



North Carolina Central University

"Communicating to Succeed"

"Preparing Educators for Diverse Cultural Contexts for the 21st Century"

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

MISSION

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

<http://www.nccucounseling.com>

CON 5325

Advanced Career Counseling
Summer Session 2 - 2017

Instructor: Chadwick Royal, PhD, LPCS
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Summer Office Phone: 919/530-6465
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Office Hours: No regular office hours during the summer – please email or call as needed.

Foliotek Statement:

Maintaining an electronic portfolio (i.e., 'Foliotek') is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You MUST maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. Some of the course assignments will be submitted using the test functions available in Blackboard. If this is the case, it is recommended that you either print a copy of the submission so that you can upload it to Foliotek - or maintain a digital version within something like word processing software on your own computer (copy and paste into your software).

Required Texts:

Zunker, V. (2011). Career counseling: A holistic approach (8th ed.). Pacific Grove, CA: Brooks/Cole.
 Osborn, D., & Zunker, G. (2011). Using Assessment Results for Career Development (8th ed.). Brooks/Cole.

It is possible that there are newer (and older) editions of the two books available. You may certainly purchase different editions of the texts. However, please keep in mind that sometimes the author(s) may change the order of chapters between editions. The chapter number assigned may be different than what is printed in a different edition. It will be your responsibility to make sure that you are reading the appropriate/assigned content, regardless of the chapter number.

Course Description (from Graduate Catalog):

This course will provide specialized instruction for candidates in the Career Counseling concentration of the Counselor Education Program. Candidates will be provided instruction in the foundations of career counseling and the contextual dimensions of career counseling. Knowledge and skill requirements for career counselors will be emphasized, covering the application of career information systems, research and evaluation in career counseling, and ethical and legal issues specific to career counselors.

LEARNING OUTCOMES

DEPARTMENT OF COUNSELOR EDUCATION PROGRAM Outcomes	Course(s) Covered*
The program develops counselors who can demonstrate:	
A theoretically based philosophy of practice and professional identity that responds to the needs of their clients;	CON 5200; Career: CON 5320; CON 5325; Community Agency: CON 5380; School: CON 5303
Expertise in individual, group and family work with culturally diverse clients on educational, career, social, emotional, or personal issues that impact client development in various settings across their lifespan;	Individual: CON 5371; Group: CON 5351; Family: CON 5372; Diversity: CON 5360; Development: CON 5331
Leadership ability and advocacy skills to meet client needs and remove individual and environmental barriers to development;	CON 5360; Career: CON 5320; Community Agency: CON 5380; School: CON 5303
The ability to build collaborative partnerships with stakeholders for promoting access, equity, and social justice;	CON 5360; CON 5373
The ability to utilize appropriate assessment tools and procedures;	CON 5361
The ability to consult with other professionals and administrators concerning the developmental needs of culturally diverse clients;	CON 5373; CON 5360; CON 5390
The ability to conduct and utilize research to enhance client development;	EDGR 5910; EDGR 5920; CON 5390
Knowledge, skills, and dispositions in the application of the ACA code of ethics.	CON 5371; CON 5390

CON 5325 - Student Learning Outcomes When applicable, corresponding CACREP Standards (2008-2009 Standards) are listed with each objective.	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
The student will be able to...		
Demonstrate ability to apply knowledge of program planning, needs assessment, and program evaluation to effect program modification (II, K, 8, d – old standards)	Reading, Field Experience	Field Experience Report
Demonstrate understanding of ethical and legal considerations specifically related to the practice of career counseling. (Standards for Career Counseling Programs - A.2.)	Reading, Field Experience	Field Experience Report
Demonstrate knowledge of the roles, functions and settings of career counselors, including private and public sector agencies and institutions. (Standards for Career Counseling Programs - A.3.)	Reading, Field Experience	Field Experience Report
Demonstrate understanding of policies, laws, and regulations relevant to career counseling and career development programs (e.g., ADA). (Standards for Career Counseling Programs - A.6.)	Reading, Field Experience	Field Experience Report
Demonstrate understanding of techniques of career development, career counseling, career choice, career programming, and associated information delivery. (Standards for Career Counseling Programs – C.1.)	Reading	Final Summative paper, Quizzes

