Wayne State University
Course Syllabus
CED 8080 Advanced Career
Winter 2017

COLLEGE: College of Education
DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Counselor Education

PREREQUISITES: CED 6070 (prerequisite) or RCI 7410 (pre/corequisite)

COURSE REFERENCE #: 29037

COURSE CREDITS: Three semester hours

LOCATION: 0049 Education Building, Main Campus

DAY & TIME: Wednesdays 4:30 -5:45 PM

INSTRUCTOR: J. Scott Branson, Ph.D., LPC, NCC
Lecturer
323 Education
(313) 577-2333
branson@wayne.edu (preferred contact method)

OFFICE HOURS: Mondays from 1:00 PM until 6:00 PM
Other times by appointment

COURSE DESCRIPTION: (per the graduate bulletin):
Career development theories, career exploration and career preparation methods including: information, leisure, decision making, career-related assessment, use of non-traditional resources and computer-assisted guidance systems, use of occupational information and labor market surveys in career counseling, work-adjustment training, and strategies/skills for adapting vocational and educational resources for use in rehabilitation, school, business and community agency settings. Material fee as given in Schedule of Classes.
## CACREP Standards & Student Learning Outcomes

<table>
<thead>
<tr>
<th>2009 CACREP Doctoral Standard</th>
<th>Course Learning Outcome(s)</th>
<th>Met through</th>
<th>Assessed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.3</td>
<td>Demonstrate awareness for ethical, legal, and cultural issues regarding counselor preparation and training</td>
<td>Mini-lectures, group seminar discussions, &amp; assigned readings</td>
<td>Teach a Theory Feedback</td>
</tr>
<tr>
<td>D.2</td>
<td>Demonstrate the ability to design, deliver, and evaluate counseling instruction</td>
<td>Mini-lectures, group seminar discussions, &amp; assigned readings</td>
<td>Teach a Theory Feedback</td>
</tr>
<tr>
<td>II.C.1</td>
<td>Demonstrate competence with theories related to career counseling and development</td>
<td>Mini-lectures &amp; assigned readings</td>
<td>Teach a Theory Feedback</td>
</tr>
</tbody>
</table>

### Instruction Formats

Course instruction will take place in a range of formats including targeted mini-lectures, experiential learning activities, and seminar discussions. Because this is a doctoral level course, we will not rely on a weekly schedule. Rather, the course content will be adjusted based on class needs. Constructivist learning theory will guide instruction. A complete description of the instructor’s teaching approach and philosophy is available at [JScottBranson.com/teaching.html](http://JScottBranson.com/teaching.html).
Texts

**Required Texts**
Journal articles based on course content will be assigned throughout the semester.
Assignments & Grading

Attendance & Participation: 10 points
Students are required to attend all scheduled classes, unless the University is officially closed. Students who anticipate missing class must notify the instructor prior to being absent, unless they have a medical, personal, or family emergency. Permission to miss class is at the discretion of the instructor and is generally restricted to illness, professional engagements such as attending a counseling conference, and important family events. An unexcused absence or a second absence with or without permission will result in a full loss of attendance points. Students who miss three or more classes will not pass the course and will be encouraged to withdraw, depending on the dates outlined in the Registrar’s Calendar. A student will be considered absent if they engage in any of the following behaviors, in any combination, two times:

- Being 10 or more minutes late for class, leaving before class has been dismissed, or being more than 10 minutes late returning from a break.

In addition to attending all scheduled classes, students are required to fully engage and participate. Attendance and Participation points will be deducted for students who are not completing readings and online content or engaging in small and large group activities and discussion.

Professionalism: 15 points
Evaluation procedures for prospective professional counselors are often unique from the evaluation procedures used by other programs, as they include evaluating students based on their professional dispositions. In this course, students’ dispositions will be evaluated based on the congruence between their behaviors and the Expectations for Students. The instructor will deduct a single point for each minor incongruence. Multiple points, up to the total number of professionalism and attendance/participation points will be deducted for major deviations from the expectations. Note that
many of the expectations directly relate to participation. Thus, it is possible for a student to have both participation and professionalism points deducted based on a single event, such as text messaging during class.

