NCCU COUNSELING

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 - 2023

Instructor:	Chadwick Royal, PhD, LCMHCS
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Office Hours: No regular office hours during the summer – please email or call as needed.

Required Texts:

Zunker, V. (2016). Career counseling: A holistic approach (9th ed.). Pacific Grove, CA: Brooks/Cole.

Osborn, D., & Zunker, G. (2016). Using Assessment Results for Career Development (9th 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.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize cultural competence in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

CON 5325 - Student Learning Outcomes The student will be able to demonstrate/apply/identify…	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
History and development of career counseling	Reading	
Formal and informal career and work related tests and assessments	Readings, field experience	Short answer assignments; Field experience report; final assignment
Roles and settings of career counselors in private and public sector agencies and institutions	Field experience	Field experience report; final assignment
The unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues	Final assignment	Final assignment
Implications of gender roles and responsibilities for employment, education, family, and leisure	Readings	Short answer assignment; final assignment
Education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations	Readings	Short answer assignment
Resources available to assist clients in career planning, job search, and job creation	Design project; video lecture	Design projects; final assignment
Professional organizations, preparation standards, and credentials relevant to the practice of career counseling	Field experience	Field experience report
Legal and ethical considerations specific to career counseling	Reading, video recording webinar, field experience	Discussion board; field experience report; final assignment
Intake interview and comprehensive career assessment	Readings	Short answer assignments; discussion board; final assignment
Strategies to help clients develop skills needed to make life-work role transitions	Readings, Field experience	Short answer assignment; Field experience report
Approaches to help clients acquire a set of employability, job search, and job creation skills	Design project; video lecture	Design project submissions; final assignment

Strategies to assist clients in the appropriate use of technology for career information and planning	Readings, video lectures,	Short answer assignments, discussion board
Approaches to market and promote career counseling activities and services	Design project	Design project submissions
Planning, implementing, and administering career counseling programs and services	Readings, field experience	Field experience report

CACREP STANDARDS ADDRESSED IN THIS COURSE		
Standard	Assignment(s)	How the Assignment(s) Addresses the Standard
5.B.1.a. history and development of career counseling	Reading	Students are required to read the chapter "Historical Development and Some Basic Issues" (Chapter 1 of the Zunker text, A Holistic Approach to Career Counseling). This reading assignment is the very first reading assignment in the course.
5.B.1.d. formal and informal career- and work-related tests and assessments	Readings, short answer items, final assignment, field experience	Students have a required text devoted to using assessment results for career development (Osborn & Zunker, Using Assessment Results for Career Development). There are specific readings related to using assessment results (chapter 1), interpreting assessment results (chapter 2), aptitude and achievement tests (chapter 5), interest inventories (chapter 6), personality inventories (chapter 6), career decision inventories (chapter 8), computer-assisted career guidance and online career assessments (chapter 9), card sorts and other non-standardized assessments (chapter 10). Two short answer assignments (short answer assignment 3 and short answer assignment 4) and the final assignment (questions 6-9) assesses their knowledge of the content. Students are required to complete a field experience assignment, where they visit three different sites: a college or university, a for-profit agency, and a non-profit agency. One of the questions they seek to answer is: "How well does the site attempt to address the continuum of formal and informal career counseling? How so?" Students submit a report of their experience where their efforts are evaluated.
5.B.2.a. roles and settings of career counselors in private and public sector agencies and institutions	Field experience assignment and final assignment	Students complete a field experience assignment in which they are required to visit three different career development/career counseling sites: 1. A university or community college Career Services Center (other than NCCU'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. Students request to meet with a career counselor at the site and ask for a tour of the facility and the opportunity to ask some questions. Students submit a report of their experience in which they address multiple prompts/questions. One of the prompts/questions addressed is: "What are the roles, functions, and credentials of the career counselors at the site?" This field experience not only provides students an opportunity to learn the content addressed in the standard, but the report also provides a mechanism in which the standard can be assessed/evaluated. This standard is also addressed and assessed in the Final Paper Assignment (specifically, question #2).
5.B.2.c. the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues	Final assignment	As a part of the Final Paper Assignment, students must address three questions that require the student to reflect on this topic. The questions (numbers 3, 4, and 5) are: 3. *Describe your understanding of the role of racism, discrimination, power, privilege, and oppression in your own life and career and those of a potential client (no length requirement).* 4. *In two to three paragraphs, describe the sociopolitical and socioeconomic forces that impact the career opportunities of ethnic and cultural minorities, such as immigration, racism, and stereotyping.* 5. *In two to three paragraphs, identify what you believe to be the changing roles of women and men and the implications that this change has on employment, education, family, and leisure.*
5.B.2.f. implications of gender roles and responsibilities for employment, education, family, and leisure	Reading, short answer item, final assignment	This particular standard is primarily addressed and assessed within CON 5325. • Students are assigned a reading on "Gender Issues and Dual Careers" from the primary text for the course (Zunker text - Chapter 10). This is assigned in the second week (UNIT 2) of class during the summer offering. • Students answer a short answer question in UNIT 2, "What issues might be discussed with a dual career or dual earner couple?". • In the Final Paper Assignment, students must respond to the question prompt, "In two to three paragraphs, identify what you believe to be the