Demonstrate understanding of the impact of crises, emergencies and disasters on individuals' career planning and development (Standards for Career Counseling Programs – C.3.)	Reading	Final assignment, Quizzes
Demonstrate understanding of the role of multicultural issues in career counseling (Standards for Career Counseling Programs – E.1.)	Reading	Final assignment, Quizzes
Demonstrate understanding of the role of racism, discrimination, power, privilege, and oppression in one's own life and career and those of the client (Standards for Career Counseling Programs – E.2.)	Reading	Final assignment, Quizzes
Demonstrate understanding of the sociopolitical and socioeconomic forces that impact the career opportunities of ethnic and cultural minorities, such as immigration, racism, and stereotyping (Standards for Career Counseling Programs – E.3.)	Reading	Final assignment, Quizzes
Demonstrate understanding of the changing roles of women and men and the implications that this change has on employment, education, family, and leisure (Standards for Career Counseling Programs – E.4.)	Reading	Final assignment, Quizzes
Demonstrate understanding of assessment strategies for career development and career counseling programs (Standards for Career Counseling Programs – G.1.)	Reading	Final assignment, Quizzes
Demonstrate understanding of how to choose the appropriate career assessment tools and techniques (Standards for Career Counseling Programs – G.2.)	Reading	Final assignment, Quizzes
Demonstrate understanding of bias in career assessment and interpretation (including cultural and linguistic characteristics of the client.) (Standards for Career Counseling Programs – G.3.)	Reading	Final assignment, Quizzes
Demonstrates an ability to administer, score, and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life style/development issues (Standards for Career Counseling Programs – H.1.)	Reading	Final assignment, Quizzes
Demonstrates an ability to assess conditions of the work environment (e.g. tasks, expectations, norms, and qualities of the physical and social settings) (Standards for Career Counseling Programs – H.3.)	Reading, Field Experience	Field Experience Report
Identify models of program evaluation for career counseling and development programs (Standards for Career Counseling Programs – I.2.)	Reading, Field Experience	Field Experience Report
Demonstrate understanding of basic strategies for evaluating counseling outcomes in career counseling (Standards for Career Counseling Programs – I.3.)	Reading, Field Experience	Field Experience Report
Applies relevant research findings to inform the practice of career counseling (Standards for Career Counseling Programs – J.1.)	Project research	Project
Demonstrate understanding of the resources applicable in job forecasting, planning, policy analysis, and resource allocation (Standards for Career Counseling Programs – K.2.)	Reading	Final assignment, Quizzes
Demonstrate understanding of the resources and skills that clients use in life-work planning and management (Standards for Career Counseling Programs – M.2.)	Reading	Final assignment, Quizzes
Demonstrate understanding of the community/professional resources available to assist clients in career planning, including job search (Standards for Career Counseling Programs – M.3.)	Reading, Field Experience, Project research	Project Field Experience Report

COURSE POLICIES AND EXPECTATIONS

1. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
6. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919/530-7676).
7. Do not email your work to the instructor unless specifically asked to do so by the instructor. For most assignments, if not all of them, you will use designated links within Blackboard to submit your work. Please use the Blackboard system to submit your work; email submissions will not be accepted.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the last minute to complete your work. The Blackboard system moves slowly and encounters problems from time to time. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced a technical issue. Work on things early so that you can overcome the technical problems, should they arise.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is an online class, the cancellation of university classes should not impact your coursework or assignments.
10. Extra credit opportunities are not provided in the course. What you see below are your opportunities to earn points in the course – the grade received is the grade earned.

COURSE REQUIREMENTS AND ASSIGNMENTS

Each week, you will find a "Unit" folder under the "Course Content" link within the course Blackboard site. You will be expected to complete all tasks within each unit folder. These tasks may include the following: quizzes, video lectures, videos, discussion boards, and readings, just to name a few. The tasks need to be completed by 11:59pm on the day it is due. For most, if not all, unit folders, you will have an entire week to access the content in the folder. Once a due date ends for a unit folder, and the link for it disappears, it will not be made available again. Each unit folder is treated as an equal to an in-class experience. If you miss the access to a unit folder, you need to think of it as missing a class on campus. You will need to check with a classmate to see what was missed. Quizzes can not be made up once a due date ends.

1. Readings and Short Answer Essays

There will be online, short answer/essay questions that you will need to respond to every week. Responses will be subjectively graded based on your comprehension of the question and your ability to knowledgeably respond to it. There will be no length requirement for your responses. Keep in mind that you want to give enough of a response for your instructor to be able to evaluate your comprehension and knowledge (i.e., the more detailed and knowledgeable your response, the better your grade). Your responses should be very specific - do not provide broad or generic responses.

Every assignment must be completed by 11:59pm on the day it is due. Once the due date passes for one assignment, the next assignment will be available.

