

Transmittal Memo

Date: September 3, 2014

To: Catherine Hackney, Associate Dean for Administrative Affairs and Graduate Education

From: Tracy Lara

Re: Establishment of Career Advising certificate

This action is to establish a certificate program in Career Advising to be offered at the post-bachelor's and post-master's levels.

Courses in the Workflow:

HIED 6/76679: establish

HIED 6/76680: establish

Curricular/consultative bodies that have approved this action:

HIED: February, 2014

FLA SCC: September 3, 2014

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Aug-14** Curriculum Bulletin _____
Effective Date **Fall 2015** Approved by EPC _____

Department **FLA - Foundations, Leadership, and Administration**
College **EH - Education, Health and Human Services**
Degree **CER6 - Post-Baccalaureate Certificate**
Program Name **Career Advising** Program Banner Code **C6XX**
Concentration(s) _____ Concentration(s) Banner Code(s) _____
Proposal **Establish program**

Description of proposal:

This proposal is to establish certificate program in Career Advising to be offered by the Higher Education Administration and Student Personnel program in the School of Foundations, Leadership, and Administration in the College of Education, Health, and Human Services.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: _____ Proposed total credit hours **13 - 19**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

The proposed Career Advising certificate program responds to absence of comparable graduate level programs or training opportunities for individuals interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator. Furthermore, this program is appropriate for professionals currently employed in career services settings including counseling supervisors, counselors, career advisors, career specialists, school counselors, workforce development specialists, and others. The program expands the HIED course offerings with a focus on academic and career advising services and administration. The Career Advising certificate program has the potential to draw enrollment from professionals throughout the area for professional development. The courses have been approved and will be taught by current HIED and CHDS faculty.

Units consulted (other departments, programs or campuses affected by this proposal):

HIED & CHDS & Undergraduate Studies Exploratory Advising Center

REQUIRED ENDORSEMENTS



Department Chair / School Director

09/04/14

Campus Dean (for Regional Campuses proposals)

College Dean (or designee)

Dean of Graduate Studies (for graduate proposals)

Provost and Senior Vice President for Academic Affairs (or designee)

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Aug-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **FLA - Foundations, Leadership, and Administration**
College **EH - Education, Health and Human Services**
Degree **CER8 - Post-Master's Certificate**
Program Name **Career Advising** Program Banner Code **C8xx**
Concentration(s) _____ Concentration(s) Banner Code(s) _____
Proposal **Establish program**

Description of proposal:

This proposal is to establish a certificate program in Career Advising to be offered by the Higher Education Administration and Student Personnel program in the School of Foundations, Leadership, and Administration in the College of Education, Health, and Human Services.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: _____ Proposed total credit hours **13 - 19**

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09/04/14

Campus Dean (for Regional Campuses proposals)

____/____/____

College Dean (or designee)

____/____/____

Dean of Graduate Studies (for graduate proposals)

____/____/____

Provost and Senior Vice President for Academic Affairs (or designee)

____/____/____

**Notice of Intent to Offer an Educational Program
Career Advising Certificate Program
Post-Baccalaureate/Post-Master's
Kent State University**

1. Institution Name: **Kent State University**
2. OPEID: **00305100**
3. Program name(s) and program CIP code(s) supported by this documentation:
Career Advising (Post-Baccalaureate/Post-Master's Certificate) CIP codes: 13.0406
4. Narrative description of how the institution determined the need for the program.

On January 30, 2014, KSU Provost Todd Diacon issued the following statement in a letter to the faculty highlighting the importance of the advising role:

Over the past year on the Kent and Ashtabula campuses academic advisors, directors of advising centers, department chairs and deans embraced my call for mandatory academic advising for all freshmen and sophomores. This was not easy to implement. More advising slots had to be created, some advising directors fashioned expanded advising hours, and others experimented with advising students in their residence halls. In addition, each dean stepped up and committed college resources to hire advisors in sufficient numbers to handle this demand.

However, we need to do more than employ extra personnel; we need to insure they have the necessary training to create the desired impact on student retention and success. Need for the proposed certificate program was established through the examination of work of national professional organizations, the change in counselor education accreditation standards and their impact on graduate preparation, empirical and conceptual literature, needs assessment data from students enrolled in KSU HIED and CHDS programs, curricula of graduate preparation programs in counseling and student affairs, and trends in career and academic advising.

The proposed certificate will address the need for graduate level preparation in the area of college student academic and career development. Ohio has one of the largest higher education systems in the country with .5 million students enrolled. These students need exposure to professionals who are equipped to prepare for success in the workforce.

5. Narrative description of how the program was designed to meet market needs.

The program was designed to meet a gap in professional education. A strong need has been established for students to gain assistance with their career development; however, there is an absence of educational programs available to prepare professionals to provide career development support and interventions. The program curriculum was based on contemporary career development and advising theory, practice, and research.

Furthermore, the program encompasses and exceeds professional preparation standards and competencies set forth by the National Career Development Association for the Career Development Facilitator credential. The curriculum also includes content and skills necessary for workforce development professionals, school counselors, and as well as academic advisors and career development specialists in higher education settings.

The 2013 Ohio Board of Regents (OBOR) Report entitled, "Status of Implementation of Strategic Recommendations for Advancing Ohio's Innovation Economy" acknowledged shifts in the world of work such as an increased demand for STEM workers and the need for adaptive workforce with entrepreneurial knowhow. In addition to establishing the priority goal to "ensure students begin postsecondary education ready to engage in STEM coursework and persist through graduation in STEM-related fields" (p. 16), OBOR stated "alignment of talent supply and employer demand will not occur naturally—it must be intentional (p. 11) and that "Ohio's educational system must prepare all students for success in the new economy" (p. 61). Therefore, a need clearly exists for professionals equipped to educate students about shifts in the world of work and to guide them in pursuing and succeeding in careers oriented to workforce demands.