		changing roles of women and men and the implications that this change has on employment, education, family, and leisure." This is question #5 in the Final Paper/Assignment.
5.B.2.g. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations	Reading, short answer item	Students receive additional information (in addition to content from CON 5320) about career information resources. • In UNIT 1, students are assigned a reading from the primary text course for the course (Zunker text). The reading is chapter 7, "Some Career Information Resources and Learning Platforms". • Also in UNIT 1, students respond to the short answer question, "What are some suggestions for NCDA members on using the Internet to provide career information and planning services?". This question assesses knowledge gained from the chapter 7 (Zunker) reading mentioned above.
5.B.2.h. resources available to assist clients in career planning, job search, and job creation	Design project, final assignment, video lecture	There are a couple of large projects associated with this course that address students being familiar with (and being able to provide assistance with) career planning, job searches, and job creation. • The "Design Project" requires students to create two different documents that could be provided to a future client. One is a "Job Search Tips Handout", and the other is a "Job Interview Tips Handout". Students are requested to conduct research regarding what is considered best practices for both a job search and job interviewing – and then draft their own documents that could be disseminated and would serve as a resource to assist a future client. • In the "Final Paper/Assignment", there are two questions/prompts that assess this standard. Question 10 states, "In one to two paragraphs, identify some of the resources applicable in job forecasting, planning, policy analysis, and resource allocation". Question 11 states, "In one to two paragraphs, identify some of the community/professional resources available to assist clients in career planning, including job search." These questions assess the knowledge gained on this topic in both CON 5325 and 5320, and if there are gaps, requires the student to do a bit of research to address the prompt. • In UNIT 1, students are assigned a video lecture on resume preparation (how to prepare and edit a client's resume).
5.B.2.i. professional organizations, preparation standards, and credentials relevant to the practice of career counseling	Field experience	In the Field Experience, where students are required to visit three different sites (University or community college career services center, a private for-profit site, and a non-profit site), the students are asked to interview a career counselor at the site. One of the questions that students must ask (and address in their report) is: "What are the roles, functions, and credentials of the career counselors at the site?"
5.B.2.j. legal and ethical considerations specific to career counseling	Reading, videorecorded webinar, field experience, final assignment	This standard is addressed in several different assignments in CON 5325. • In UNIT 1, students are required to read a chapter from the Zunker text (Chapter 8). The chapter is titled, "On being an ethical career counselor". • In UNIT 3, students are required to watch a previously recorded webinar titled, "Social Media and Ethics Presentation". The recording discusses the ethical principles that would apply to counseling and social media, and the typical social media interactions in the context of these ethical principles. Guidelines and recommendations for best practices are provided. The discussion board required for this UNIT is: "What do you think about the use of social media in career counseling?" • In the Field Experience, where students are required to visit three different sites (University or community college career services center, a private for-profit site, and a non-profit site), the students are asked to interview a career counselor at the site. One of the questions that students must ask (and address in their report) is: "What types of policies, laws, or regulations to they follow with respect to career counseling at their site?" • To assess this standard in CON 5325, in the Final Assignment, one of the questions/prompts is: *"In one paragraph, specify any ethical and legal considerations specifically related to the practice of career counseling.*" It is the first question asked on the assignment.

