



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 **Spring 2025: 01**

Instructor:	Margaret Johnston Chowdhury, Ph.D., LCMHCA
Campus Office:	N/A- Please reach out to schedule meetings
Telephone:	864-483-1277 (please feel free to call M-F during regular business hours)
E-mail:	mjohnst7@nccu.edu
Office Hours:	N/A- Please reach out to schedule meetings

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.

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.

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 2024 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 – 3.D.).		
The student will be able to:	Method for Obtaining Outcome	Method for Evaluation of Outcome
• Students will demonstrate the application of career theory, techniques, and assessment. (Key Performance Indicator, Career Development, Skill)* (3.D.1)	Lecture, Readings	Resume, cover letter, and resume review*
• Identify and distinguish theories and models of career development, counseling, and decision making (3.D.1)	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 (3.D.2)	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. (3.D.3)	Lecture, Readings, Document Research, Assessment report	Quizzes, Discussion boards, Assessment Report*, Final assignment
• Describe approaches for assessing the conditions of the work environment on clients' life experiences (3.D.4)	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 (3.D.5)	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 (3.D.6)	Lecture, Readings, discussion boards	Quizzes, final assignment
• Articulate strategies for improving access to educational and occupational opportunities for people from marginalized groups (3.D.11)	Readings	Quizzes, Assessment report*
• Identify strategies for facilitating client skill development for career, educational, and life-work planning and management (3.D.9)	Readings, lectures, assessments, documents	Assessment report*, resume, cover letter, and resume review*

<ul style="list-style-type: none"> Identify and use assessment tools and techniques relevant to and postsecondary training readiness and educational decision-making (3.D.10) 	Readings, Assessments	Assessment report*
<ul style="list-style-type: none"> Identify developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities (3.D.7) 	Readings, discussion boards	Discussion boards, final assignment

* This assignment is meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate the knowledge, skills, and/or dispositions at the appropriate level you will be asked to re-do the assignment. (Phase One courses students must earn a C or better and for Phases Two and Three students must earn a grade of B or better on the designated KPI 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 Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (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 Canvas to submit your work. Please use the Canvas 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 Canvas 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.
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 Canvas 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 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 Canvas. 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 Canvas 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 Canvas. If you prefer, you may simply submit a hard copy to the instructor during class time on the date it is due. 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. **ASSESSMENT REPORT:** (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 Canvas. You will need to keep track of all of your responses and exchange your results from all 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 (or Holland Code Quiz if choosing the free option)
- 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)?
 - Suggested Heading: Results
- What do the results mean from each assessment - and - what do they mean together (i.e., your interpretation)?
 - Suggested Heading: Interpretation
- Do you have any reason to believe that the results are not valid for this individual?
 - Suggested Heading: Validity
- What do you believe their results mean with respect to their future career (please provide rationale)?
 - Suggested Heading: Implications for Future

- What occupational resources (informational or otherwise) would you recommend to help? Why?
 - Suggested Heading: Occupational Resources
- What do the results implicate with respect to their education? Are there any specific education resources you would recommend? Why?
 - Suggested Heading: 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. ◦
Suggested Heading: The Labor Market
- What are your overall recommendations and predictions/prognosis?
 - Suggested Heading: Recommendations

A sample copy of a report will be available for review on Canvas. 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 Canvas.

5. **PARTICIPATION and ATTENDANCE**: (25 points)

Your participation grade is based on your participation in all class discussions and activities.

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.

Dispositions and Participation

As a part of your attendance and participation evaluation, students are also graded regarding the following criteria:

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery
- 3) Demonstration of effective leadership skills;
- 4) Active engagement in class activities and participate as a group member; and 5) Contributions to class discussion displaying critical and creative thinking skills.