According to the Ohio Bureau of Labor Statistics (OBLS) the annual projected employment growth in the area of educational, guidance, school, and vocational counselors is at 10% increase or 280 positions. In the category of postsecondary education administrators, the annual projected employment growth is 11% or 150 positions in Ohio (OBLS, 2014). However, these figures do not accurately portray the full potential of this program to prepare students for the workforce. Currently, there are 14 universities, 24 regional campuses, and 23 community colleges in the university system of Ohio (OBOR, 2013) among the 282 higher education institutions in the state (Chronicle, 2014). There are 111 independent non-profit colleges and universities and 31 for-profit higher education institutions within the state of Ohio. The northeast Ohio region includes more college campuses than any other region of the state with 23 four-year campuses and 15 two-year campuses. Each of these institutions employs academic advisors and career services personnel. Nationally, there are currently only one graduate certificate program in academic advising in higher education and one master's degree program in Academic Advising in the nation. Both programs are housed at Kansas State University in partnership with NACADA, the global community for academic advising. As of February 2014 there were 306 national postings for academic advisors and 221 national postings for career counseling and placement positions listed on higherjobs.com.

The OBOR (2013) stated they "would "provide support to higher education institutions so they will be better able to develop curriculum and training programs that are responsive to documented industry need" (p. 57). Clearly, we need to prepare individuals to navigate the educational pipeline in order to succeed in their career trajectories and to contribute to the economic viability of the state and nation. To do this effectively in higher education institutions, we need professionals training to provide career advising.

Lara, Mupinga, & O'Connell (2013) conducted a qualitative study in which 6 career professionals were interviewed regarding training and preparation in career development. Each of the interviewees agreed that there is a need for educational preparation in academic and career advising. The Career Advising certificate program is

grounded in contemporary student and career development theory and practices. The curriculum encompasses the content and practice requirements enabling students to apply for the Career Development Facilitator credential offered through the National Career Development Association. The curriculum also provides content appropriate for workforce development professionals. Endorsements for the program have been provided by the KSU Director of Academic Advising who is in charge of professional development for academic advisors, as well as from the Director of the Exploratory Advising Center (EAC), who has expressed a strong interest in having certificate program enrollees complete their internships in the EAC.

The Career Advising certificate will be offered at the graduate level in order to professionalize the practice. Most academic advisors and career services professionals are educated at the master's degree level. The program is 13-19 credit hours including a practical experience and the admissions requirements are equivalent to those of the master's degree in Higher Education Administration and Student Personnel program. The Career Advising certificate program has been proposed to meet the needs of HIED and CHDS students interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator. Furthermore, this course is appropriate for professionals currently employed in career services settings including counseling supervisors, counselors, career advisors, career specialists, school counselors, workforce development specialists, and others. The Academic & Career Advising Certificate Program has the potential to draw enrollment from career, advising, and workforce development professionals throughout the area for professional development. There are currently 282 higher education institutions in Ohio.

Applicant must meet the HIED program application criteria; minimally completing a Bachelor degree with a GPA of 3.00 or better preferred (any post baccalaureate work will be taken into consideration when interpreting GPA). Students must also complete HIED 6/76653 College Student Development with a GPA of 3.00 or better for admission into the program.

Requirements for successful completion of the program: Students will complete the 13-19 credit hour program with an overall GPA of 3.0 or better.

Required Courses:

Students may choose 13 to 19 credits from the courses below, based on prior coursework and advisor approval.

CHDS 6/78182 *Career Development and Guidance* (3)

HIED 6/76653 *College Student Development* (3)

HIED 6/76677 *Workforce, Economic, & Community Development in Community Colleges* (3)

HIED 6/86679 *Career Advising: Theory and Practice* (3)

HIED 6/86680 *Administration of Career & Advising Services* (1)

HIED 6/76733 *Interpersonal and Group Dynamics* (3)

OR CHDS 6/77531 *Individual Counseling Procedures* (3)

HIED 6/76492 *Internship in Higher Education Administration* (3)¹

¹Students must have completed at least six hours in the certificate program before applying for an internship. Internships must be in settings suitable for academic and career advising services. With advisor approval this requirement can be waived. In the case of a waiver, the internship can be substituted with one additional elective course as approved by the certificate advisor.

6. Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program. The institution must retain copies of analysis documents for review and submission to the ED upon request.

O*Net was consulted for wage and employment projections.

7. Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following: business advisory committees; program integrity boards; business that would likely employ graduates of the program; and/or public or private oversight or regulatory agencies (not including the state licensing/authorization agency and accrediting agency).

Beginning in Spring of 2010, the Career Advising certificate program has been discussed with the Interim Dean of Undergraduate Studies, the Director of the Exploratory Advising Center, and the now Director of Academic Advising. In spring 2012, the President of the National Career Development Association consulted with the HIED faculty and Dr. Mark Savickas, instructor of CHDS 6/78182 Career Development and Guidance regarding the curriculum and program development. The HIED faculty members reviewed and approved the certificate program on February 13, 2014. The CHDS faculty members were consulted regarding program, curriculum, and student interest. CHDS faculty provided a letter of support and assisted in needs assessment data collection. In May 2014, the program was presented to and discussed with Dr. Joanne Damminger, President of the National Academic Advising Association (NACADA). Dr. Damminger lent her full support for the program and brought the program to the attention of other NACADA officers.

8. Date of the first day of class. Include both:
 - a. The first day the program was or will be offered by the institution.
August 2015
 - b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.
Disbursement of Title IV funds for students to enroll in the Career Advising certificate program should coincide with regulations pertaining to students enrolling in an academic program beginning August 2015.

Catalog Copy

Certificate Program Name: Career Advising Certificate (Post-Baccalaureate)

Purpose and Goals:

The Career Advising certificate program has been proposed to meet the needs of students interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator. Furthermore, this certificate program is appropriate for professionals currently employed in career services settings including counseling supervisors, counselors, career advisors, career specialists, school counselors, workforce development specialists, and others. The new courses expands the offerings with a focus on academic and career advising services and administration. The Career Advising certificate program is appropriate for professional development.

