

# Prospective FCD Student Package



## Facilitating Career Development

*NCDA Facilitating Career Development Training provides individuals with relevant skills and knowledge to assist others in planning careers and obtaining meaningful work.*

<http://www.dreams-goals.com/front-page/fcd/>

*Training You to Help Them*



Presented by:

**Kathleen E. High**, M.Ed.,  
MBTI & Strong Certified Administrator  
Certified Career Services Professional  
Facilitating Career Development - Instructor  
Independent Education/Career Consultant

***Your Dreams & Goals***  
<http://www.dreams-goals.com>



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<https://www.linkedin.com/in/kathleenhigh1/>

## **Documents Included:**

- FCD Flyer
- FCD Class Syllabus
- So How Do Find and Get Your Dream Job? /
- Different Types of Counselors
- FCD Student – Terms of Agreement
- FCD Student Manual Options
- FCD Student Profile
- FCD Next Steps

# National Career Development Association

## Facilitating Career Development

### Benefits for Service Professionals in Different Workplace Settings

The Facilitating Career Development Curriculum, based on 12 essential career development competencies, equips practitioners providing career assistance in a variety of settings with foundational knowledge and skills. Provided by nationally trained and qualified instructors, the program consists of a minimum of 120 hours of coursework and professional development.

#### Facilitating Career Development and Your Service to Others - Your Return on

##### **Recertification**

Earn up to 120 hours of professional development to apply towards teacher or counselor recertification. \*

\*Refer to your state/local recertification requirements.

##### **Flexible scheduling**

Instructors offer courses in hybrid (face to face and on-line) or fully on-line formats beginning at a variety of times throughout the year including the summer months.

##### **New Connections**

Make new connections through face to face interaction or video conferencing with your instructor and other course participants.

##### **Career and Labor Market Information**

Understand how to apply labor market and occupational information and workplace trends to connect with business and industry.

##### **On-line Learning**

On-line facilitated modules and high quality curriculum materials provide depth and breadth of training.

##### **Career Assessment**

Become aware of effective and ethical practices for career-related assessment with students.

##### **Career Theory**

Understand foundational models for lifelong development, age-appropriate goals and career-related activities.

##### **Career Planning**

Learn to collaborate with colleagues to create academic and career planning processes for students and families.

##### **Helping Skills**

Practice effective listening skills. Encourage problem solving and motivational discussions with students and parents.

##### **Employability Skills**

Learn how to incorporate educational and career readiness components into school curriculum and activities.

##### **Ethical Code**

Develop awareness of ethical codes and standards that apply to the delivery of career services in school settings.

##### **Diversity**

Recognize how to adapt career services to meet the needs of various groups who receive your services.

#### Key Topics in Facilitating Career Development Courses

1

Helping and Planning

2

Employment Skills

3

Assessment

4

Using Information

5

Ethics and Diversity

## NCDCA's Facilitating Career Development Training Program

### Who Should Consider Taking This Program?

Individuals, who work in a variety of settings that assist people who face career-transition issues, would benefit from this training. Understanding the career development process, and how the population you serve is affected by it, will help you to help them more effectively.

Anyone who wants to work with individuals in the following settings:

- Education (Higher Education and K-12): Faculty, counselors, and support staff who address career-related, major selection, course-work selection, and/or job-search issues with their students
- Government: Federal, state, county, and city government entities and their employees that serve populations dealing with education, career, professional development, or transition issues
- Military personnel: education, job search, career and transition counselors and support staff
- Workforce development: Career advisors, workshop presenters, business services liaisons, administrators and support staff
- Business and private practice: Human resources professionals, financial planners, lawyers, mental health counselors, life coaches, and their support staff
- Non-profit organizations: Non-profit organizations and their employees that serve populations dealing with education, career, or transition issues
- Faith-based communities: Pastors, clergy, youth leaders, lay counselors, spiritual directors, and mentors who deal with adults and young adults regarding college and career transition issues

### Curriculum Tailored to Your Individual Learning Goals:

The current edition (4th) includes optional chapters for participants who work with the following:

- Business Services and Employer Relations
- Clients with Disabilities
- Clients who are justice involved
- K-12 Students
- Workforce and Career Development History

#### **Additional Options from Instructor:**

1. Higher Education
2. Working with the unemployed, college-educated, and/or experienced professionals
3. Faith-based settings and individuals
4. Instructor will work with participants to develop unique, optional modules to address participant's individual learning goals.



