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.

www.nccucounseling.com

Syllabus
CON 5320
Vocational Theory and Career Development
Fall 2020

Instructor:	Regina Gavin Williams, Ph.D., NCC, LCMHC
Campus Office:	2130 School of Education
Telephone:	919/530-7553 *(please feel free to call M-F during regular business hours)*
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Office Hours (virtual):	Mon. 1- 3:30 p.m.; Tue. 11 a.m. – 2 p.m.; 12- 4: 30 p.m.

You are welcome to call or stop by the office. There is a WebEX room for those who would like to meet with me virtually; the link to this room can be found on the Blackboard course site. WebEX can be accessed on a computer or mobile device.

REQUIRED TEXTS

Sharf, R. S. (2014). *Applying career development theory to counseling* (6th ed.). Pacific Grove, CA: Cengage.

Scott, D. A., & Royal, C. W. (2018). *Career counseling: An anthology of relevant career counseling research* (custom preliminary edition). San Diego, CA: Cognella/University Readers.

Association for Advanced Training in the Behavioral Sciences. (2018). National Counselor Exam Licensing Prep. Ventura, CA: Author.

We will be using the "Career Development" volume/section of the AATBS materials. If you have not yet purchased AATBS materials, you can purchase at the following link: https://behavioral-science.aatbs.com/nccu/.

For non-counseling program students who do not have AATBS materials, you can purchase the Career Development section for this course at the following link: https://aatbs.com/nccu-study-volume

As of August 2020

COURSE DESCRIPTION:

This course provides a survey of the major theories of career choice and development with demonstrations on how to translate these theories into meaningful practice in the counselor-client relationship. Candidates will demonstrate the ability to use computerized assistance guidance systems and career development techniques across the life span.

FOLIOTEK STATEMENT:

Foliotek is being replaced with Task Stream. More information will be disseminated about Task Stream as it becomes available. Task Stream is a way the School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio 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 Task Stream 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. You will receive notice if an assignment needs to be uploaded to Foliotek. Please note that some of the assignment names may be different than what appears in Foliotek.

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 5320 - STUDENT LEARNING OUTCOMES

The corresponding 2016 CACREP Standards are listed with each objective. This class serves primarily to meet the curricular expectations for one of the eight common core areas (Career Development – 2.F.4). ***The student will be able to:***	**Method for Obtaining Outcome**	**Method for Evaluation of Outcome**
• Identify and distinguish theories and models of career development, counseling, and decision making (2.F.4.a)	Lecture, Readings	Quizzes, discussion boards, final assignment
• Identify and describe interrelationships among and between work, mental well-being, relationships, and other life roles and factors (2.F.4.b)	Lecture, reading, discussion boards	Discussion boards, final assignment
• Research, identify, and apply career, avocational, educational, occupational and labor market information resources, technology, and information systems. (2.F.4.c)	Lecture, Readings, Document Research, Assessment report	Quizzes, Discussion boards, Assessment Report, Final assignment
• Describe appproaches for assessing the conditions of the work environment on clients' life experiences (2.F.4.d)	Readings, Discussion boards, resume review	Quizzes, discussion boards, assessment report, final assignment, resume review
• Apply strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (2.F.4.e)	Assessments, lectures, readings, resume and cover letter	Assessment report, resume and cover letter
• Identify and articulate strategies for career development program planning, organization, implementation, administration, and evaluation (2.F.4.f)	Lecture, Readings, discussion boards	Quizzes, final assignment
• Articulate strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (2.F.4.g)	Readings	Quizzes, Assessment report
• Identify strategies for facilitating client skill development for career, educational, and life-work planning and management (2.F.4.h)	Readings, lectures, assessments, documents	Assessment report, resume, cover letter, and resume review
• Identify and use assessment tools and techniques relevant to career planning and decision making (2.F.4.i)	Readings, Assessments	Assessment report
• Identify ethical and culturally relevant strategies for addressing career development (2.F.4.j)	Readings, discussion boards	Discussion boards, final assignment

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 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. There are no extra credit opportunities provided in the course. What you see below are your opportunities to earn points in the course – the grade received is the grade earned.