Admission procedures:

Applicant must meet the Higher Education Administration and Student Personnel program application criteria: official transcript(s), goal statement, two letters of recommendation, resume or vita and interview. Completing a Bachelor's degree with a GPA of 3.00 or greater preferred (any post baccalaureate work will be taken into consideration when interpreting GPA).

Requirements for successful completion of the program:

Students must complete the program with an overall GPA of 3.0 or better.

Required Courses:

Students may choose 13 to 19 credits from the courses below, based on prior coursework and with advisor approval.

CHDS 6/78182 *Career Development and Guidance* (3)

HIED 6/76492 *Internship in Higher Education Administration* (3)¹

HIED 6/76653 *College Student Development* (3)

HIED 6/76677 *Workforce, Economic, & Community Development in Community Colleges* (3)

HIED 6/76733 *Interpersonal and Group Dynamics* (3)

OR CHDS 6/77531 *Individual Counseling Procedures* (3)

HIED 6/76679 *Career Advising: Theory and Practice* (3)

HIED 6/76680 *Administration of Career & Advising Services* (1)

¹Students must have completed at least six hours in the certificate program before applying for an internship. Internships must be in settings suitable for academic and career advising services. With advisor approval this requirement can be waived. In the case of a waiver, the internship can be substituted with one additional elective course as approved by the certificate advisor.

Catalog Copy

Certificate Program Name: Career Advising Certificate (Post-Master's)

Purpose and Goals:

The Career Advising certificate program has been proposed to meet the needs of students interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator. Furthermore, this certificate program is appropriate for professionals currently employed in career services settings including counseling supervisors, counselors, career advisors, career specialists, school counselors, workforce development specialists, and others. The new courses expands the offerings with a focus on academic and career advising services and administration. The Career Advising certificate program is appropriate for professional development.

Admission procedures:

Applicant must meet the Higher Education Administration and Student Personnel program application criteria: official transcript(s), goal statement, goal statement, two letters of recommendation, resume or vita and interview. Completing a Master's degree with a GPA of 3.00 or greater preferred (any post baccalaureate work will be taken into consideration when interpreting GPA). Students completing the post-master's certificate must have doctoral standing.

Requirements for successful completion of the program:

Students must complete the program with an overall GPA of 3.0 or better.

Required Courses:

Students may choose 13 to 19 credits from the courses below, based on prior coursework and with advisor approval.

CHDS 78182 *Career Development and Guidance* (3)

HIED 76492 *Internship in Higher Education Administration* (3)¹

HIED 76653 *College Student Development* (3)

HIED 76677 *Workforce, Economic, & Community Development in Community Colleges* (3)

HIED 76733 *Interpersonal and Group Dynamics* (3)

OR CHDS 77531 *Individual Counseling Procedures* (3)

HIED 76679 *Career Advising: Theory and Practice* (3)

HIED 76680 *Administration of Career & Advising Services* (1)

¹Students must have completed at least six hours in the certificate program before applying for an internship. Internships must be in settings suitable for academic and career advising services. With advisor approval this requirement can be waived. In the case of a waiver, the internship can be substituted with one additional elective course as approved by the certificate advisor.

New Program Needs Analysis and Faculty Credentials Career Advising Post-Baccalaureate/Post-Master's Certificate

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Need for the proposed certificate program was established through the examination of work of national professional organizations, the change in counselor education accreditation standards and their impact on graduate preparation, empirical and conceptual literature, survey data from students currently enrolled in KSU HIED and CHDS programs, curricula of graduate preparation programs in counseling and student affairs, and trends in career and academic advising.

The proposed certificate will address the need for graduate level preparation in the area of college student academic and career development. According to the Chronicle of Higher Education Almanac (2013), Ohio has one of the largest higher education systems in the country with .5 million students enrolled (Ohio Board of Regents, 2013). These students need exposure to professionals who are equipped to assist students in preparation for success in the workforce. In a qualitative study of career service professionals, the six participants representing public and for-profit colleges/universities, secondary career centers, and high school counselors indicated a need for training in the area of career development to assist in guiding students to appropriate training and postsecondary options as well as to prepare students for the workforce (Lara, Mupinga, & O'Connell, 2013).

Dr. Tracy M. Lara, faculty member in HIED is a member (since 2003) and former co-chair (2006-2012) of the Association for Counselor Education and Supervision/National Career Development Association Joint Commission for the Preparation of Counselors for the 21st Century. The charge of the Commission representing these two national/international organizations is to provide resources and training to counselor educators to enhance their teaching of career development and career counseling. The ACES/NCDA Commission is the longest standing ad hoc committee of these organizations. In addition to this national profile of service oriented to preparing professional to address student/client career concerns, Dr. Lara's scholarship has examined students, junior faculty counselor educators, and counselors' perceptions and experiences regarding the place of career development in counselor training and practice.

A lack of interest in addressing client career concerns among counseling professionals is likely symptomatic of the inadequate training available in master's degree counseling programs (Pope, 2003; Savickas, 2003; Tang, 2003). Lara et al. (2011) found that even when students held favorable attitudes related to their career counseling coursework, students were not confident in their ability to perform career counseling and desire additional coursework oriented to career development. Junior faculty members who themselves do not feel adequately trained to conduct or teach career counseling are commonly assigned to teach the standalone career counseling course, often because senior faculty are not interested in teaching career counseling (Lara, Kindsvatter, Meyers, & Burton, 2012). As a result the course is often taught in the way that the content was learned, that is without inclusion of contemporary theories or an understanding of the role career plays in people's lives, well-being, and mental health (Severy, 2002). In a circular fashion, disinterest among faculty members, leads to disinterest among students which leads to disinterest among counseling professionals, leaving clients without options for professional

assistance in addressing their career development needs.