### Instructor: Areas of Expertise and Experience

- Higher Education
- Workforce Development
- Private Practice
- Faith-Based Communities

Kathleen E. High, M.Ed., CCSP, MBTI & Strong Certified, FCD- Instructor

Contact: [kehigh@dreams-goals.com](mailto:kehigh@dreams-goals.com)

<http://www.dreams-goals.com/front-page/fcd/>



## **Facilitating Career Development (FCD)**

By: National Career Development Association (NCDA)

### **Course Syllabus**

**Kathleen E. High, CCSP, FCD-Instructor**

### **Course Description**

NCDA Facilitating Career Development training provides individuals with relevant skills and knowledge to assist others in planning careers and obtaining meaningful work. Students will receive training in each of the 12 career development competencies. The training models hands-on and interactive teaching methods and provides opportunities to interact with colleagues from a variety of work settings. Successful completers of the program are eligible to apply for the NCDA's Certified Career Services Provider credential. Individuals who possess a master's degree or higher in counseling can apply for the [Certified Career Counselor \(CCC\)](#) credential. [See webpage for more information.](#)

Topics covered include: Career resources and labor market information, Career planning processes, Basic helping and facilitation skills, Career development models and theories, Informal and formal assessment approaches and validity research, Diversity and specific population needs, Development and continuous improvement of an effective career resource center, Training others and program promotion, Case management and referral skills, Ethical and scope-of-practice issues, Professional and resource portfolios, Cutting-edge job search techniques.

Since this program is designed to train individuals who work in a variety of settings, it is customizable to the learner's specific goals. Students will have an opportunity to choose from one of the following options based on their unique goals:

- Business Services and Employer Relations
- Career Services for Clients with Disabilities
- Career Development Services for Clients Who Are Justice-Involved
- Career Services for K-12 Students
- Workforce and Career Development
- Higher Education
- Working with the Unemployed
- Faith-based Settings and Individuals
- Custom: Instructor and student-designed module which addresses participant's unique learning goals

### **Textbook:**

#### **Facilitating Career Development Student Manual. (4<sup>th</sup> Edition)**

National Career Development Association

Text will be provided by the instructor and is included in the cost of tuition. Students have the option of purchasing hard-copy or PDF versions of the manual on their own. Tuition price will be reduced for students who choose to purchase their own copy of the manual.

## Instructor Contact Information

**Kathleen E. High**, M.Ed., CCSP, FCD Instructor

*Your Dreams & Goals*

P.O. Box 1126

Chino Hills, CA 91709

[www.dreams-goals.com](http://www.dreams-goals.com)

<http://www.dreams-goals.com/front-page/fcd/>

Email: [kehigh@dreams-goals.com](mailto:kehigh@dreams-goals.com) \*preferred

(909) 472-7362: Cell



## Course Objectives

- Gain an understanding of your personality, interests, skills, values, and how these relate to occupational options.
- Become familiar with key career development theories
- Enhance your knowledge of the world of work.
- Identify strategies to assist others with developing lifelong skills associated with career decision making and career management.
- Develop techniques to assist others with making appropriate occupational choices and set realistic occupational/educational goals to include identifying the student’s client’s needs, strengths, and barriers.
- Define the helping skills (including attending, listening, reflecting, and encouraging) and apply the skills in an interview setting.
- Explain how to help students. establish long and short-term goals and use them as the basis of an action plan; cite methods used to assist the client to accomplish the plan.
- Describe different ways to facilitate career development via groups
- To gain the ability to explain the relationship between theory and assessment.
- Describe the importance of a professional code of ethics and determine which codes apply to Career Development Professionals.
- Describe methods that Career Development Professionals can use to decide if they are operating outside the limits of their knowledge and assigned scope of work and apply them to specific cases.
- Identify the multicultural characteristics of the American Workforce and its trends.
- Describe the characteristics that a culturally competent person uses in working with career clients.
- Critically evaluate career information and technological literacy
- Identify components of the job search process.
- List and describe the 12 steps of the program development process.

## Competencies

1. **Helping Skills:** Be proficient in the basic career facilitating process while including productive interpersonal relationships.
2. **Labor Market Information and Resources:** Understand labor market and occupational information and trends. Be able to use current resources.

3. **Assessment:** Comprehend and use (under supervision) both formal and informal career development assessments with emphasis on relating appropriate ones to the population served.
4. **Diverse Populations:** Recognize special needs of various groups and adapt services to meet their needs.
5. **Ethical and Legal Issues:** Follow the NCDA Code of Ethics and know current legislative regulations.
6. **Career Development Models:** Understand career development theories, models, and techniques as they apply to lifelong development, gender, age, and ethnic background.
7. **Employability Skills:** Know job search strategies and placement techniques, especially in working with specific groups.
8. **Training Clients and Peers:** Prepare and develop materials for training programs and presentations.
9. **Program Management/Implementation:** Understand career development programs and their implementation, and work as a liaison in collaborative relationships.
10. **Promotion and Public Relations:** Market and promote career development programs with staff and supervisors.
11. **Technology:** Comprehend and use career development computer applications.
12. **Consultation:** Accept suggestions for performance improvement from consultants or supervisors.

## Hours

This course covers twelve competencies outlined by the National Career Development Association. A minimum of 120 hours of instruction time is required. In recognition of busy, working schedules, we have created a class that reduces the in-class time, covering about 24 hours of “live” instruction time. The remaining instructional time includes 96 hours of introspection and personal application, on-line discussions, web postings and emailing, viewing videos, reading text and online resources, and fieldwork hours visiting career centers and career websites, interviewing practitioners, and practicing skills in your own workplace.