Feedback

Students will be randomly assigned conceptualization and employment packet assignments from students in the master’s level career counseling course. Students will provide feedback (without letter grades) for the master’s students. Students will be provided with detailed feedback regarding the feedback that they gave the master’s students.

A rubric for this assignment will be available on Blackboard.

Teach a Theory

Students will teach a unit on career theories in the master’s level career counseling course. This will entail submitting a lesson plan to the instructor a minimum of two weeks before the date you are assigned to teach. Students may work individually or in pairs. If working individually, students will have to teach half of one class period. Students working in pairs are expected to teach a full class.

A rubric for this assignment will be available on Blackboard.

Research Paper

Students will be required to write a formal research paper on one of the following:

- Career counseling
- Counselor education, pedagogy, instruction
- Leadership
A rubric for this assignment will be posted on Blackboard.

**Professional Portfolio**

This assignment will include:

1. A professional curriculum vitae
2. Your teaching philosophy
3. A cover letter tailored for a job that you would be interested in post-graduation

A rubric for this assignment will be available on Blackboard.
### Grade Summary

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Professionalism</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Feedback</td>
<td>10%</td>
<td>Based on M.A. Career Course</td>
</tr>
<tr>
<td>Teach a Theory</td>
<td>25%</td>
<td>Based on M.A. Career Course</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
<td>Due by 11:59 pm on March 28\textsuperscript{th}</td>
</tr>
<tr>
<td>Professional Portfolio</td>
<td>10%</td>
<td>Due by 11:59 pm on April 18\textsuperscript{th}.</td>
</tr>
</tbody>
</table>

### Final Grading Scale

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 to 100</td>
<td>A</td>
</tr>
<tr>
<td>90 to 92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87 to 89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83 to 86.9</td>
<td>B</td>
</tr>
<tr>
<td>80 to 82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77 to 79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73 to 76.9</td>
<td>C</td>
</tr>
<tr>
<td>70 to 72.9</td>
<td>C-</td>
</tr>
<tr>
<td>69.9 or less</td>
<td>F</td>
</tr>
</tbody>
</table>
**Expectations for Students**

1. Know and adhere to the 2014 American Counseling Association [Code of Ethics](#), applicable university, college of education, and program policies, and all applicable laws.

2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.

3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.

4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.

5. Come to every class prepared and on time, and participate in all class activities and discussions.

6. Engage fully with out of class reading, assignments, and group work.

7. Only use electronic devices for activities that directly relate to course content. Electronic devices may not be used for unrelated activities. Students may not text message, email, use social networking sites, work on assignments for other courses, take phone calls, or engage in other of task behavior. Examples of appropriate electronic use include note taking and looking up materials related to the course content. Students may take phone calls or text messages during class only if they are experiencing a crises or other emergency. The course instructor must be informed of this prior to class time.

8. Student writing is expected to be at the doctoral level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.

9. Check your university email and blackboard accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. **NOTE:** for FERPA reasons, I communicate with students using their assigned university email accounts. When emailing the course instructor, please begin and conclude your message with salutations (e.g.,
Dr. Branson,) and professional language. Proofread all emails or online postings before sending them.

10. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.

11. Students must be able to regularly use a computer with internet access.

12. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.
Instructor Policies

Confidentiality
Communications between students and the instructor are not guaranteed to be confidential. As a mandated reporter, the instructor is required to report allegations of child abuse to the appropriate governmental agency. Similarly, court orders, gatekeeping concerns, imminent threats, academic need to know, and other contexts may result in the instructor disclosing student communications to third parties.

Late Assignments
As assignments will be turned in via Blackboard, late assignments will not be accepted. If Blackboard is malfunctioning, please email your assignment to the instructor ASAP to avoid being penalized.

Assignments that are not received via blackboard, email, or hard copy prior to the deadline will not be graded. All assignments are due by 11:59 pm on the due date.