GRADED COURSE ASSIGNMENTS

Each week, you will find a numbered and dated "Unit" folder under the "Course Content" link within the course Blackboard site. You will be expected to complete all tasks within the unit folder. These tasks may include the following: quizzes, video lectures, videos, discussion boards, and readings, just to name a few. All tasks need to be completed by Tuesday, 11:59pm on the day it is due.

1. **TESTS/QUIZZES**: (200 points total for all tests/quizzes)

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

    Each quiz will be automatically scored. However, I will not provide you with the correct answers until after the deadline.

2. **DOCUMENTS**: (25 points for resume, 15 points for cover letter)

    You are required to submit a copy of (a) your resume, and (b) a sample cover letter.

    Please do not rely on what you think you know (or have learned in the past) about resumes to complete this part of the project. It is required that you watch the resume video and use a method identical to one used in the video. It has been the instructor's experience that a good number of people think they know the best way to write a resume (and many might call themselves "experts"). There is not a perfect way to write a resume, but there are certainly some common elements regarding what you shouldn't do. It is required that you follow the approach used by instructor within the Resume Preparation Webinar (found in one of the weekly units). The resume that you submit should be pristine in its appearance (i.e., absolutely no errors).

    Follow a similar process regarding the preparation of a cover letter. There will be a reading posted on cover letter development (rather than a video). Go ahead and think about an organization in which you would like to apply for work after graduation – and draft a cover letter addressed to that specific organization. You will not be asked to send this cover letter to the proposed recipient…it is only a classroom exercise. You are required to submit an error-free copy of a cover letter to the instructor.

    Submit both documents by the due date listed in the course schedule. Please note that *any* spelling or grammatical errors will drastically negatively affect your grade on this assignment. A grading rubric is available on blackboard. It is highly recommended that you take a look at the rubric (and really all assignments that have a rubric) before beginning it so that you will know exactly how it will be graded.

3. **RESUME REVIEW & REVISION:** (20 points)

    You will exchange your resume with one of your classmates, and receive theirs in return. Your task will be to review and critique your partner's resume. It is recommended that you print a hard copy of their document. Write your editorial suggestions, critiques, and comments directly on the hard copies (please be neat). If you prefer to use an electronic/digital review method (e.g., "track changes"), please be sure that you know how to save your document so that all of your comments and editorial suggestions are retained and visible to the instructor (suggestion: you may want to submit a pdf copy of your document).

In order to submit a hard copy review to the instructor, please scan your critiques and upload them into Blackboard under the link for this assignment. If you don't have access to a scanner, you may also take pictures of the pages (1 page per picture) and upload the images to Blackboard. If you prefer, you may simply submit a hard copy to the instructor on campus (using the instructor's campus mailbox). All submissions must be received by the deadline.

You will also return your critique to the author by the due date. The instructor will assign (participation) points based on your quality of review. The more thorough, serious, constructive, and professional effort you put forth in your critique, the better your grade.

REVISION: Once you receive critiques from your partner and the instructor, you will need to revise and resubmit your edited documents using feedback that you receive from your partner and the instructor. Please note that there are no points to be gained for the revision....but if you fail to revise and resubmit your resume, five points will be subtracted from your final grade for this assignment. You won't need to incorporate every suggestion made by your peer (some suggestions you may not agree with), but you will at least need to provide evidence that you considered the suggestions and made an honest effort to improve your document.

4. <u>ASSESSMENT REPORT:</u> (50 points)

Multiple online assessments will be taken over the course of the semester. Some will require you to purchase access in order to take the assessment. Links to any online assessments will be available on Blackboard. You will need to keep track of all of your responses and exchange your results from <u>all</u> of the assessments offered this semester with a fellow class member.