**NOTE:** A minimum of 24 hours is required in a face-to-face format. This includes the possibility of using a two-way interactive, synchronous communication tools such as Zoom, Skype, Facetime or similar technology for some of those hours.

**At least four hours face-to-face hours will happen at the start of class. Actual in-person face-to-face time to be arranged.**

## Additional Requirements

Successful completion of this hybrid class requires students to have minimum skills, hardware, software and Internet connection to be able to complete assignments. Technological requirements may include email, videotaping (including sound) of up to 20 minutes, printing, = uploading large electronic files, and video conferencing. The Student will have the following computer programs installed and available to use: Adobe Acrobat Reader, Windows Media Player, Real Player, Microsoft Word, PowerPoint and Zoom. Actual class content will be housed and accessed through web-based Canvas Learning Management System (LMS).

NOTE: All CCSP applicants must complete the design of a career related program (Competency #9) and instructors must verify the completion of it.

## Attendance Policy

Attendance is required. You must attend each live session in order to successfully complete this course. We understand that an emergency may arise, and we will work with you to ensure success in the course, however, you may be asked to attend a make-up session for any missed class. This may require payment of a rescheduling fee. All students will be expected to complete all assignments on time regardless of missed sessions and be prepared to discuss information in class.

All assignments must be completed to receive the Certificate of Completion. If a class cannot be attended, the student must make up that session at a future CFD training course in order to receive your Certificate of Completion. Ask your instructor for information on re-registration: a \$50 fee will be assessed.

## Schedule

Week #	Chapter #	Description	NCEA Competencies Covered
1	1	Developing a Helping Relationship	#1, #9, #12
2	2	Training and Leading Groups	#8, #1, #12
3	3	Career Development Theory and Its Application	#6, #3, #2, #1, #11, #12
4	4	The Role of Assessment in Career Planning	#1, #2, #3, #5, #6
5	5	Ethics and the Career Services Provider	#5, #1, #12
6	6	Providing Career Services to Multicultural Populations	#4, #1, #2, #12
7	7	The Role of Career Information and Technological Resources in Career Planning	#2, #11, #7, #5
8	8	Job Seeking and Employability Skills	#7, #2, #11, #8
9	9	Designing and Implementing Career Planning Services	#9, #10, #2, #12
10	Optional	<p><b><u>Choose One of the Following:</u></b></p> <ul style="list-style-type: none"> <li>• Ch. 10: Business Services and Employer Relations</li> <li>• Ch. 11: Career Services for Clients with Disabilities</li> <li>• Ch. 12: Career Development Services for Clients Who Are Justice-Involved</li> <li>• Ch. 13: Career Services for K-12 Students</li> <li>• Ch. 14: Workforce and Career Development</li> </ul> <p style="text-align: center;">- Or -</p> <p><b><u>Instructor-Provided Options:</u></b></p> <p><b>1. Higher Education</b></p>	<p><b><u>Ch.10:</u></b> #1, #7, #8, #9, #10</p> <p><b><u>Ch. 11:</u></b> #1, #8, #6, #5, #11, #9</p> <p><b><u>Ch. 12:</u></b> #1, #12, #2, #3, #5, #7, 9</p> <p><b><u>Ch. 13:</u></b> #1, #2, #3, #4, #6, #7, #9, #10</p>



Week #	Chapter #	Description	NCDA Competencies Covered
		<p><u>2.</u> Working with the Unemployed</p> <p><u>3.</u> Faith-based settings and individuals</p> <p><u>4.</u> Custom: Instructor and student- designed module which addresses participant’s unique learning goals.</p>	<p><u>Ch. 14:</u> #1, #3, #6, #8, #9</p> <p><b><u>Instructor-provided:</u></b></p> <p><u>1.</u> #2, #4, #6, #11</p> <p><u>2.</u> #1, #4, #6, #7</p> <p><u>3.</u> #1, #4, #5, #6, #12</p> <p><u>4.</u> TBD</p>

## Grading

All assignments must be completed with a “P” Passing grade and must be completed on time.

## FCD Course is Required to Apply for the Following Credentials:

Individuals who successfully complete the Facilitating Career Development program can apply for the following credentials.

- **Certified Career Services Provider (CCSP):** Apply through the National Career Development Association. (*Available to all program completers.*)
- **Global Career Development Facilitator (GCDF):** Apply through the Center for Credentialing & Education.
- **Certified Career Counselors (CCC):** Individuals with specified master’s degrees or higher in counseling, and who complete the FCD course, can apply through the National Career Development Association.

Holders of the CCSP (or higher) credential will be eligible to sign up for the NCDA’s national registry of career services providers. Additional fees apply.

## Refund Policy

All requests for refunds must be received, in writing. Email is preferred. Requests more than 6 weeks before class begins, 100% refund. Less than 6 weeks, refund of 50% of total cost of the class. Once class begins, there will be no refunds.

## ADA Statement

**Special Needs:** If you are a student with special needs or a disability, please contact me as soon as possible to discuss what accommodations will aid you in the learning process.



