical preparation for life beyond graduation. Should be taken in the last term before graduation.

There is no prerequisite for this course.

Textbook Information

Required Textbook(s) and/or Required Materials: There is no textbook for this class.

Course Outcome Competencies: Upon completion of this course, students will be able to:
1. Create a professional portfolio that demonstrates the student's academic achievements, professional experiences, and practical skillset so that potential employers and colleagues can gain further insights into the proficiency of the student.
2. Research job openings and hiring criteria for a position in their field.
3. Develop a resume, cover letter, and any required documents for a potential application.
4. Engage in mock interviews and evaluations as part of the job preparation process.
5. Complete required assessments for program.

Attendance Requirements

WBUonline

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

Link to Statement on Academic Integrity , and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:

    a. Generative AI tools permitted in specific context and with proper citations.
          i.   Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.
         ii.   While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate to content must be properly referenced and cited.
        iii.   Specific parameters for generative AI usage are provided by the instructor.
        iv.   Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

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 Disability Services Coordinator and Academic Coach serves as

the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. 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. Rick Hammer, hammerr@wbu.edu or call (806) 292-9150.

Course Requirements and Grading Criteria

There will be one assignment each week, as outlined below. All assignments are available and you may work ahead to complete them. Each assignment is due by the end of the week (Sunday). See the schedule below for all dates!

Week 1: Introduction and Reflection (Discussion Board) – 10 Points

To get us started, you will make a substantial post on the week 1 discussion board addressing the following and responding to at least 3 other students in the course. Your initial post will be due by Friday night.

Introduce yourself and reflect on the following questions about your major.
   o What is your major? Why did you originally choose your major? What did you hope to gain?
   o How do you think that your program helped you with your goals? What are some top insights and skills that you've gained?
   o In what ways might your program have fallen short of helping you? What might improve your program?

Week 2: Concept Reflection (Discussion Board) – 10 points

This week, you will post on the following and respond to at least three other students. Your initial post will be due by Thursday night.
   o Describe at least three specific ideas or concepts that you learned in your major that have been most impactful on you. These will be things you learned that helped prepare you for your future, helped you understand the social world, changed how you think and/or inspired you.
   o For each of the three:
      ✓ Describe the idea and why it is important.
      ✓ Describe at least one specific course or experience that most helped you learn about this and how/why it helped you learn it. List more than one class if applicable.

Week 3: Communication Skills (Assignment) – 15 points

This week you will write a report (about 2 pages long) addressing the following and also attaching examples of past assignments.
   o Look back through the assignments that you have completed in your college program and **choose two** that best illustrate your writing and presentation skills.
   o Attach a copy of each of these two assignments.

- o Describe some specific things that you learned from each of these assignments and note some specific skills that they demonstrate.
- o How would you assess what you learned, overall, about writing and presentation in your college program? In what ways did you improve? How will this be important for your future career?
- o What do you feel are your weaknesses? How could the program be improved to help develop communication skills?
- o Your report should be about 2 pages long.

Week 4: Resume Assignment - 15 Points

Students will construct, research, and prepare a resume appropriate for application toward a professional job position.

- o Proper formatting and organization is required for this assignment. Please note that Wayland provides guidelines on resume preparation through our Career Services office and assistance with resume preparation through the Multidisciplinary Tutorial Services office. AI tools may be useful in the initial work on a resume. But your resume should ultimately represent your individual background.

- ➢ Also, create a LinkedIn account and connect with me (Peter Bowen at Wayland Baptist University).

Week 5: Faith (Assignment) – 10 Points

Write a reflection on the following (at least 1 – 2 pages). This will be posted to an assignment link.

- o In what ways has your faith been impacted by your program?
- o In what ways has your faith changed as you've moved through the program?
- o What have been some important ideas, experiences and/or role models that you've encountered that have influenced your faith development?
- o Would you suggest any changes in the program that could make it more helpful in this area?
- o Please be honest about this. You will not be assessed by content of your response. You do not need to try to impress me or pretend in any way. I just want you to reflect on this and provide us feedback. Your report should be at least 1 to 2 pages.