Harris-Bowlsbey (2003) reported counseling graduates pursue Career Development Facilitator (CDF) training to augment insufficient training provided in their degree programs. CDF training is available for individuals with bachelor's level education or less. Furthermore, another deprofessionalized avenue for individuals who desire to address career concerns exists through proprietary coaching workshops. Again, there is no graduate level preparation in academic and career advising available to fill the gap.

Since 2001, the standards for counselor education programs set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) have evolved. The changing standards have impacted counselor education and counseling practice. The standards have shifted counselor education and counseling from a developmental, educational, holistic discipline rooted in vocational guidance to a helping profession oriented to the diagnosis and treatment of clinical mental health disorders. While counselor education programs historically offered the graduate programs pursued by students preparing to work in a variety of student affairs and student services roles in higher education, CACREP standards, have strongly emphasized the Student Affairs and Counseling specialization prepares "counselors" to work in higher education environments. The 2016 proposed standards have eliminated the term "student affairs and college counseling" from the description of the preparation standards oriented to positions within higher education. What was "student affairs and college counseling" has been replaced by "postsecondary counseling" and is described as preparation for "students who are preparing to specialize as **counselors** in postsecondary educational settings" (2016 Proposed Revisions, <http://67.199.126.156/doc/Draft%202.pdf>).

While the counseling profession has moved further away from holistic, developmental, and educational practices, Student Affairs has become a discipline and profession in its own right. Student affairs as a profession is oriented to providing holistic student services that contribute to the educational mission of their institutions and promote students' growth and development. Student affairs graduate preparation standards are set forth by the Council for the Assessment of Standards (CAS) in Higher Education. Student affairs professional continue to be concerned with the whole student, student development, educational practices, and career development as an integral part of the student college experience.

Currently, the only graduate level programs offering a concentration in career development are CACREP accredited Career Counseling programs; however, only 9 of these programs exist in the nation and these programs are oriented to clinical counselors desiring a specialization in career counseling. This highlights the separation of the counseling profession from its roots in vocational guidance and the waning interest among counselors to address developmental and educational needs of clients. While counseling as a profession has moved away from its roots in vocational guidance, no other discipline has filled in this educational and professional preparation gap. Currently, there are only 17 CACREP accredited Student Affairs programs out of the approximate 200 student affairs/college student personnel programs in the nation (CACREP, 2013). Of the 17 CACREP Student Affairs programs, more than half of the programs accreditation will expire in by the end of 2016. There are currently an additional 7 Student Affairs and College Counseling programs and 7 College Counseling programs bearing CACREP accreditation. This demonstrates how counselor education programs are transitioning to prepare professionals with a unified counselor identity and for clinical counseling roles in a

variety of settings.

In examining the curricula for Student Affairs and Counselor Education programs nationwide, student affairs programs generally offer a single course in college student development theory and counselor education programs offer a single course in career counseling. Neither of these curricular experiences are sufficient to cover the knowledge base necessary for developmentally appropriate theory based academic and career advising practice or administration. A single course designed to meet the standards is likely to result in a diluted and overwhelming course (Severy, 2002). Lara, Kline, and Paulson's (2011) highlighted students' interests in additional career courses. Pope (2003) indicated counselors-in-training perceive career counseling as boring and routine. Furthermore, Severy (2002) suggested that incorporating postmodern theories and emphasizing the complex and dynamic nature of career in coursework would alleviate the reputation for boredom in career coursework; it seems that it is not the content rather the quantity of content packed into a single course to fulfill the accreditation standards that is dampening students' attitudes.

In contrast to counseling trainees attitudes, currently, at KSU, there is a high demand among students enrolled in the Higher Education Administration and Student Personnel program for the CHDS 6/78182 Career Development and Guidance course (fall 2013 enrollment of 53 and spring 2014 enrollment of 68) and many HIED program graduates pursue careers in academic advising and/or career services. KSU students are fortunate in being able to incorporate a course in college student development and career development into their professional preparation and students enrolled in student affairs programs housed in the counselor education department as a vestige of past educational practices for student affairs practitioners likely are also able to complete this course combination.

More specifically, needs assessment survey data was collected from 149 students enrolled in the Kent State University master's level counseling program and higher education administration and student personnel programs. A total of 91 HIED students and 58 CHDS students responded to the questionnaire administered in their Leadership in Higher Education Administration and Practicum in Counseling courses respectively. To the question if the respondents address student/client career concerns in their assistantship, internship, or professional role, 88% of HIED students and 79% of CHDS students responded "Yes." Regarding the desire for additional coursework pertaining to career development, 93% of HIED and 79% of CHDS students responded "Yes." From the data, 71% of HIED and 74% of CHDS students would enroll in the Career Advising Certificate program. While these figures represent a strong interest in the Career Advising Certificate program, subgroups of the total respondents indicated an even stronger interest in additional coursework and desire to enroll in the program (89% of CHDS students who currently address career concerns, 85% of CHDS school counseling students; 92% of HIED students who have taken the CHDS 68182 Career Development and Guidance course, 90% of the HIED students who have/will have an internship in career/academic advising, and 87% of HIED students who plan to apply for career/academic advising jobs).

At KSU, Dr. Lara has also been actively involved in contributing to creating the KSU Exploratory Plan, a holistic approach to addressing the college transition, career development, and academic success of students who matriculate at KSU as exploratory students, students without an identified major. Exploratory is the largest major for incoming KSU freshmen,

numbering approximately 650 in fall 2013.

Academic and career advising practice has not kept up with the burgeoning body of literature associated with theory and practice (Chan & Derry, 2013). Advising and career practitioners are recognizing the need to integrate academic and career advising services which requires training practitioners with updated theory and skills. Attention has been given to the role of advisors in retaining students and promoting student persistence to degree completion. On January 30, 2014, KSU Provost Todd Diacon issued the following statement in a letter to the faculty highlighting the importance of the advising role:

Over the past year on the Kent and Ashtabula campuses academic advisors, directors of advising centers, department chairs and deans embraced my call for mandatory academic advising for all freshmen and sophomores. This was not easy to implement. More advising slots had to be created, some advising directors fashioned expanded advising hours, and others experimented with advising students in their residence halls. In addition, each dean stepped up and committed college resources to hire advisors in sufficient numbers to handle this demand.