(**See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

6. **FINAL EXAM**: (25 points)

The final exam will consist of multiple choice, fill-in-the-blank, and true-false items. 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

Notes: S = Sharf text SR = Scott & Royal anthology

Due DATE	TOPIC	READINGS S = Sharf DJ = Duggan & Jurgens	ASSIGNMENT DUE (all due by 11:59pm)
Jan. 13	• Classes Begin		
Jan 14 <i>Tuesday</i>	• Syllabus • Formal and Informal career counseling Interrelationships among work, family, and other life roles		
Jan 21 <i>Tuesday</i>	• Introduction Career Cx History & Formal and Informal (cont'd) Trait and Factor Theory Gathering Client Information: Career-related Assessments <i>Resume development</i>	• S - Ch. 1 • SR – Article 3 (Ch. 2) Pope article)	UNIT 1
Jan 28 <i>Tuesday</i>	• CLASS NOT MEETING IN PERSON—please use this time to complete your intake interviews and readings.	• S - Ch. 2 • SR – Articles 13 & 14	UNIT 2 Intake interview due by 1/31 11:59pm on Canvas
Feb 4 <i>Tuesday</i>	• Work Adjustment Theory • Initiating an Employment Campaign • <i>Beginning your own "job club"</i> Standards, Competencies, and Ethics Career Information Sources and Resources Roles, functions, credentials of career counselors	• S - Ch. 4 • SR – Article 7	UNIT 3 Resume & Cover Letter due to parter and instructor
Feb 11 <i>Tuesday</i>	• Holland Program Planning, Implementation, and Evaluation Addressing Diversity in Career Counseling	• S - Ch. 5 • SR – Articles 9 & 10	UNIT 4 Self-Directed Search due

Feb 18 <i>Tuesday</i>	<ul style="list-style-type: none"> • Myers-Briggs Type Theory • Welfare-to-Work Clients • NCDA Career Resources 	<ul style="list-style-type: none"> • S - Ch. 6 • SR – Articles 11 & 12 	UNIT 5 Resume Review due 16 Personalities due
Feb 25 <i>Tuesday</i>	<ul style="list-style-type: none"> • Career Development in Childhood • The Working Poor: Poverty Despite a Paycheck • Technology-based career development applications 	<ul style="list-style-type: none"> • S - Ch. 7 • SR – Article 17 	UNIT 6
Mar 4 <i>Tuesday</i>	<ul style="list-style-type: none"> • Adolescent Career Development • Career Assessments and Interest Inventories 	<ul style="list-style-type: none"> • S - Ch. 8 • SR – Articles 5 & 6 	UNIT 7
	<ul style="list-style-type: none"> • Displaced or Dislocated Workers • Homeless Population 		O*NET Interest Profiler due
Mar 18	<ul style="list-style-type: none"> • Late Adolescent and Adult Career Development • The Role of Values in Career Development • Older Workers • Offenders and Ex-Offenders 	<ul style="list-style-type: none"> • S - Ch. 9 • SR – Articles 2 & 18 	UNIT 8 Resume Revisions due Career Rainbow due Work Values Sorter due
Mar 25 <i>Tuesday</i>	<ul style="list-style-type: none"> • Adult Career Crises and Transitions • Lifespan needs • People with Disabilities • Physical and/or Mental Disabilities • Chemical Dependency 	<ul style="list-style-type: none"> • S - Ch. 10 • SR – Articles 15 & 16 	UNIT 9
April 1 <i>Tuesday</i>	<ul style="list-style-type: none"> • Constructivist and Narrative Approaches to Career Development • Relational Approaches to Career Development • Veterans 	• S - Ch. 11 & 12	UNIT 10
April 8 <i>Tuesday</i>	<ul style="list-style-type: none"> • Krumboltz's Social Learning Theory • Social Cognitive Career Theory • Immigrants 	• S - Ch. 13 & 14	
April 15 <i>Tuesday</i>	<ul style="list-style-type: none"> • Career Decision-making Approaches • Ethical Issues in Providing Career Interventions 	<ul style="list-style-type: none"> • S - Ch. 15 • SR – Articles 4 & 8 	UNIT 12 Assessment Report