Your activities and assessment results should include:
- Intake Interview: Gathering Demographic and Career Information
- Self-Directed Search
- 16 Personalities
- O*Net Interest Profiler
- Career Rainbow
- Work Values Sorter

You will then draft a narrative report of your partner's assessment results that specifically addresses the following items (about your partner):

- What are the results from each assessment (i.e., report the results)?
  - <u>Suggested Heading</u>: Results

- What do the results mean from each assessment - and - what do they mean together (i.e., your interpretation)?
  - <u>Suggested Heading</u>: Interpretation

- Do you have any reason to believe that the results are not valid for this individual?
  - <u>Suggested Heading</u>: Validity

- What do you believe their results mean with respect to their future career (please provide rationale)?
  - <u>Suggested Heading</u>: Implications for Future

- What occupational resources (informational or otherwise) would you recommend to help? Why?
  - <u>Suggested Heading</u>: Occupational Resources

- What do the results implicate with respect to their education? Are there any specific education resources you would recommend? Why?
    - ◦ <u>Suggested Heading</u>: Educational Implications and Resources

- Based on what you think their career direction is (or should be), provide some detailed data and information regarding this direction with respect to the labor market.
    - ◦ <u>Suggested Heading</u>: The Labor Market

- What are your overall recommendations and predictions/prognosis?
    - ◦ <u>Suggested Heading</u>: Recommendations

A sample copy of a report will be available for review on Blackboard. Once you've finished your report, submit a copy to that person (by hard copy or email, if it is OK with that person) – and a digital copy to the instructor. A grading rubric will be available on Blackboard.

5. **<u>PARTICIPATION and ATTENDANCE</u>**: (25 points)

Your participation grade is based on your participation in all class discussions (discussion boards) and activities. This includes regularly reading what others are writing and contributing to the discussion. Contributing to a discussion is not just about responding to a discussion board prompt from the instructor. It is about communicating with your classmates and personalizing the course as much as possible. Connect (virtually) with your classmates.

If you miss any discussion boards and/or assigned assessments, then you will receive fewer participation points for this element (perhaps as many as five points for each discussion board or missed assessment...which means if you miss five or more boards and/or assessments, you will not receive any participation points). Please note that your discussion board entries must be made during their assigned weeks (not late or "after the fact") – and assessments must be taken when assigned.

Overall, you will receive a final grade based on the number of points you obtain during the semester. If you fail to complete any UNIT folder by its deadline, you will receive zero points for that UNIT's work. No make-up is provided. UNIT folders are not made available again after the deadline for the UNIT expires.

6. **<u>FINAL EXAM:</u>** (25 points)

The final exam will consist of multiple choice, fill-in-the-blank, and true-false items. Exam questions will consist of content directly taken from the AATBS text (Career Development section only). Please use your AATBS materials to complete the final exam. The link for this test will likely not be available until our final UNIT. It will not be a timed test, but you will have to complete it within one week (by the deadline).

COURSE SCHEDULE
(Instructor reserves the right to adjust the schedule and assignments)

Please complete all weekly unit tasks under "Course Content" every week

<u>*Notes:*</u> *S = Sharf text*   *SR = Scott & Royal anthology*

DATE	TOPIC	READINGS S = Sharf DJ = Duggan & Jurgens	ASSIGNMENT DUE (all due by 11:59pm)
Aug. 25	• Classes Begin		
Aug. 28 *Friday*	• Syllabus • Formal and Informal career counseling • Interrelationships among work, family, and other life roles		"Getting Started" folder Syllabus and Syllabus video review confirmation Introductions
Sep. 1 *Tuesday*	• Introduction • Career Cx History & Formal and Informal (cont'd) • *Resume development*	• S - Ch. 1 • SR – Article 3 (Ch. 2) Pope article)	UNIT 1
Sep. 8 *Tuesday*	• Trait and Factor Theory • Gathering Client Information: Career-related Assessments • Career Information Sources and Resources • Roles, functions, credentials of career counselors	• S - Ch. 2 • SR – Articles 13 & 14	UNIT 2 Intake interview due
Sep. 15 *Tuesday*	• Work Adjustment Theory • Initiating an Employment Campaign • *Beginning your own "job club"* • Standards, Competencies, and Ethics	• S - Ch. 4 • SR – Article 7	UNIT 3 Resume and Cover Letter due to instructor and partner
Sep. 22 *Tuesday*	• Holland • Program Planning, Implementation, and Evaluation • Addressing Diversity in Career Counseling	• S - Ch. 5 • SR – Articles 9 & 10	UNIT 4 Self-Directed Search due
Sep. 29 *Tuesday*	• Myers-Briggs Type Theory • Single Parents and Displaced Homemakers • Welfare-to-Work Clients • Technology-based career development applications	• S - Ch. 6 • SR – Articles 11 & 12	UNIT 5 Resume Review due 16 Personalities due
Oct. 6 *Tuesday*	• Career Development in Childhood • The Working Poor: Poverty Despite a Paycheck • Victims of Intimate Partner Violence	• S - Ch. 7 • SR – Article 17	UNIT 6