However, we need to do more than employ extra personnel; we need to insure they have the necessary training to create the desired impact on student retention and success. Dr. Lara's scholarship and service have highlighted and documented a lack of professionals qualified to provide quality academic and career development services. Therefore, this proposed program will provide a concentration in academic and career advising, equipping professionals with the knowledge and skills necessary to effectively guide students in navigating their careers for the 21st century. Today's turbulent economic times have changed the landscape of work in society. As a result of these changes, there is a high need for services that assist clients in constructing careers for well-being and productivity (Savickas et al., 2009).

Study 1: Qualitative Interview Study (Lara, Mupinga, & O'Connell, 2013)

a. The interview questions

Interview Questions:

1. Describe the career development needs of your students/clients/customers.
2. How do you approach the career development issues of your students/clients/customers?
3. Describe the most difficult student/client/customer career development issue you face?
4. Describe any circumstances for which you may make referrals? To whom do you refer?
5. What do you like best about assisting your students/client/customers with their career development issues?
6. What do you like least about assisting students/client/customers with their career development issues?
7. What gets in the way of addressing students/client/customers career development issues?
8. What would you like changed about how you address students/client/customers career development issues?

9. Describe how you were trained to assist students/clients/customers with their career development issues?
10. What trainings have had that have been helpful in meeting the career development needs of your students/client/customers?
11. What additional trainings classes you would like to have in order to meet the career development needs of your students/client/customers?
12. Any other comments?

b. Target population

The target population for the qualitative study included professionals who encounter client/customer career development issues: school counselors and administrators; college/university advisors, counselors, administrators, and faculty; military counselors; county workforce development employees; employment agency personnel, and corporate human resources and employee assistance program staff.

c. Description of sample

Study 1: The preliminary qualitative study included a sample of 5 participants representing the varied sectors of employment under consideration in this study: secondary education, postsecondary education, public service, military, and private sector employment.

d. Number and name of businesses involved in the sample

Due to the nature of the anonymous survey administration, specific businesses or names are not available. However, the participants included a career center director of a regional public university, two career development specialists at county career centers, a high school counselor, and a career center director at a proprietary postsecondary institution.

Study 2: Career Development Needs Assessment Survey (Lara, Mupinga, & O'Connell, 2014)

a. The survey instrument (administered online)

This is a descriptive survey study. The instrument was constructed based on preliminary interview data. See Appendix A.

b. Target population

Professionals who encounter client/customer career development issues: school counselors and administrators; college/university advisors, counselors, administrators, and faculty; military counselors; county workforce development employees; employment agency personnel, and corporate human resources and employee assistance program staff.

c. Description of sample

The survey was administered online and distributed via email and listservs to northeast Ohio school counselors, workforce development professionals, campus career center personnel, professional counselors, academic advisors, and government one-stop agencies.

d. Number and name of businesses involved in the sample

There were 180 responses to the questionnaire of which 170 were completed in entirety. Numbers reflected in the responses below may vary due to some data fields not completed in the response process. Due to the nature of the anonymous and confidential survey administration, specific businesses or names are not available.

Career Development Needs Assessment Survey Results

Do you ever assist students/clients with career development questions, problems, or concerns? (N=180)

Yes.....173 (96.1%)
No.....3 (1.7%)
Blank.....4 (2.2%)

Have you ever referred a student/client to a career counselor?

Yes.....142 (78.9%)
No.....27 (15.0%)
Wanted to but couldn't find one.....6 (3.3%)
Blank.....5 (2.8%)

Would you be interested in professional development opportunities oriented to developing skills in career advising?

Yes.....155 (86.1%)
No.....18 (10.0%)
Blank.....7 (3.9%)

How likely would you be to enroll in a graduate level certificate program to gain career advising skills?

Very Likely.....37 (20.6%)
Somewhat Likely.....47 (26.1%)
Unsure.....29 (16.1%)
Somewhat Unlikely.....29 (16.1%)
Very Unlikely.....31 (17.2%)
Blank.....7 (3.9%)

Do you see a need in your professional field for additional training opportunities in the area of career advising.

Yes a great need.....83 (46.1%)
Yes some need.....74 (41.1%)

Unsure.....8 (4.4%)
 There is not much need.....7 (3.9%)
 There is no need.....1 (0.6%)
 Blank.....7 (3.9%)

Please rate the following on a scale of 1 (low importance) to 10 (high importance) for inclusion in a professional/graduate level certificate program. (N = 165)

	Mean	Median	Mode	SD
Developing strategies for partnering with employers.	4.67	8	10	16.56
Improving skills/strategies for working with students/clients when their career interests don't match their skills or are otherwise unrealistic.	5.47	9	10	18.58
Information on virtual delivery of career advising services.	3.28	7	7	18.28
Learning about ways to help students/clients gain experience through jobs or internships.	4.55	8	8	18.46
Strategies to help students/clients develop better soft skills.	5.28	8	10	16.61
Ideas to encourage/motivate students/clients to follow through on necessary tasks.	5.36	8	10	16.6
Equipping students/clients to use family support/consultation in their career development.	2.97	7	7	19.99
Training on career development assessments.	4.23	9	10	20.22

What is the highest level of education you have completed? (N=161)

Doctoral Degree.....16 (9.9%)
 Master's Degree.....122 (75.8%)
 Bachelor's Degree.....13 (8.1%)
 Associate's Degree.....1 (0.6%)
 High School Diploma.....1 (0.6%)
 Blank.....4 (2.5%)

Gender (N=152)

Female.....127 (83.6%)
 Male.....25 (16.4%)