# So How Do You Find and Get Your Dream Job or Career?

*It's a process and journey that only you can take*

## **Phase 1: Self Awareness** (*Getting to know yourself*)

- **Personality** (How you are wired will affect how you respond to the world and your job.)
- **Abilities** (What you do well and don't do well will impact your success at what you attempt to do.)
- **Interests** (What are your passions that fuel your motivation?)
- **Values** (What is important to you will affect your choices and your success. )
- **Skills** (What do you want to do?)
  - **Technical** (What skills do you want to use to do a specific job?)
  - **Transferrable** (What skills do you want to take with you from job to job and career to career?)
- Preferred **Learning Styles** (How you best learn will affect your success.)
- **Life Patterns** (What do the patterns and themes of your life reveal? Seek freedom, knowledge, security, peace, support, etc.)



## **Phase 2: Options Exploration** (*What options are good for you based on who you are?*)

- **Explore** your options (What kinds of jobs reflect your personality, abilities, interests, values, skills, and learning styles?)
  - What kind of working environments fit you? (Stable, hands-on, adventurous, creative, nurturing, goal-oriented, etc.)
- **Research** your options (Learn about your choices)
  - What is the job like? (Skills and education needed, working conditions, labor market trends, positive and negative traits)
- **Education** — How much schooling is required to get this job? (H.S. Diploma, Certificate, AA, BS, MS, Ph.D., etc.)
  - What schools offer this kind of education / training? (Colleges, universities, trade schools, etc.)
  - What subjects will you need to study and what skills do you need to learn? (Business, social science, biology, art, etc.)
  - How do you prepare for this education / training program? (Prep classes, entrance exams, references, etc.)

## **Phase 3: Reflection** (*What do you think of this information?*)

- How well does this goal **reflect you**? (Well, not at all, somewhat)
- What are the **good things** about this goal? (Rewarding career, good pay, stable outlook, etc.)
- What are the **negative things** about this goal? (High stress and burn out, unstable opportunities, too much education, etc.)
- What is your **response** to what you learned? (How is your “inner voice” speaking to you? Yes, No, or Maybe, etc.)
- What are your **next steps**? (Set goals, create an education plan, develop job search skills, identify new prospects, etc.)
- **Seek help** from education and/or career counselors /advisors (Professionals who can help you make wise choices)
- **Revise goals** as appropriate (New and relevant information, good opportunities, changes in labor market trends, etc.)

## **Phase 4: Decision Implementation** (*Setting long-term and short-term goals*)

- **Education**
  - Set your **educational goals** (What do you want to learn, where do you want to go to school, highest level to pursue)
  - Identify what you **need to do** to get in (Take assessments and prep classes, provide transcripts, biography, etc.)
  - Develop an **education plan** (Identify classes you need to take and the order in which you need to take them)
  - **Succeed** in school (Develop good study habits, seek professional help, find support, learn to navigate helpful resources)
- **Career**
  - **Identify** Entry-Level and Transition jobs that will prepare you for your dream job (While you are still learning)
  - Develop good **Job-Search Skills** (Finding leads, networking, resumes, on-line presence, interviewing, and negotiating, etc.)
  - Get **Entry-Level Job** (While you are still learning)
  - Identify **Transition Jobs** (While you are still in your Entry-Level job)



## **Phase 5: Re-evaluation & Renegotiation** (*Respond to life by revising plans as needed while on your journey*)

- **Re-evaluate**—What have you learned about your self and your goals based on what happened?
- **Renegotiate** — Set and achieve new goals based on re-evaluation of self and circumstances

# Different Types of Counselors:

*Some Overlapping Skills, but Differing Specializations*  
(Get the right help from the right person at the right time)