Ability & Culture Based Course Modifications
The instructor reserves the right to modify course content, policies, and/or assignments to ensure that all students are able to engage with the course content, regardless of ability and/or personal culture. All modifications are at the instructor’s discretion, and students who require modifications are expected to contact the course instructor more than two weeks before the modification is to be implemented. Please see the Students with Disabilities and Religious Observance sections below for information regarding the Student Disability Support office and the University’s Religious Observance Policy.
Wayne State University Policies

Academic Dishonesty and Plagiarism Policy

The University prohibits all forms of student academic misbehavior. Please see the Dean of Students’ Office Academic Integrity Policy (http://doso.wayne.edu/academic-integrity.html) for more information and examples of cheating, fabrication, plagiarism, and other forms of academic dishonesty.

Specific examples of academic dishonesty, including what constitutes plagiarism, can also be found in the Graduate Bulletin by clicking on “University Academic Offices, Services, and Regulations” and then navigating to “Ethics, Student”. Students are responsible for reading these documents and for being aware of which actions are defined as plagiarism and academic dishonesty. Sanctions for academic dishonesty could include failing the course involved, academic probation, and expulsion from the university, so students are advised to think carefully and thoroughly, to ask for help from instructors if it is needed, and to make smart, ethical decisions about their academic work.

Students with Disabilities Services

Students who have a documented disability that requires accommodations are encouraged to register with Student Disability Services (SDS) for coordination of academic accommodations. The SDS office is located in the Student Academic Success Services department, room 1600, David Adamany Undergraduate Library. The SDS office website is available at studentdisability.wayne.edu. The SDS office can also be reached by telephone at 313-577-1851 or 313-577-3365 (TTD only). Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
Title IX & Sexual Harassment:

Per federal law, the University is obligated to act on information regarding potential sex based discrimination, sexual harassment, and sexual violence. Students can visit the General Counsel’s website at generalcounsel.wayne.edu/legal/title_ix.php for additional information. Title IX violations involving university faculty and staff should be reported to Linda M. Galante, the Interim Title IX Coordinator. Linda Galante can be reached at 313-577-2268 or df0864@wayne.edu. Title IX violations involving students should be reported to Dean David Strauss, Dean of Students and Title IX Deputy Coordinator. Dean Strauss can be reached at 313-300-1965 (preferred), 313-577-1010, or ak3096@wayne.edu.

Enrollment & Withdrawal Policy

Students must adhere to the Registrar’s Academic Calendar.

Additional information regarding dropping and adding courses can be found in the Graduate Bulletin by clicking on “University Academic Offices, Services, and Regulations” and then navigating to “Dropping and Adding Courses”. Please contact the course instructor, should you require permission to withdraw from the course.

Graduate Grade Policies

Information on grade scales and policies for graduate students can be found in the Graduate Bulletin by clicking “University Academic Offices, Services, and Regulations” and then navigating to “Grades, Graduate” and “Marks, Graduate”.

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Participation Policy

Verification of course participation is a federal requirement that the University must enact in order to continue distributing federal financial aid. Faculty must confirm your participation within two weeks or an automatic administrative withdrawal (forced drop) will occur for the courses in which you are registered but for which the instructor has no indication of your participation in the first two weeks.

This policy provides the University with an opportunity to respond early to any student problems that we can assist in resolving. We will make every effort to initiate contact by the faculty member, or other advisor, to see if some assistance is needed or to see if there is anything we can do to keep you in the courses/programs.

Thus, any students who do not attend one of the first two class periods will be automatically removed from the course.

Religious Observance Policy

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.
Mission Statements

Wayne State University

Create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

College of Education

Out of the conviction that education is the means by which human circumstances can be improved, the College of Education prepares professionals who have the commitment and competence needed to help people acquire the knowledge, skills and understandings enabling them to participate in and contribute to a complex, changing society. To achieve this mission, the college is committed to excellence in teaching, research and service. These efforts are consistent with the urban mission of the college and its theme, “The Urban Educator: Reflective, Innovative, and Committed to Diversity.” We identify fully with the University’s vision to be “a pre-eminent, public, urban research university known for academic and research excellence, success across a diverse student body, and meaningful engagement in its urban community.”

The Counselor Education Program

To prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theories and current research strategies into effective practice, who are committed to respecting diversity among all people and who ascribe to the highest ethical standards and practices.
Appendix A: Prospective Course Topics

- Career counseling theories and assessments
- Pedagogy and learning theories
- Professional leadership and leadership theories
- Applying for (faculty) jobs in higher education
- Other topics, as necessary