Distance education classes require a fair amount of self-discipline. It will be your responsibility to remember to complete your assignments. Once the due date ends and the link disappears, it will not be made available again. Unfortunately, if you forget to complete an assignment you will be given a zero.

2. Field Experience:

You are required to visit three different career development/career counseling sites:

1. A university or community college Career Services Center (other than NC Central University's Career Center).
2. A private for-profit individual or agency that provides career counseling services.
3. A non-profit agency that provides career counseling services.

The Field Experience is an important component of the course requirements; it will be in your best interest to invest some time in ensuring that your visits will be "quality" visits. You will be responsible for researching, locating, and scheduling your visits (in other words, don't wait until the last minute to start your field experience visits). Please identify who you are and the nature of the assignment. Ask permission before going - and request if someone (a career counselor) at each site could give you a tour of their facility and be available to answer a few questions.

You will be required to submit a two-part report of your field experience. The first part will be a report of your visits; the second part will require you to apply needs assessment/program evaluation concepts to one of the locations.

Your report will be submitted using the link posted under Course Content.

In the first part, you will want to answer the following questions for each site visited:

- (a) Describe the site (layout, nature of clients served, specific programs).

- (b) What are the roles, functions, and credentials of the career counselors at the site?
- (c) What types of policies, laws, or regulations do they follow with respect to career counseling at their site?
- (d) In your opinion, how well does the site attempt to address the continuum of formal and informal career counseling? How so?
- (e) What types of training do the career counselors at the site conduct with their clients (e.g., training others about the use and application of career development programs, computer-based systems, other career-information systems).

In the second part, select one of the three sites you visited. Pick one program that they have implemented at their site and pretend that you have been asked to conduct a needs assessment and program evaluation of the program. Respond to the following items in the second part of your report:

- (a) Describe what you would do to conduct a needs assessment and program evaluation. Please be specific.
- (b) Describe the results that you might find based on your needs assessment/evaluation (hypothesize what results you might find).
- (c) Based on your hypothesized results, how might they effect program modifications for the site?

Your Field Experience Report is due by 11:59pm on the date listed in the course schedule. It will be worth 150 points. Again, this assignment will be submitted using the link found on Blackboard. Do not email any work to the instructor; use the link on Blackboard.

3. Design Project:

There are two documents that you will need to submit for the completion of the design project (job search tips handout, job interview tips handout). Both documents will be submitted using the links for the assignments found on the Blackboard course site.

a. Job Search Tips Handout

You will need to create and submit a handout (or brochure) that you would provide to a future client regarding “how to conduct a job search”. It is expected that you conduct some research to determine the current “best practices” for a job search. Essentially, your handout will contain helpful tips and strategies for a job seeker. Please do not tailor your handout/brochure to one specific field; rather, make it applicable for any or all fields. The handout that you submit should be pristine in its appearance (i.e., absolutely no errors). Submit your job search handout in an image (e.g., .jpg, .png) or .pdf format by 11:59pm on the date listed in the course schedule. This part of the project is worth 30 points.

b. Job Interview Tips Handout

You will need to create and submit a handout (or brochure) that you would provide to a future client regarding “how to approach and survive a job interview”. Like your products, it is expected that you conduct some research to determine the current “best practices” for approaching an interview and answering questions. Essentially, your handout will contain helpful tips and strategies for an interviewee. Please do not tailor your handout/brochure to one specific field; rather, make it applicable for any or all fields. The handout that you submit should be pristine in its appearance (i.e., absolutely no errors).

Submit your interviewing handout in an image or pdf format by 11:59pm on the date listed in the course schedule. This part of the project is worth 30 points.

4. FINAL ASSIGNMENT:

The final course task is to respond to prompts regarding the course objectives, but it is recommended that you begin this assignment early in the session. Each element/question will require at most around a one to three paragraph response. It is entirely possible that all areas on the summative paper will not have been directly covered during the course - and you will be expected to research the topic to an extent.

The final assignment is worth 100 points.