<p><b>Phase 1: Self Awareness</b> (<i>Getting to know yourself</i>) ▲▲▲</p> <ul style="list-style-type: none"> <li>• <b>Personality</b> (How you are wired will affect how you respond to the world and your job.)</li> <li>• <b>Abilities</b> (What you do and don't do well will impact your success at what you attempt to do.) ▲</li> <li>• <b>Interests</b> (What are your passions that fuel your motivation?) ▲</li> <li>• <b>Values</b> (What is important to you will affect your choices and your success. ) ▲</li> <li>• <b>Skills</b> (What do you want to do?) ▲ <ul style="list-style-type: none"> <li>• <b>Technical</b> (What skills do you want to use to do a specific job?)</li> <li>• <b>Transferrable</b> (What skills do you want to take with you from job to job and career to career?) ▲</li> </ul> </li> <li>• Preferred <b>Learning Styles</b> (How you best learn will affect your success.) ▲</li> <li>• <b>Life Patterns</b> (What do the patterns and themes of your life reveal? Seek freedom, knowledge, security, peace, etc.) ▲▲▲▲</li> </ul>	<p><b>Legend:</b></p> <ul style="list-style-type: none"> <li>Career Counselor ▲</li> <li>Education/Academic Counselor ▲</li> <li>Rehabilitation Counselor (DSS) ▲</li> <li>Career Coach (Job Search) ▲</li> <li>Mental Health Counselor ▲</li> <li>Faith-based Skilled Helpers ▲</li> <li>Financial Aid Counselors/CFPs ▲</li> <li>▲ = Overlapping specializations</li> </ul>
<p><b>Phase 2: Options Exploration</b> (<i>What options are good for you based on who you are?</i>)</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> your options (What kinds of jobs reflect your personality, abilities, interests, values, skills, and learning styles?) ▲ <ul style="list-style-type: none"> <li>• What kind of working environments fit you? (Stable, hands-on, adventurous, creative, nurturing, goal-oriented, etc.)</li> </ul> </li> <li>• <b>Research</b> your options (Learn about your choices) ▲ <ul style="list-style-type: none"> <li>• What is the job like? (Skills and education needed, working conditions, labor market trends, positive and negative) ▲</li> </ul> </li> <li>• <b>Education</b> — How much schooling is required to get this job? (H.S. Diploma, Certificate, AA, BS, MS, Ph.D., etc.) ▲ <ul style="list-style-type: none"> <li>• What schools offer this kind of education / training? (Colleges, universities, trade schools, etc.) ▲▲</li> <li>• What subjects will you need to study and what skills do you need to learn? (Business, social science, biology, art, etc.) ▲</li> <li>• How do you prepare for this education / training program? (Prep classes, entrance exams, references, etc.) ▲▲</li> </ul> </li> </ul>	
<p><b>Phase 3: Reflection</b> (<i>What do you think of this information?</i>) ▲</p> <ul style="list-style-type: none"> <li>• How well does this goal <b>reflect you?</b> (Well, not at all, somewhat)</li> <li>• What are the <b>good things</b> about this goal? (Rewarding career, good pay, stable outlook, etc.) ▲</li> <li>• What are the <b>negative things</b> about this goal? (High stress and burn out, unstable opportunities, too much education, etc.) ▲</li> <li>• What is your <b>response</b> to what you learned? (How is your “inner voice” speaking to you? Yes, No, or Maybe, etc.)</li> <li>• What are your <b>next steps?</b> (Set goals, create an <b>education plan</b>, <b>develop job search skills</b>, <b>identify new prospects</b>, etc.) ▲▲▲</li> <li>• <b>Seek help</b> from <b>education</b> and/or <b>career</b> counselors /advisors (Professionals who can help you make wise choices) ▲</li> <li>• <b>Revise goals</b> as appropriate (New and relevant information, good opportunities, changes in labor market trends, etc.) ▲</li> </ul>	
<p><b>Phase 4: Decision Implementation</b> (<i>Setting long-term and short-term goals</i>)</p> <ul style="list-style-type: none"> <li>• <b>Education</b> <ul style="list-style-type: none"> <li>• Set your <b>educational goals</b> (What do you want to learn, where do you want to go to school, highest level to pursue) ▲</li> <li>• Identify what you <b>need to do</b> to get in (Take assessments and prep classes, provide transcripts, biography, etc.) ▲▲</li> <li>• Develop an <b>education plan</b> (Identify classes you need to take and the order in which you need to take them) ▲</li> <li>• <b>Succeed</b> in school (Develop good study habits, seek professional help, find support, learn to navigate helpful resources) ▲</li> </ul> </li> <li>• <b>Career</b> <ul style="list-style-type: none"> <li>• <b>Identify</b> Entry-Level and Transition jobs that will prepare you for your dream job (While you are still learning)</li> <li>• Develop good <b>Job-Search Skills</b> (Leads, networking, resumes, on-line presence, interviewing, and negotiating, etc.) ▲▲</li> <li>• Get <b>Entry-Level Job</b> (While you are still learning)</li> <li>• Identify <b>Transition Jobs</b> (While you are still in your Entry-Level job) ▲▲</li> </ul> </li> </ul>	
<p><b>Phase 5: Re-evaluation &amp; Renegotiation</b> (<i>Respond to life by revising plans as needed while on your journey</i>)</p> <ul style="list-style-type: none"> <li>• <b>Re-evaluate</b>—What have you learned about your self and your goals based on what happened? ▲▲▲▲</li> <li>• <b>Renegotiate</b> — Set and achieve new goals based on re-evaluation of self and circumstances ▲▲▲▲</li> </ul>	



## Facilitating Career Development (FCD) Class Student - Terms of Agreement

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

This agreement describes the relationship between the following two parties:

**(INSTRUCTOR)**

Kathleen E. High, M.Ed., CCSP, FCD-I  
P.O. Box 1126  
Chino Hills, CA 91709  
(909) 472-7362 (Mobile)  
[www.dreams-goals.com](http://www.dreams-goals.com)

**(STUDENT):**

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

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**Instructor:**

1. Instructor will provide the Student with the online course in Canvas LMS system, a copy of the 4<sup>th</sup> Edition of “Facilitating Career Development” student manual, and course syllabus before the start of the class.
2. Instructor will, at all times, act in the best interest of the Student and his/her needs and goals.
3. Instructor will keep Student’s information confidential, except where required by law, or if outside consultation from other professionals is necessary.
4. Instructor’s recommendations and actions will take into consideration Students’ out-of-pocket expenses and budget concerns, thus striving to minimize costs incurred by the Student.
5. Instructor will provide, at her discretion, assessments and learning opportunities for the Student that will be designed based on the Student’s individual needs, stated goals, and preferred learning style(s).
6. Instructor agrees to abide by the ethical standards as listed in the code of conduct of the National Career Development Association.
7. Upon successful completion of the course, Instructor will provide the Student with a Certificate of Completion. Student can use that Certificate of Completion to apply for the Certified Career Services Provider (CCSP) credential or the Certified Career Counselor (CCC) credential (if additional requirements are met).