April 22 <i>Tuesday</i>	<ul style="list-style-type: none"> • The Labor Market • Workplace Issues for the 21st Century 	• SR – Article 1	UNIT 13
April 29 <i>Tuesday</i>		Course texts and materials	Final Exam

COURSE EVALUATION

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

GRADING SCALE

<i>Point Total</i>	<i>Final Letter Grade</i>
324-360	A
288-323	B
252-287	C
Below 252	F

ASSIGNMENT RUBRICS

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

UNIVERSITY POLICIES

ACADEMIC HONESTY POLICY

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one's own, another's words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information. Academic dishonesty will result in a grade of "F" in the course.

While ChatGPT and similar programs are useful tools for brainstorming and creating starting points for projects, students are not permitted to generate writing of papers or intellectual property from such programs and are required to write their own material.

ATTENDANCE VERIFICATION POLICY FROM NCCU SCHOLARSHIP AND STUDENT AID

3.3 Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least one day to confirm attendance in the course. Students who do not attend before the

census date will be dropped. After the census date (the 10th day of class), any student who misses the equivalent of two (2) weeks of class meetings or 13.3% of total instructional time (as set forth below) prior to the determined drop date for the university (as noted in the Academic Calendar) will receive an automatic grade of WA (withdrawal due to lack of attendance) at the point of the withdrawal date. This will be the final grade for the grading period. This grade will automatically be entered by the faculty member teaching the course.

Two Weeks of Instruction equates to the following:

- M/W/F Classes: 6 total absences
- M/W or T/R Classes: 4 total absences
- Classes that meet once a week: 2 total absences

*Special consideration must be granted if a student has accommodations as required by the Americans with Disabilities Act based on a documented disability or another documented need. Special consideration may be granted if a student is absent or late due to the student's participation in a university-sponsored program or event.

3.4 After the University's established withdrawal date, as noted in the Academic Calendar, a student will earn the letter grade commensurate with his/her/their course performance. The student's final grade will be based on the student's performance and participation, to include attendance as noted in the instructor's syllabus. A faculty member may incorporate points for class participation or online synchronous or asynchronous class participation (i.e., CANVAS, CANVAS Collaborate, Zoom) as they deem appropriate based on the nature of the course content and delivery.

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 in need of support for personal conditions (i.e. neurodiversity, psychosocial & physical diagnosis, and/or medical conditions) can request reasonable accommodations under the Americans with Disabilities Act through 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 available programs and services. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by logging into the Eagle Accommodate Student Portal here: <https://nccu-accommodate.symplicity.com> Students can also find the Eagle Accommodate System in the MyEOL portal.

Students are expected to renew previously granted accommodations prior to 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 misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct 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 https://cm.maxient.com/reportingform.php?NCCentralUniv&layout_id=15.

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 (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, Suite 236, (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.

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.

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 919530-5000 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), 4446.
- 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.
- Healy, C. C., & Woodward, G. A. (1998). The Myers-Briggs Type Indicator and career obstacles. *Measurement and Evaluation in Counseling and Development*, 31, 74-85.
- Herr, E. L., & Cramer, S. H. (1992). *Career guidance and counseling through the life-span*. New York: Harper Collins.
- Hershenson, D. B. (1996). Work adjustment: A neglected area in career counseling. *Journal of Counseling and Development*, 74, 442-446.
- Huebner, E., & Royal, C. (2013). Beyond self-actualization: Voluntary midlife career transitions and implications for career counselors. *Career Planning and Adult Development Journal*, 29(4), 3744.
- Hogan, R., Hogan, J., & Roberts, B. W. (1996). Personality measurement and employment decisions. Questions and answers. *American Psychologist*, 51, 469-477.
- Jones, L. K. (1996). A harsh and challenging world of work: Implications for counselors. *Journal of Counseling and Development*, 74, 453-459.
- Koortzen, P., & Oosthuizen, R. M. (2010). A competence executive coaching model. *South African Journal of Industrial Psychology*, 36(1), 1-11.
- Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling and Development*, 75, 292-302.
- LinkedIn. (2013, January 9). *LinkedIn reaches 200 million members worldwide*. Retrieved from: <http://press.linkedin.com/News-Releases/165/LinkedIn-reaches-200-million-members-worldwide>
- Malott, K., & Magnuson, S. (2004). Using genograms to facilitate undergraduate students' career development: A group model. *Career Development Quarterly*, 53, 178-186.
- McMahon, M., Patton, W., & Watson, M. (2003). Developing qualitative career assessment processes. *Career Development Quarterly*, 51, 194-202.