Grading

Weekly short answer questions	120 points
Field Experience Report	150 points
Design Project	60 points
Final Assignment	100 points
TOTAL	430 points

Grading Scale

387-430 = A
 344-386 = B
 301-343 = C
 <301 = F

Course Schedule and Readings: (subject to change by instructor)

Date	Topic	Readings	Due By 11:59pm
June 29 <i>Thursday</i> <i>Drop/Add ends July 3</i>	First Day of Classes		"Getting Started" folder Syllabus and Syllabus video review confirmation
July 6 <i>Thursday</i>	Historical Development and Some Basic Issues Integrating Career and Personal Counseling Career Counseling Intake Interview Some Career Information Resources and Learning Platforms On Being an Ethical Career Counselor	Z - Ch 1 Z - Ch 4 Z - Ch 5 Z - Ch 7 Z - Ch 8	Short Answer 1
July 13 <i>Thursday</i> <i>Deadline to withdraw is July 10</i>	Gender Issues and Dual Careers Job Loss and Transitions Career-Related Pgms for CD in Elementary School Career-Related Pgms for CD in Middle School Career-Related Pgms for CD in High School and Beyond	Z - Ch 10 Z - Ch 13 Z - Ch 15 Z - Ch 16 Z - Ch 17	Short Answer 2 Job Search Tips Handout Due
July 20 <i>Thursday</i>	A Conceptual Model for Using Assessment Results Interpreting Assessment Results Aptitude and Achievement Tests Interest Inventories Personality Inventories	O & Z - Ch 1 O & Z - Ch 2 O & Z - Ch 5 O & Z - Ch 6 O & Z - Ch 7	Short Answer 3 Job Interview Tips Handout Due
July 24 <i>Monday</i>			Field Experience Report Due
July 27 <i>Thursday</i>	Career Decision Inventories Computer-assisted Career Guidance and Online Career Assessments Card Sorts and Other Non-Standardized Assessments Combining Assessment Results	O & Z - Ch 8 O & Z - Ch 9 O & Z - Ch 10 O & Z - Ch 11	Short Answer 4
July 28 <i>Friday</i>			Final Assignment due

Additional Resources

- Bachay, J. B., & Rigby, E. T. (1997). Welcome to our school community: A career development intervention for the newcomer. *Professional School Counseling, 1*, 13-14.
- Brown, D., & Brooks, L. (Eds.). (1996). *Career choice and development* (3rd Ed.). San Francisco: Josey Bass.
- Burlew, L. D., & Morrison, J. (1996). Enhancing the effectiveness of vocational assessment in promoting lifestyle change via specific change strategies. *Measurement and Evaluation in Counseling and Development, 29*, 163-175.
- Chen, C. (2003). Integrating perspectives in career development theory and practice. *Career Development Quarterly, 51*, 203-216.
- Chung, Y. B. (2001). Work discrimination and coping strategies: Conceptual frameworks for counseling lesbian, gay, and bisexual clients. *Career Development Quarterly, 50*, 33-44.
- Chung, Y. B. (2003). Career counseling with lesbian, gay, bisexual, and transgendered persons: The next decade. *Career Development Quarterly, 52*, 78-86.
- Day, S. X., & Rounds, J. (1998). Universality of vocational interest structure among racial and ethnic minorities. *American Psychologist, 53*, 728-736.
- Gati, I., & Asher, I. (2001). Prescreening, in-depth exploration, and choice: From decision theory to career counseling practice. *Career Development Quarterly, 50*, 140-157.
- Gibson, D.M. (2005). The use of genograms in career counseling with elementary, middle, and high school students. *Career Development Quarterly, 53*, 353-362.
- Guindon, M., & Hanna, F. (2002). Coincidence, happenstance, serendipity, fate, or the hand of God: Case studies in synchronicity. *Career Development Quarterly, 50*, 195-208.
- Grimm, J. H. (1997). The college application process: Preparing high school juniors for senior panic. *The School Counselor, 44*, 312-314.
- Gysbers, N. C., & Henderson, P. (1994). *Developing and managing your school guidance program* (2nd ed.). Washington, DC: American Counseling Association.
- Harris-Bowlsbey, J. (2003). A rich past and a future vision. *Career Development Quarterly, 52*, 18-25.
- Harris-Bowlsbey, J., & Sampson, J. (2001). Computer-based career planning systems: Dreams and realities. *Career Development Quarterly, 49*, 250-260.
- Healy, C. C., & Woodward, G. A. (1998). The Myers-Briggs Type Indicator and career obstacles. *Measurement and Evaluation in Counseling and Development, 31*, 74-85.
- Herr, E. L., & Cramer, S. H. (1992). *Career guidance and counseling through the life-span*. New York: Harper Collins.
- Hershenson, D. B. (1996). Work adjustment: A neglected area in career counseling. *Journal of Counseling and Development, 74*, 442-446.
- Huebner, E., & Royal, C. (2013). Beyond self-actualization: Voluntary midlife career transitions and implications for career counselors. *Career Planning and Adult Development Journal, 29*(4), 37-44.
- Hogan, R., Hogan, J., & Roberts, B. W. (1996). Personality measurement and employment decisions. Questions and answers. *American Psychologist, 51*, 469-477.
- Jones, L. K. (1996). A harsh and challenging world of work: Implications for counselors. *Journal of Counseling and Development, 74*, 453-459.
- Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling and Development, 75*, 292-302.
- Malott, K., & Magnuson, S. (2004). Using genograms to facilitate undergraduate students' career development: A group model. *Career Development Quarterly, 53*, 178-186.
- McMahon, M., Patton, W., & Watson, M. (2003). Developing qualitative career assessment processes. *Career Development Quarterly, 51*, 194-202.
- Michelozzi, B. N. (1992). *Coming alive from nine to five* (4th ed.). London: Mayfield.
- Miner, C. U., Osborne, W. L., & Jaeger, R. M. (1997). The ability of career maturity indicators to predict interest score differentiation, consistency, and elevation. *Measurement and Evaluation in Counseling and Development, 29*, 187-201.