## Student

### General:

1. Instructor and Student will work together to develop an optional module to address the Student’s individual learning goals. That module will become the 10<sup>th</sup> chapter of the course curriculum. (This chapter is not required to be eligible to receive the Certificate of Completion.) A written agreement, signed by Instructor and Student, will layout activities for meeting this optional chapter requirements.
  
  2. Student agrees to pay the Instructor \$1,350.00 for the class, which includes:
    - a. The “Facilitating Career Development” (4<sup>th</sup> Edition) Student Manual in completed hard copy. Student agrees to maintain his/her own copy of the student manual throughout the course.
      - i. Student may purchase the manual directly from the NCDA. Two options are mentioned in detail the “FCD-Student Manual Options” If the student chooses this option, their class price will be reduced by \$350.00, which is the cost to purchase and ship the hard-copy manual in completed form to the student. If the student chooses to purchase the manual directly, s/he will be responsible for having it ready by the start of the class.
  
    - b. Administration of the following two popular career assessments\*:
      1. Myers-Briggs Type Inventory (MBTI) - Step II ..... included
      2. Strong Interest Inventory: ..... included
  
    3. Optional: Students will have the option of purchasing the MBTI Step II after their Step I Best-fit type has been determined.
      - 1) Myers-Briggs Type Inventory (MBTI) – Step II ..... \$75.00
- \*These assessments will be administered during the first week of the class. They are administered in this FCD class for the following reasons:
1. The topic of “Ethical Use of Assessments” discusses the importance of using these types of tools the way they were designed to be used.
  2. Personality and interest have a profound affect on career satisfaction, thus having a proper understanding of how these widely-used tools are intended to work is essential for competent career facilitation.
  3. Having a proper understanding of personality and interest differences will help you to better understand, relate to, and serve clients who are different from you.
  4. As a certified MBTI and Strong administrator, Instructor will give an in-depth understanding of these tools and results, and ensures that Student has identified their best-fit type. The Instructor has collected and created many resources related to these assessments, and makes them available to students of the FCD class.
  5. Having this self-knowledge minimizes the likelihood of projection.
3. Payment of class, student manual, standard assessments and other fees mutually agreed upon, is due before enrollment in the class.

## FCD Student – Terms of Agreement

4. Acceptable forms of payment (in order of preference) are: Debit/credit card, direct deposit, check, cash, and PayPal.
5. Student agrees to be honest with self and Instructor regarding any issues or challenges, which will affect this relationship or the Student's journey.
6. Student assumes responsibility for success at setting and achieving goals.
7. Student will complete all homework assignments received from the Instructor in a timely fashion.
8. Student understands and accepts that guiding clients' introspection and self-awareness process is a primary skill used in the career development field. Therefore, students will be required to engage in introspection and self-awareness of themselves in their course work through homework assignments and various assessment tools throughout the course.
9. Student agrees to inform Instructor if he/she has difficulty in accomplishing tasks due to lack of understanding instructions, confusion, becoming overwhelmed by the task, or too distracted by outside responsibilities.

### **Technology**

1. Student agrees to have consistent access to the appropriate technology and Internet connection needed to complete this course. Technological requirements may include word processing, email, videotaping (including sound) of up to 20 minutes, printing, uploading large electronic files, and video conferencing.
2. The Student will have the following computer programs installed and available to use: Adobe Acrobat Reader, Windows Media Player, Real Player, Word Processing program (preferably Microsoft Word), PowerPoint, and Zoom.
3. Actual class content will be housed and accessed through web-based Canvas Learning Management System (LMS).

### **Course**

1. The student will log onto the LMS (i.e. Canvas) platform every 3-4 days as required by the Instructor to check on forum postings, answer any forum posting required, and check for newly posted material.
2. Student understands that failure to log in consistently (more than two weeks in a row), or to complete assignments in a timely manner, are actions that may be interpreted as dropping the course. This decision will be at the discretion of the Instructor.
3. Student agrees to commit to the 120 hours required to complete this course. Time commitment may involve activities, such as reading assigned written and online course material, researching resources online, taking assessments, participating in online discussions, participating in outside activities, writing papers, creating projects, taking exams, etc.)
4. Student understands that some activities may involve doing activities outside of the LMS system, such as going on field trips to visit outside service providers.

## FCD Student – Terms of Agreement

5. Student commits to keeping up with the pace of the course, which is generally one chapter per every two weeks. If the student has difficulty meeting that requirement, s/he will contact the Instructor ahead of time to make alternative arrangements.