What population do you primarily work with? (N=160)

High School.....10 (6.3%)
 Traditional Undergraduate.....68 (42.5%)
 Adults.....33 (20.6%)
 Non-Trad Students.....17 (10.6%)
 Other.....28 (17.5%)
 Blank.....4 (2.5%)

Number of years you have been working in the field (N=154)

Mean.....10.36 years

Median.....7 years
Mode.....2 years
Type of institution you work at (check all that apply) (N=160)
High School.....6
College/University.....110
Career Center.....9
Public.....38
Private Non-Profit.....14
Private Proprietary.....10
Other.....6

Does your job require that you attain continuing education credits? (N=160)

Yes.....45 (28.1%)
No.....107 (66.9%)
Blank.....8 (5.0%)

Does your employer pay for college courses as professional development? (N=160)

Yes.....99 (61.9%)
No.....56 (35.0%)
Blank.....5 (3.1%)

Needs Assessment 1: HIED Graduate Students

a. The survey instrument

See Appendix B.

b. Target population

Graduate students enrolled in the Kent State University Higher Education Administration and Student Personnel master's program from the Leadership in Higher Education Administration Spring 2014 sections.

c. Description of sample

HIED needs assessment completed through a questionnaire administered to 91 HIED graduate students enrolled in the HIED Leadership course.

d. Number and name of businesses involved in the sample

Kent State University HIED needs assessment completed through a questionnaire administered to 91 HIED graduate students enrolled in the HIED Leadership course.

Needs Assessment 2: CHDS Graduate Students

a. The survey instrument

See Appendix C.

b. Target population

Graduate students enrolled in the Kent State University Higher Counseling master's program from the Counseling Practicum Spring 2014 sections.

c. Description of sample

CHDS needs assessment completed through a questionnaire administered to 58 CHDS graduate students enrolled in the CHDS Practicum course.

d. Number and name of businesses involved in the sample

Kent State University CHDS needs assessment completed through a questionnaire administered to 58 CHDS graduate students enrolled in the CHDS Practicum course.

Career Advising Certificate Needs Assessment Data from HIED and CHDS

Two separate questionnaires were administered to students enrolled in HIED 66657 Leadership in Educational Organizations and students enrolled in CHDS 77792/77892 Internship I/II Clinical Mental Health Counseling.

HIED Questionnaire: N = 91

Enrollment status	% of respondents
Full-time	84%
Part-time	14%
Guest Student	2%

Graduation Year	% of respondents
May 2014	52%
Dec 2014	3%
May 2015	36%
Aug 2015	1%
Dec 2015	3%
Aug 2016	1%
May 2016	1%
May 2019	1%
n/a	1%

Frequency of Responses	Yes	No	Wanted To
Taken CHDS 68182	57%	31%	12%
Assistantship in Advising or Career Services	12%	88%	
Internship in Advising or Career Services	53%	47%	
Encounter student career development questions	88%	12%	
Intend to apply for academic advising/career services positions	66%	34%	
Add'l coursework in advising would enhance HIED program	93%	7%	
Would enroll in Career Advising Certificate program	71%	29%	

The following represents students that marked additional coursework in academic and career advising would enhance the HIED program (Question 8).

- 100% of people who plan to apply for jobs in career/academic advising
- 98% of students that have taken CHDS68182
- 97% of students who have/ will have an internship in career/ academic advising
- 95% of full-time students
- 94% of students who have an assistantship in career/academic advising
- 91% of students that wanted to take CHDS68182
- 91% of students who do not have an assistantship in career/academic advising
- 85% of part-time students

The following represents students that marked that they WOULD enroll in the certificate (Question 9).

- 92% of students that have taken CHDS68182
- 90% of students who have/ will have an internship in career/ academic advising
- 87% of people who plan to apply for jobs in career/academic advising
- 82% of students that wanted to take CHDS68182
- 72% of students who have an assistantship in career/academic advising
- 71% of students who do not have an assistantship in career/academic advising
- 71% of full-time students
- 69% of part-time students
- 51% of students who have not/ will not have an internship in career/ academic advising
- 42% of students who do not plan to apply for jobs in career/academic advising

CHDS Questionnaire: N = 58

Enrollment status	% of respondents
Full-time	72%
Part-time	28%

Program	% of respondents
Clinical Mental Health	55%
School Counseling	45%

Graduation Year	% of respondents
May 2014	60%
Jul 2014	2%
Aug 2014	31%
Dec 2014	7%

Frequency of Responses	Yes	No	N/A
Address career concerns in job, GA, or internship	79%	16%	5%
Add'l coursework in career advising desirable	79%	21%	
Would enroll in Career Advising Certificate program	74%	26%	

The following represents students that marked that they would be interested in additional coursework to prepare for career advising (Question 5).

- 86% of full-time students
- 85% of School Counseling students
- 79% of people who DO currently address career concerns in their position
- 78% of people who currently DO NOT address career concerns in their position
- 75% of Clinical Mental Health Counseling students
- 63% of part-time students

The following represents students that marked that they WOULD enroll in the certificate (Question 6).

- 89% of people who DO currently address career concerns in their position
- 85% of School Counseling students
- 81% of full-time students
- 72% of people who currently DO NOT address career concerns in their position
- 66% of Clinical Mental Health Counseling students
- 56% of part-time students

e. Employment opportunities:

- **Occupational Title:** Educational, Vocational and School Counselors
- **SOC Code:** 21-1012
- **Occupational Description:** Counsel individuals and provide group educational and vocational guidance services.
- **Education Level Needed:** Master's Degree

1. Number of job openings (due to growth)

- 2008 Annual Employment:	10,950
- 2018 Projected Employment:	11,590
- 2008 to 2018 Change in Employment:	+640
- 2008 to 2018 Percent Change:	+5.8%

2. Salary for these employees*

	Entry Wage	Median Wage	Median Annual
Statewide:	\$15.60	\$25.49	\$53,012
Cleveland Reg. (NE Ohio)	\$18.80	\$30.84	\$64,160

*Occupation wage data reflects May 2012 survey data from the Occupational Employment Statistics (OES) survey. The data was updated to June 2013 wages by applying the June 2013 Employment Cost Index (ECI) to the May 2012 database.