- Michelozzi, B. N. (1992). *Coming alive from nine to five* (4th ed.). London: Mayfield.
- Miner, C. U., Osborne, W. L., & Jaeger, R. M. (1997). The ability of career maturity indicators to predict interest score differentiation, consistency, and elevation. *Measurement and Evaluation in Counseling and Development*, 29, 187-201.
- National Career Development Association. (2009, October 2). Career Counseling Competencies. *Career Convergence*, Retrieved from:
http://ncda.org/aws/NCDA/pt/sd/news_article/37798/_self/layout_ccmsearch/true
- Niles, S., & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century* (4th ed.). Upper Saddle River, NJ: Pearson.
- Norman, K. (2012). Industry tips to a perfect resume, irresistible cover letter, and stand-out interview, *Applied Clinical Trials*, 5, 10.
- Osborn, D., Peterson, G., Sampson, J., & Reardon, R. (2003). Client anticipations about computer-assisted career guidance system outcomes. *Career Development Quarterly*, 51, 356-367.
- Osipow, S. H., & Fitzgerald, L. F. (1996). *Theories of career development* (4th ed.). Boston: Allyn and Bacon.
- Peterson, N., Cortez Gonzalez, R. (2005). *The role of work in people's lives: Applied career counseling and vocational psychology* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Pope, M. (2000). A brief history of career counseling in the United States. *Career Development Quarterly*, 48, 194-211.
- Pope, M., Barret, B., Szymanski, D., Chung, Y., Singaravelu, H., McLean, R., & Sanabria, S. (2004). Culturally appropriate Career Counseling with gay and lesbian clients, *Career Development Quarterly*, 53, 157-176.
- Prediger, D. J. (1998). Is interest profile level relevant to career counseling? *Journal of Counseling Psychology*, 45, 204-211.
- Reardon, R. (1996). A program and cost analysis of a self-directed career decision making program in a university career center. *Journal of Counseling and Development*, 74, 280-285.
- Royal, C. (2007, April). Podcasting in career development. *Career Convergence*. Retrieved April 1, 2007 from
<http://www.ncda.org/>
- Royal, C. (2017). Defining career consultation. *Career Convergence*. Retrieved March 1, 2017 from
<http://www.ncda.org/>
- Royal, C., Wade, W., & Nickel, H. (2015). Career development and vocational behavior of adults with attention deficit/hyperactivity disorder. *Career Planning and Adult Development Journal*, 31 (4), 5463.
- Scott, D., Royal, C., & Kissinger, D. (2014). *Counselor as consultant*. Thousand Oaks, CA: SAGE.
- Sharf, R. (1993). *Occupational information overview*. Pacific Grove, CA: Brooks/Cole.
- Tang, M. (2003). Career counseling in the future: Constructing, collaborating, advocating. *Career Development Quarterly*, 52, 61-69.
- Tinsley, H. (2000). Technological magic, social change and counseling rituals: The future of career assessment. *Journal of Career Assessment*, 8, 339-350.
- Tracey, T. J. G., & Ward, J. C. (1998). The structure of children's interests and competence perceptions. *Journal of Counseling Psychology*, 45, 290-303.
- Wilkes-Hull, M., & Crosswait, B. (1996). *Professional development: the dynamics of success* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Yost, E. B., & Corbishley, M. A. (1987). *Career counseling: A psychological approach*. San Francisco: Josey-Bass.