### **Face-to-Face Meetings**

1. Student agrees to attend the required face-to-face meetings and understand that there may be additional expenses incurred as a result of traveling to the designated location. Some or all of these meetings may be held online via videoconferencing meetings.
2. Student agrees that if the face-to-face meeting requirements are not met, then s/he will be in jeopardy of not being eligible to receive the Certificate of Completion, or being eligible to apply for the Certified Career Services Provider (CCSP) Credential.

### **Ethical Responsibilities**

1. Student agrees to learn and to abide by the NCDA Code of Ethics.
2. Student agrees to do his/her own work, cite sources, and to not plagiarize. Student will not collaborate to complete assignments unless otherwise directed by the Instructor to do so.
3. Student agrees to not copy, share, or otherwise violate copyright restrictions of the course materials. This includes giving his/her username and password to another person so they can see the LMS platform.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



*Kathleen E. High, M.Ed., CCSP, FCD-I, Education and Career Consultant/ Instructor*  
<http://www.dreams-goals.com/front-page/fcd/>

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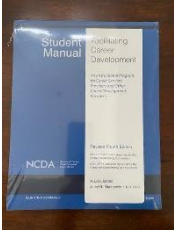
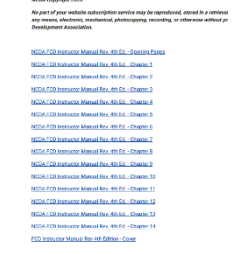
<https://www.linkedin.com/in/kathleenhigh1/>





**Facilitating Career Development (FCD) Class**  
**Student Manual Options**

In order to successfully complete the “Facilitating Career Development” course, each student must have their own copy of the FCD Manual (i.e., textbook) This book is rather extensive and about 700 pages. Following are your options for obtaining the manual.

Option	Option	Description	Picture	Cost
<p><b>All option prices include the following:</b></p> <ol style="list-style-type: none"> <li>1. Manual as described below</li> <li>2. Access to CCSP Credential application (or \$100 discount for CCC Application)</li> <li>3. One-year complimentary NCDA membership</li> </ol>				
<b>1</b>	<b>Instructor-provided hard copy</b>	Instructor ships a ‘finished’ hard-copy format of the student manual. ‘Finished’ format is the loose-leaf pages provided by the NCDA put into a 2” 3-ring binder with cover page, table of contents, chapter dividers, pens, pencils, sticky notes, and other supplies in a pencil pouch. May take 5-10 days to ship.	 <p><i>Figure 1: FCD Finished manual in binder with TOC and section divider tabs</i></p>	Included in the cost of the course.
<b>2</b>	<b>Student-purchased hard copy</b>	Student purchases the hard copy (loose-leaf paper) version of the manual directly from the NCDA, and provides own binder, table of contents, and 15-tab dividers, etc. May take a week to ship. <i>(Cost of course will be reduced by \$225 for instructor-provided manual.)</i>	 <p><i>Figure 2: Loose-leaf pages shrink-wrapped</i></p>	\$275.00 plus \$25 shipping, 2” 3-ring binder, and section dividers.
<b>3</b>	<b>Student-purchased – Online Version (Downloaded PDF documents)</b>	Student purchases electronic version of the book. Student downloads and saves 16 PDF file documents (about 50 pages each) to own hard drive. It is available immediately. Student works with PDF documents or prints as desired. <i>(Cost of course will be reduced by \$350 for instructor -provided manual.)</i>	 <p><i>Figure 3: Downloadable Documents</i></p>	\$250.00 - no shipping cost



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**FCD Student Profile**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Age:** \_\_\_\_\_ **Birth date:** \_\_\_\_\_ **Gender: Male** \_\_\_ **Female:** \_\_\_

**Home and Mailing Address:** \_\_\_\_\_ **Work Name and Address:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Prefer to be called at:** Work Home Cell Other \_\_\_\_\_

Day Phone: \_\_\_\_\_ (work/ home/ other)

Night Phone: \_\_\_\_\_ (work/home/other) (Latest time to call \_\_\_\_\_)

Cell or other: \_\_\_\_\_

Email: \_\_\_\_\_ Fax: \_\_\_\_\_

Best Day(s) and Time for:

In-Person Class Sessions: \_\_\_\_\_

Live Video Conference Appointments: \_\_\_\_\_

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**Please tell me a little about your professional life:**

**What is your current profession? How long have you been in this profession?**  
\_\_\_\_\_

**How many hours per week do you normally work?** \_\_\_\_\_

**What is your highest level of education?** \_\_\_\_\_

FCD Student Profile

*(Less than high school, high school, some college, trade school, Bachelor’s degree, Master’s degree, Doctorate degree, etc.)*

**Did you study something specific (a major)? If so, what?** \_\_\_\_\_

**Why are you seeking FCD Training?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Do you have specific training goals that can be used to tailor the curriculum to your needs?**

\_\_\_\_\_  
\_\_\_\_\_

**At this time, are you planning on using this training for?** *(check all that apply)*

- Current Employment
- Current Self-Employment
- Future Employment
- Future Self-Employment
- Other \_\_\_\_\_