Statistics from Ohio Department of Job and Family Services, *Ohio Labor Market Information*, found at <http://www.ohiolmi.com>

Letters of Support

1. Jude Rule, Director Exploratory Advising Center, Undergraduate Studies



February 20, 2014

Dr. Tracy Lara
School of Foundations, Leadership & Administration
405 White Hall
P. O. Box 5190
Kent, Ohio, 44242
Tel: (330)-672-0626

Re: Letter of Support for the Academic and Career Advising Certificate Program

I write this letter in my capacity as Director of the Exploratory Advising Center, Undergraduate Studies, to express my full-fledged support for the Academic and Career Advising Certificate Program. For an institution the size and importance of Kent State University, there is great relevance for a program like this to help prepare both students and student/academic affairs practitioners for a competitive market place.

I am convinced that an Academic and Career Advising Certificate Program would boost the prestige of Kent State University, setting it apart from comparable institutions. One of the reasons why Kent State University has persisted as an outstanding globally ranked institution is because of the breadth and depth of programs that are offered, and the Academic and Career Advising Certificate would go a long way to further the visibility and reputation of Kent State.

The heated national dialogue about the value of a college degree, employability of college graduates and ballooning student loan debt has led to increasing pressure on colleges and universities to produce highly skilled graduates who are ready for work in competitive fields. This certificate program will prepare our students as well as student /academic affairs professionals for careers in academic and career advising so they can best assist students as they navigate their entry into the workforce.

Traditionally, academic advising and career advising have been distinct functions carried out by students or academic affairs professional staff members in separate departments. In recent years, however, there has been a shift towards integrating these two functions. A 2007 survey by the National Academic Advising Association (NACADA) revealed that 74% of advisors who responded agreed that helping students make career decisions was important to their role as academic advisors and 79% wanted to know more about how to effectively help students to make career decisions (McCalla-Wriggins, 2009). The conclusion of the study revealed that there is an almost inseparable correlation between career advising and academic advising.

Undergraduate Studies

P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-9292 • Fax: 330-672-9296 • www.kent.edu/undergradstudies

Students, parents and other stakeholders value well-rounded academic advisors who not only possess expert knowledge in institutional academic policies, procedures, degree and GPA requirements, but can also provide specific information about careers, skills required for certain jobs, employment options in different fields, and strategies to obtain employment (McCalla-Wriggins, 2009). This certificate program integrates theories on student development, student learning and career development so student affairs professionals can competently integrate the career development process into the academic experience.

I am enthusiastic about a potential for us having an Academic and Career Advising Certificate Program at Kent State because I know firsthand what far reaching impact it will have for the institution. I hope that this proposal will be given positive consideration.

Respectfully Submitted,



Jude Rule, M.Ed., Ed.S., L.P.C.C (Ohio, Michigan)
Director, Exploratory Advising Center
Kent State University
University Library – Fifth floor
Phone: 330-672-3676

2 Steven Antalvari, KSU Advising Director



To Whom It May Concern,

The landscape of academic advising has evolved significantly over the past few decades. Student needs have dictated many of these changes. To ensure we continue to provide quality service to students, it is imperative that academic advisors receive the education to develop their skill sets to ensure they are prepared to meet the expectations of today's students. An area of growth in recent years is career advising. Virginia Gordon defines this area as a "dynamic, interactive process that helps students understand how their personal interests, abilities, and values might predict success in academic and career fields they are considering and how to form their academic and career goals accordingly." No longer do advisors just advise on coursework. Advisors now more than ever mentor, teach, and empower students to grow beyond their academics and into their future of the world of work. Career discussions need to happen, and not just during a student's senior year in Career Services. Few advisors receive detailed education in career advising or even career development. At most, some programs may have one elective course in this field.

Kent State University's Higher Education Administration program strives to meet this growing demand for career advising by offering a certificate in career advising. This valuable opportunity will greatly enhance professional's ability to have these career conversations.

Best Regards,

A handwritten signature in black ink, appearing to read "Steven Antalvari", written over a horizontal line.

Steven Antalvari
University Advising Director

University Advising
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-5200 • Fax: 330-672-9879

2. PROJECTED STUDENT AND GRADUATE DATA

Expected enrollment will include students employed as academic advisors and career services professionals in the 18 county northeast Ohio region that is comprised of 26 four-year colleges and 200+ two-year colleges within the 150 mile region. Additionally, students currently enrolled in the Kent State University Higher Education Administration and Student Personnel Higher Education Administration and Student Personnel program, the Counseling and Counselor Education Program, and the Vocational Rehabilitation Program may enroll to enhance their professional credentials.

See the Needs Assessment Data provided regarding the survey of HIED and CHDS students.

Due to the nature of the intended course offerings, students enrolled solely in the certificate program will be enrolled part-time. Steady enrollment is expected through the first five years of the program. Projections are based on the needs assessment data.

Academic Year	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
Anticipated Enrollment	18-20	18-20	18-20	18-20	18-20

Table 1. Career advising certificate projected enrollment.

3. COMMUNICATIONS WITH BUSINESS AND INDUSTRY

See Study 1: Qualitative Interview Study information above (Lara, Mupinga, & O'Connell, 2013) and Study 2: Career Development Needs Assessment Survey (Lara, Mupinga, & O'Connell, 2014).

See also letters of support above from Jude Rule, Director of Exploratory Advising Center and Steven Antalvari, Advising Director.

Furthermore, see references in needs rationale regarding consultation career development professionals and organizations.

4. FACULTY CREDENTIALS AND CAPACITY

Courses will be taught by current HIED and CHDS faculty members, who all have graduate faculty status. No additional resources will be needed for the certificate program. The anticipated enrollments will more than cover the cost of the new 4 credit hours of coursework.