Date	Topics	Readings	Unit / Due
Oct. 13 *Tuesday* *Last day to withdraw from course is Oct. 16*	• Adolescent Career Development • Career Assessments and Interest Inventories • Displaced or Dislocated Workers • Homeless Population	• S - Ch. 8 • SR – Articles 5 & 6	UNIT 7 O*NET Interest Profiler due
Oct. 20	• Late Adolescent and Adult Career Development • The Role of Values in Career Development • Older Workers • Offenders and Ex-Offenders	• S - Ch. 9 • SR – Articles 2 & 18	UNIT 8 Resume Revisions due Career Rainbow due Work Values Sorter due
Oct. 27 *Tuesday*	• Adult Career Crises and Transitions • Lifespan needs • Physical and/or Mental Disabilities • Chemical Dependency	• S - Ch. 10 • SR – Articles 15 & 16	UNIT 9
Nov. 3 *Tuesday*	• Constructivist and Narrative Approaches to Career Development • Relational Approaches to Career Development • Veterans	• S - Ch. 11 & 12	UNIT 10
Nov. 10 *Tuesday*	• Krumboltz's Social Learning Theory • Social Cognitive Career Theory • Immigrants	• S - Ch. 13 & 14	UNIT 11
Nov. 17 *Tuesday*	• Career Decision-making Approaches • Ethical Issues in Providing Career Interventions	• S - Ch. 15 • SR – Articles 4 & 8	UNIT 12 Assessment Report
Nov. 24 *Tuesday*	• The Labor Market • Workplace Issues for the 21st Century	• SR – Article 1 AATBS Material (Career Development Section only)	UNIT 13 Final Exam

COURSE EVALUATION

Method	*Points*
Tests/quizzes	200
Documents	40
Resume Review	20
Assessment Report	50
Participation	25
Final Exam	25
TOTAL	***360***

GRADING SCALE

Point Total	*Final Letter Grade*
324-360	A
288-323	B
252-287	C
Below 252	F

ASSIGNMENT RUBRICS

Found on course Blackboard site – please refer to each rubric before beginning any written assignment.

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.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with SAS.

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. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (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. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. 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.

ADDITIONAL RESOURCES

Akpan, J., & Notar, C. E. (2012). How to writer a professional knockout resume to differentiate yourself. *College Student Journal, 46*(4), 880-891.

Alleyne, S. (2012). Your professional story: Here's how to improve your LinkedIn profile, *Black Enterprise, 43*(5), 44-46.

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.

Brott, P. E. (2005). A constructivist look at life roles. *Career Development Quarterly, 54*, 138-149.

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.

Center for Credentialing and Education (2013). *Board Certified Coach: About the BCC*. Retrieved from: http://www.cce-global.org/BCC

Center for Credentialing and Education (2013). *Global Career Development Facilitator.* Retrieved from: http://www.cce-global.org/GCDF

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.

Duggan, M. H., & Jurgens, J. C. (2007). *Career interventions and techniques: A complete guide for human service professionals*. Boston: Pearson.

Egodigwe, L. (2003). Watch out for career scams: How to discern what counselors, coaches, and consultants actually do. *Black Enterprise, 10*, 53.

Gati, I., & Asher, I. (2001). Prescreening, in-depth exploration, and choice: From decision theory to career counseling practice. *Career Development Quarterly, 50,* 140-157.

Gerstner, L. (2012). Kick-start your career. *Kiplinger's Personal Finance, 11,* 64-65.

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.

Hagevik, S. (1998). Choosing a career counseling service. *Journal of Environmental Health, 61,* 31-32.

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.

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