5.B.3.a. Intake interview and comprehensive career assessment	Readings, short answer items, discussion boards, final assignment	Career Counseling students receive further information and instruction regarding intake interviews and comprehensive career assessment, specifically more in-depth instruction on many different types of assessments. • Within UNIT 1, students read a chapter from the Zunker text (Chapter 5), "Career Counseling Intake Interview". • In UNIT 3, students read chapters from the Osborn and Zunker text: "A Conceptual Model for Using Assessment Results" (chapter 1), "Interpreting Assessment Results" (chapter 2), "Aptitude and Achievement Tests" (chapter 5), "Interest Inventories" (chapter 6), and "Personality Inventories" (chapter 7). 　o Students complete the short answer 3 assignment. The short answer assignment contains the questions: 　　▪ "Is there a difference between an interest inventory and a personality inventory? If so, what distinguishes the two? If not, why not?" (question 1). 　　▪ "What is your responsibility in interpreting career assessment results?" (question 2). 　o Students are assigned a discussion board prompt, *"Interest Inventories: The most commonly used interest inventories can provide very detailed results, giving a client a list of specific jobs in which they may be interested. In your opinion, is this a good idea or a bad idea? What role does the career counselor play, if using an interest inventory?"* • In UNIT 4, students read additional chapters from the Osborn and Zunker text: "Career Decision Inventories" (chapter 8), "Computer-assisted Career Guidance and Online Career Assessments" (chapter 9), "Card Sorts and Other Non-standardized Assessments" (chapter 10), and "Combining Assessment Results" (chapter 11). 　o Students complete the short answer 4 assignment. The short answer assignment contains the following question: 　　▪ "Please provide at least three examples of online career assessments that you might consider using as a counselor. Describe the assessments – and how you would use them." (question 1). 　o Students are assigned a discussion board prompt, *"Using Career Assessments: As you read about so many different types of career assessments, what types of assessments do you think you would actually use? Why? Do you think you will use any at all? Why or why not?"* • In the Final Paper/Assignment, multiple questions (questions 6-9) attempt to assess students' learning and ability to perform career assessment. 　o Question 6: "In one to three paragraphs, describe what you have learned regarding assessment strategies for career development and career counseling programs." 　o Question 7: "In one to three paragraphs, identify how you will choose appropriate career assessment tools and techniques with future clients." 　o Question 8: "In one to three paragraphs, describe biases in career assessment and interpretation (including cultural and linguistic characteristics of the client)." 　o Question 9: "What types of career assessments do you think that you are capable of using? Critique your ability to administer, score, and appropriately report findings from career assessment instruments."
5.B.3.b. strategies to help clients develop skills needed to make life-work role transitions	Readings, short answer item, field experience	Like CON 5320, students continue some of their learning on this topic through reading and activities. • In UNIT 2, students read a chapter from the Zunker text: "Job Loss and Transitions" (chapter 13). • In the "Short Answer 2" assignment, students must address the following question: "What are some of the unintended consequences of working, and what are the implications of counseling those who have had a job loss with respect to these?". (question #2). • The Field Experience assignment requires all students to visit 3 sites in the field (a university or community college career service center, a for profit agency, and a non-profit agency). As a part of the report of their experience, students must address *"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-assisted systems, other career-information systems)?"* This particular element in the assignment allows students to inquire about what types of things actual counselors in the field provide for clients who may possibly be experiencing a transition in the moment.
5.B.3.c. approaches to help clients acquire a set of employability, job	Design project, final assignment, video lecture	• Design Project: <u>Job Search Tips Handout</u>: 　o From the syllabus: "*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*