Week 6: Research Future Job Openings or Graduate School Admission - 15 Points

Each student will need to find and select either 3 job postings for the career of their choice, OR, 3 graduate school applications for the graduate program of their choice (this may include law school).
- o Students will need to provide links to each website job posting/graduate school and provide a brief overview about their selections and desire to pursue the jobs/schools chosen.
- o You should also note the qualifications required to pursue this job. You do not need to be immediately qualified for the job. You may choose a 'dream job' for your future.

- o Your overview of each job/school should be at least a full paragraph long (at least 250 words) in order to receive full credit for this assignment.

Additional Information for Job Postings Route: Job searches can be done locally, through job search websites like www.indeed.com, or by doing an internet search using the job title you're interested in. Wayland also offers <u>free</u> access to College Central Network (CCN) for all students and alumni. This allows students to post their resume online while also searching for job openings. I highly encourage you to check out Wayland's Career Services page for more information. You'll also find information for MyPlan.com, which is a great resource for students (or anyone) looking for more information on career requirements, salary scales, growth potential, etc. The MyPlan.com resource is also free to Wayland students. There are a few assessment tests that charge an additional fee but you will not need those for this class.

Additional Information for Graduate School Applications Route: Please review the *7 Critical Steps to Find the Right Grad School* article from US News before diving into the wonderful, yet sometimes overwhelming, world of graduate school searches. I *highly* recommend keeping a spreadsheet record of your searches! Include the name of the school, a link to their website, application deadline dates, whether or not funding is available, if they require any test scores (GRE, LSAT, etc.) for admission, what their acceptance rate is, etc. Utilize resources such as www.graduateguide.com or conduct your own Google search to see options for graduate degrees in your chosen field.

Week 7: Mock Interview: 15 Points

A "mock interview" is conducted as if it's a real interview but in a low-pressure setting. Feedback is provided to help you improve your interview skills.
- o We will conduct the interviews via Zoom (or in person if you live near Plainview campus). You can contact me at pbowen@wbu.edu to arrange an appointment OR you can also contact our Director of Career Services, Jeffrey Vera. He is also willing and experienced in this process. Email Jeffrey at: veraj@wbu.edu for an appointment.
- o ** <u>If you have done a real interview recently</u>, you may write your report based on that interview. Please provide information about where and when the interview was conducted.
- o Please set up your Mock Interview time in advance.
- o Note that you will need to write a short paper after the interview, so schedule the interview to allow time. After the interview, submit a 1-2 page paper regarding your interview experience:
    - ✓ How did you prepare?
    - ✓ What did you learn?
    - ✓ Was it what you expected? Why or why not?
    - ✓ How will this help you in your next interview?
    - ✓ What will change for the next interview?
    - ✓ What will you continue for the next interview?

Week 8: Real World Application (Discussion Board) – 10 Points

To wrap up, you will make a substantial post on the week 8 discussion board addressing the following and responding to at least 2 other students in the course. Your initial post will be due by Thursday night.
- o Choose a current event in our world that relates to what you learned in your major.
- o Explain clearly how at least three concepts from your major apply to this event and help us to better understand it.
- o Be sure to tell which courses helped you learn about these concepts.

Summary of Assignments	100 Total Points
Week 1: Introduction and reflection (Discussion Board)	10 Points
Week 2: Concept Reflection (Discussion Board)	15 Points
Week 3: Communication Skills (Assignment)	10 Points
Week 4: Resume Assignment	15 Points
Week 5: Faith (Assignment)	10 Points
Week 6: Research Future Job Openings or Graduate School Admission	15 Points
Week 7: Mock Interview	15 Points
Week 8: Real World Application (Discussion Board)	10 Points

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.

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.

Tentative Schedule

TBA