



North Carolina Central University
 "Communicating to Succeed"

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 I, 2013

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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.
 Bolles, R. N. (2013). *What color is your parachute?* (2013 ed.). Berkeley, CA: Ten Speed Press.

Older or newer editions of the Bolles text are acceptable (this text is updated every year).

It is possible that there are newer (and older) editions of the other 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:

Prerequisites: CON 5320. 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
<i>The student will be able to...</i>		
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 Summative paper, Quizzes
Demonstrate understanding of the role of multicultural issues in career counseling (Standards for Career Counseling Programs – E.1.)	Reading	Final Summative paper, 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 Summative paper, 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 Summative paper, 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 Summative paper, Quizzes
Demonstrate understanding of assessment strategies for career development and career counseling programs (Standards for Career Counseling Programs – G.1.)	Reading	Final Summative paper, Quizzes
Demonstrate understanding of how to choose the appropriate career assessment tools and techniques (Standards for Career Counseling Programs – G.2.)	Reading	Final Summative paper, 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 Summative paper, 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 Summative paper, 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 Summative paper, 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 Summative paper, 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. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will adversely affect the grade for that assignment or task. Do not submit any work that you have not proofread.
2. Because this course is delivered completely over the internet, you are required and responsible for reading the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions). Late assignments will not be accepted.
3. 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.
4. Read and listen/watch all material provided on the course website (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.).
5. Complete all assigned readings. You are expected to be prepared to discuss, summarize, and react to all readings. It is not acceptable to read only a portion of the class reading assignments.

6. 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 (or that your mailbox is full), then it is not the fault of the instructor.
7. 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).
8. Please do not email your work to the instructor unless specifically asked to do so. 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.
9. You are given a "window" of time to complete assignments - and you do not have 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. No accommodations are made for last minute technical problems. For example, student X waits until the last minute to complete their quiz. Student X experiences technical problems - and is unable to submit the quiz by the deadline. Student X will receive a zero for the assignment.

COURSE REQUIREMENTS AND ASSIGNMENTS

1. Readings and Short Answer Essays

There will be online, short answer/essay questions that you will need to respond to every week. If you fail to complete and click "submit" for an assignment, you will be given a zero for that assignment. The instructor is unable to read anything that you have "saved" in order to come back to later. You must click "submit". 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 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 “Assignments”.

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.

3. Project:

There are three groups of documents that you will need to submit for the completion of the project (resume review, job search tips handout, job interview tips handout). All of these documents will be submitted using the links for the Assignments found on the Blackboard course site.

a. Resume review

Please do some research (online, library, career center visit) to help you determine what the best format is for a resume. Please do not rely on what you think you know about resumes to complete this part of the project, if you did not take CON 5320 at NCCU. This assignment is intended to build upon the work that you did for the resume review assignment in CON 5320.

The resumes that you submit should be pristine in their appearance (i.e., absolutely no errors). Solicit the help of ten acquaintances.

1. Obtain digital copies of these ten individuals' resumes.
2. Review, edit, and revise their resumes (digitally, using word processing software).
3. Submit digital copies of the original versions of their resumes – as well as copies of your newly edited versions of their resumes (submitted via digital drop box). The original version should contain the word “original” at the

end of the file name. The edited versions should contain the word “edited” at the end of the file name. For example, if you were reviewing my resume (as one of your ten), you would submit two files with my name on it. One would be titled “Chad_Royal_original”....the other would be titled “Chad_Royal_edited”.

This part of the project is worth 40 points.

b. 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”. Like your resume, 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 by 11:59pm on the date listed in the course schedule. This part of the project is worth 30 points.

c. 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 via by 11:59pm on the date listed in the course schedule. This part of the project is worth 30 points.

4. **FINAL PAPER:**

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 paper is worth 100 points.

Grading

Weekly short answer questions	120 points
Field Experience Report	150 points
Project	100 points
Final Summative Paper	100 points
TOTAL	470 points

Grading Scale

423-470	= A
376-422	= B
329-375	= C
<329	= F

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

Date	Topic	Readings	Due By 11:59pm
May 21	First Day of Classes		
May 28 <small>(May 27 = Memorial Day = No "classes")</small>	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 Bolles - Ch 1-4, & 14	Short Answer 1
June 3	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 Bolles - Ch 5-6	Short Answer 2 - Job Search Tips Handout Due
June 10	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 Bolles - Ch 7-9	Short Answer 3 Job Interview Tips Handout Due
June 17	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 Bolles - Ch 13	Short Answer 4 - Resume Reviews Due
June 21			Field Experience Report due
June 25			Final paper/ report due

References

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Student Disability Services (formally Student Support Services)

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services in Suite G20 in the Student Services Building. Please contact Kesha Lee, Director at (919)530-6325 or email studentdisabilityservices@nccu.edu. If you are already registered in the office, you will need to return to the office **each semester** to review your information and receive updated accommodations.