search, and job creation skills		*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.”* • Design Project: <u>Job Interview Tips Handout</u>: o From the syllabus: *“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.”* • Final Assignment: Question 15 from the final assignment asks the student: “*In one to two paragraphs, identify some of the community/professional resources available to assist clients in career planning, including job search*”. • In UNIT 1, students are assigned the task of re-watching the resume video lecture that was first assigned for them to watch in CON 5320.
5.B.3.d. Strategies to assist clients in the appropriate use of technology for career information and planning	Reading, video lectures, short answer items, discussion board	• In UNIT 4, students are assigned a reading, “Computer Assisted Career Guidance and Online Career Assessments” – chapter 9 from the Osborn and Zunker text. • In UNIT 2, students are assigned the task of watching the video lecture, “Career Counseling and Technology”. • In UNIT 3, students are assigned the task of watching the video lecture, “Social Media and Ethics”. The lecture is specific to the practice of career counseling. • In UNIT 3, the Short Answer assignment contains at least one question on the topic. Question #3 reads, *“What is LinkedIn? How is it used? How might you help a client to use LinkedIn? Can you think of a resource that might be more useful?”* • One of the discussion boards in UNIT 3 requires students to respond to the prompt: “*What do you think about the use of social media in career counseling?”* • In UNIT 4, the short answer assignment contains one question, “Please provide at least three examples of online career assessments that you might consider using as a counselor. Describe the assessments – and how you would use them”. The length of the response requested is 750 words.
5.B.3.e. approaches to market and promote career counseling activities and services	Design project	There are a couple of assignments in CON 5325 that provide students with the experience of creating marketing and promotion materials for career counseling activities: • Design Project: <u>Job Search Tips Handout</u>: o From the syllabus: “*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.”* • Design Project: <u>Job Interview Tips Handout</u>: o From the syllabus: “*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.”*
5.B.3.g. planning, implementing, and administering career counseling programs and services	Readings, field experience	There are several readings and assignments that address this standard. • In UNIT 2, students are assigned chapters 15, 16, and 17 from the Zunker text: o Career-related Programs for Career Development in Elementary School o Career-related Programs for Career Development in Middle School o Career-related Programs for Career Development in High School and Beyond • In the Field Experience, students visit three sites (a university or community college career service center, a private for-profit site, and a non-profit site).

		There are several questions that they must address in the report that is written after their visits:
		o Describe the site (layout, nature of clients served, specific **programs**)…
		o 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….)…
		o 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 item in the second part of your report: ▪ Describe what you would do to conduct a needs assessment and program evaluation. Please be specific. ▪ Describe the results that you might find based on your needs assessment/evaluation (hypothesize what results you might find). ▪ Based on your hypothesized results, how might they effect program modifications for the site?

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 105 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 75 points.

Grading

Weekly short answer questions	120 points
Field Experience Report	105 points
Design Project	60 points
Final Assignment	75 points
TOTAL	**360 points**

Grading Scale

324-360 = A
288-323 = B
252-287 = C
<252 = F

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

Date	Topic	Readings	Due By 11:59pm
June 29 *Thursday* *Drop/Add ends July 5*	First Day of Classes	• Syllabus • Syllabus Review Video • All elements visible on website	"Getting Started" folder Syllabus and Syllabus video review confirmation
July 6 *Thursday*	Historical Development and Some Basic Issues Integrating Career and Personal Counseling Career Counseling Intake Interview The Impact of New Technology on Work, Career Development, 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 *Thursday* *Deadline to withdraw is July 10*	Gender Issues and Dual Careers Job Loss and Transitions Career-Related Pgms for CD in Elementary School Career-Related Pgms for CD is 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 *Thursday*	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 *Monday*			**Field Experience Report Due**
July 27 *Thursday*	Career Beliefs and Decision-Making 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 *Friday*			**Final Assignment due**

Additional Resources

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NCCU ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

COVID-19 HEALTH AND SAFETY REQUIREMENT FOR WEARING A FACE MASK OR OTHER FACE COVERING IN THE CLASSROOM OR OTHER INSTRUCTIONAL SETTING

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

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 ACCESSIBILITY 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 Accessibility Services (SAS) in Suite 120 in the Student Services Building.

Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU Accommodate Website at https://nccu-accommodate.symplicity/students/index.php and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

CONFIDENTIALITY AND MANDATORY REPORTING

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

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.