What setting(s) do you hope to use these skills in? \_\_\_\_\_  
*(Education, workforce development, government, business, non-profit, etc.)*

**Who is your intended audience? What is their typical demographic profile?**

\_\_\_\_\_  
\_\_\_\_\_

**How did you hear of Kathleen High, Your Dreams & Goals?**

- Direct Contact** (with Kathleen High) – Source: \_\_\_\_\_
- Referral:** Name of referring person/institution: \_\_\_\_\_
- Website Listing:** Name of referring institution: \_\_\_\_\_
- Other:** \_\_\_\_\_

**Please Tell Me About Your Personal Life:**

*(This information will help me to understand you better and to help you identify those things in your life, which will affect your journey towards achieving your goals.)*

**Marital Status:**

- Single
- Married
- Divorced/Separated
- Widowed

FCD Student Profile

Involved/otherwise committed     Other \_\_\_\_\_

**Do you have children?**     Yes     No

**If yes, please list names and ages and if they are dependent on you:**

		<i>Age</i>	<i>Name</i>	<i>Dependent Status</i>
<input type="checkbox"/> Male	<input type="checkbox"/> Female	_____	_____	_____
<input type="checkbox"/> Male	<input type="checkbox"/> Female	_____	_____	_____
<input type="checkbox"/> Male	<input type="checkbox"/> Female	_____	_____	_____
<input type="checkbox"/> Male	<input type="checkbox"/> Female	_____	_____	_____

**Other Responsibilities:**

Please list other activities, which regularly occupy your time:

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**Other Questions or Comments You Have for Me:**

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*Kathleen E. High, M.Ed., CCSP, FCD-I, Education and Career Consultant*

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**Facilitating Career Development (FCD) Class**  
**Next Steps**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

This agreement describes the relationship between the following two parties:

**(INSTRUCTOR)**

Kathleen E. High, M.Ed., CCSP, FCD-I  
 P.O. Box 1126  
 Chino Hills, CA 91709  
 (909) 353-4762 (V/M)  
 (909) 472-7362 (Mobile)  
 www.dreams-goals.com

**(STUDENT):**

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

You have read through the materials provided and had time to think about the FCD class. You are excited to get started on this class. Now you are ready to commit to taking this class. So, what happens next?

**Student**

1. Will identify specific additional learning goals that he/she wants to address that are not spelled out in the FCD curriculum and/or learning outcomes. Those goals will be used want to develop the optional learning module. This optional module is not required to earn the certificate of completion. However, the instructor is encouraged by the NCDA to tailor classes to her students and whom they serve. In addition, the instructor enjoys tailoring classes taught to the student’s own personal learning goals. Students typically appreciate the opportunity to address personalized areas of interest. So, with that in mind, what topic(s) would you like to consider for your individualized learning goal?

Optional Learning objectives:

\_\_\_\_\_  
 \_\_\_\_\_

2. Identify preferred class start dates. This should be at least four weeks out to allow time for preparation, ordering supplies, complete assessments and other pre-work, such as becoming familiar with the LMS (Learning Management System) software and course layout.

\_\_\_\_\_

3. Fill out, sign, and return documents included in the “Prospective FCD Student” package. (Instructor can send Word versions of these documents if needed)

- a. Terms of Agreement \_\_\_\_\_
- b. FCD Student Profile \_\_\_\_\_
- c. Identify preferred format for the student manual:
  - i. Hard-copy version, ordered and shipped by instructor **Yes / No**

FCD Student – Next Steps

- ii. Hard-copy ordered by student shipped directly **Yes / No**
- iii. Online access version, ordered and accessed by student **Yes / No**
  
- d. Next Steps (*this document*) \_\_\_\_\_
  
- 4. Introductory video conference call with instructor to discuss relevance of class to student’s education and career goals, individualized learning goals, and identify which version of the book the student wants to work with. \_\_\_\_\_
  
- 5. Pay for the course. (*An invoice will be emailed to the student after confirmation of joining in the class.*) \_\_\_\_\_
  
- 6. Before the start of the course:
  - a. Complete Assessments (MBTI & Strong Interest Inventory)
    - i. Have you ever taken the MBTI? Please indicate your ‘Best-fit’ type (if known) \_\_\_\_\_
  
  - b. If not familiar with distance education and Canvas, review in the “Intro” Module in “Introduction to Canvas and Online Learning”. \_\_\_\_\_
  
  - c. Take the pre-class quiz (in Canvas: Module “Introduction”) \_\_\_\_\_

**Instructor:**

After the Terms of Agreement, Student Profile, and Next Steps are received, the Instructor will:

- 1. Send an invoice for the course via email that can be paid via credit/debit card.

Once the payment has been received, the instructor will:

- 1. Order the student text book. (It could take up to two weeks to be delivered to the student.)
  
- 2. Send via email:
  - a. A link for the student to take the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory (SII) assessments
  - b. An invitation to join the distance learning class on the Canvas LMS platform
  - c. Syllabus
  - d. Assignment List – General: for all students
  - e. Assignment List – Individualized: based on student’s stated optional learning goals.
  
- 3. Set a formal date and time to start.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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