- Osborn, D., Peterson, G., Sampson, J., & Reardon, R. (2003). Client anticipations about computer-assisted career guidance system outcomes. *Career Development Quarterly*, 51, 356-367.
- Osipow, S. H., & Fitzgerald, L. F. (1996). *Theories of career development* (4th ed.). Boston: Allyn and Bacon.
- Peterson, N., Cortez Gonzalez, R. (2005). *The role of work in people's lives: Applied career counseling and vocational psychology* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Pope, M. (2000). A brief history of career counseling in the United States. *Career Development Quarterly*, 48, 194-211.
- Pope, M., Barret, B., Szymanski, D., Chung, Y., Singaravelu, H., McLean, R., & Sanabria, S. (2004). Culturally appropriate Career Counseling with gay and lesbian clients, *Career Development Quarterly*, 53, 157-176.
- Prediger, D. J. (1998). Is interest profile level relevant to career counseling? *Journal of Counseling Psychology*, 45, 204-211.
- Prediger, D. J. (1998). Is interest profile level relevant to career counseling? *Journal of Counseling Psychology*, 45, 204-211.
- Reardon, R. (1996). A program and cost analysis of a self-directed career decision making program in a university career center. *Journal of Counseling and Development*, 74, 280-285.
- Royal, C. (2007, April). Podcasting in career development. *Career Convergence*. Retrieved April 1, 2007 from <http://www.ncda.org/>
- Royal, C. (2009). Occupation. In American Counseling Association (Ed.) *Encyclopedia of Counseling* (p. 374). Alexandria, VA: American Counseling Association.
- Royal, C., Wade, W., & Nickel, H. (2015). Career development and vocational behavior of adults with attention deficit/hyperactivity disorder. *Career Planning and Adult Development Journal*, 31(4), 54-63.
- Royal, C. (2017, March). Defining Career Consultation. *Career Convergence*. Retrieved March 1, 2017 from http://ncda.org/aws/NCDA/pt/sd/news_article/135125/_PARENT/CC_layout_details/false
- Scott, D., Royal, C., & Kissinger, D. (2015). *Counselor as Consultant*. Thousand Oaks, CA: SAGE.
- Sharf, R. (1993). *Occupational information overview*. Pacific Grove, CA: Brooks/Cole.
- Sharf, R. (2005). *Applying Career Development Theory to Counseling* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Tang, M. (2003). Career counseling in the future: Constructing, collaborating, advocating. *Career Development Quarterly*, 52, 61-69.
- Tinsley, H. (2000). Technological magic, social change and counseling rituals: The future of career assessment. *Journal of Career Assessment*, 8, 339-350.
- Tracey, T. J. G., & Ward, J. C. (1998). The structure of children's interests and competence perceptions. *Journal of Counseling Psychology*, 45, 290-303.
- Wilkes-Hull, M., Crosswait, B. (1996). *Professional development: the dynamics of success* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Yost, E. B., & Corbishley, M. A. (1987). *Career counseling: A psychological approach*. San Francisco: Josey-Bass.
- Zunker, V.G. (2008). *Career, Work, and Mental Health: Integrating Career and Personal Counseling*. Thousand Oaks, CA: SAGE.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT DISABILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building. Students who are new to SDS or who are requesting new accommodations should contact SDS at (919) 530-6325 or sds@nccu.edu to discuss the programs and services offered by SDS. Students who are already registered with SDS may renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds and logging into **Eagle Accommodate**. Accommodations plans for law students are effective for one academic year and must be renewed every fall semester. All other students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, G-06, (919) 530-7492, studentadvocacy@nccu.edu.
- *Counseling Center*. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- *University Police Department*. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.