Faculty Credentials

The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

- Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education

Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.

Yes

- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
 - At least a bachelor's degree if teaching in an associate degree program.
 - At least a master's degree if teaching in a bachelor's degree program.
 - A terminal degree if teaching in a graduate program.

Yes.

- In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.

Yes

- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.

N/A

- Faculty members show evidence of professional development in the discipline.

Yes, faculty members are engaged with the professional organizations in their respective disciplines.

- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

None of the five full-time HIED faculty members have completed their graduate degrees from Kent State University.

Faculty Capacity

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.

Yes

- Each program is led by a full-time faculty member.

Yes.

- Full-time faculty members are involved at each location where more than 50 percent of an academic program can be completed (e.g., main campus, regional campus, additional locations)

Yes

- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the program curriculum. Portions of the program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.

Yes

- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.

Yes

- Students interact with several faculty members within the program to encourage exposure to a diversity of experiences and perspectives.

Yes

Exceptions may be reviewed on a case-by-case basis.

APPENDIX A: Survey Administered Online

Career Development Needs Assessment

Informed Consent to Participate in a Research Study

Study Title: Career Development Needs Assessment

Principal Investigator: Dr. Tracy Lara, **Co-Investigators:** Dr. Davison Mupinga and George O'Connell

You are invited to participate in a research study regarding the training needs for career development professionals. Please read the information below regarding the project, what you will need to do, and the associated risks and benefits of the research. Your participation is voluntary.

The purpose of this study is to describe the current training of career development professionals in Ohio, and to determine the training needs and challenges facing career development professionals.

Procedures

You will be complete this survey anonymously. No identifying information will be collected.

There may be no **direct benefits** to you, however, the information will be used to inform the potential creation of training opportunities that would be useful for professionals who encounter client/customer career development issues.

There are no anticipated **risks or discomforts** beyond those encountered in everyday life.

Your participation is voluntary. You may choose not to participate or you may discontinue your participation at any time.

Contact Information

If you have any questions or concerns about this research, you may contact Dr. Tracy Lara at 330-672-0626 or Dr. Davison Mupinga at 330-672-2656 or George O'Connell at 603-498-9968. This project has been approved by the Kent State University Institutional Review Board. If you have any questions about your rights as a research participant or complaints about the research, you may call the IRB at 330.672.2704.

CLICK THE BUTTON BELOW to access and complete the survey. By completing the survey you are consenting to participate.

Thank you for your participation!

Tracy M. Lara, PhD
Assistant Professor

Davison Mupinga, PhD
Associate Professor

George O'Connell
Doctoral Student

Please continue to the next page.

Career advisors assist individuals who are identifying and exploring occupational goals, preparing to enter the workforce, or planning to change jobs/fields. Career advisors must have knowledge of student/adult development and career-related concepts in order to apply theory and techniques in the advising process.

1. Do you ever assist students/clients with career development questions, problems, or concerns?

- ☐ Yes
- ☐ No

2. Have you ever referred a student/client to a career counselor?

- ☐ Yes
- ☐ No
- ☐ I wanted to but couldn't find one

3. Would you be interested in professional development opportunities oriented to developing skills in career advising?

- ☐ Yes
- ☐ No

4. How likely would you be to enroll in a graduate level certificate program to gain career advising skills?

Very Unlikely Somewhat Unlikely Unsure Somewhat Likely Very Likely

☐ ☐ ☐ ☐ ☐

Please provide any reasons for your response to question 4 (likelihood of enrolling in a certificate program).

5. Do you see a need in your professional field for additional training opportunities in the area of career advising.

There is no need There is not much need Unsure Yes some need Yes a great need

☐ ☐ ☐ ☐ ☐

Please continue to the next page

Please rate the following on a scale of 1 (low importance) to 10 (high importance) for inclusion in a professional/graduate level certificate program.

	1	2	3	4	5	6	7	8	9	10
Developing strategies for partnering with employers.										
Improving skills/strategies for working with students/clients when their career interests										

don't match their skills or are otherwise unrealistic.	
Information on virtual delivery of career advising services.	
Learning about ways to help students/clients gain experience through jobs or internships.	
Strategies to help students/clients develop better soft skills.	
Ideas to encourage/motivate students/clients to follow through on necessary tasks.	
Equipping students/clients to use family support/consultation in their career development.	
Training on career development assessments.	

What other topics for professional development regarding student/client career advising do you suggest?

Please share any other comments you have regarding the need professional development opportunities in career advising.

Please continue to the next page.

Demographic Information

What is the highest level of education you have completed?

If you answered 'other' for the previous question, what is the the highest level of education you completed?

What was name of the major or program of study for the above education credential?

Please list any other professional credentials you hold (e.g., licensure, certification, etc.)

Your Gender:

Please continue to the next page

Your Primary Job Title:

What population do you primarily work with:

- ☐ High School
- ☐ Traditional Age Undergraduate
- ☐ Adults
- ☐ Non-traditional Students
- ☐ Other

Number of years you have been working in this field:

Type of institution you work at (check all that apply):

- ☐ High School
- ☐ College/University
- ☐ Career Center
- ☐ Public
- ☐ Private Non-Profit
- ☐ Private Proprietary
- ☐ Other

Does your job require that you attain continuing education credits?

- ☐ Yes
- ☐ No

Does your employer pay for college courses as professional development?

- ☐ Yes
- ☐ No

Please continue to the next page

APPENDIX B: HIED Needs Assessment Questionnaire

Career Advising Certificate Questionnaire: HIED		
<p>Please respond the questions below which are part of a needs assessment pertaining to the proposed Career Advising certificate program.</p> <p>The Career Advising certificate responds to absence of comparable graduate level programs or training opportunities for individuals interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator.</p>		
1. What is your enrollment status in the HIED program?		
<input type="radio"/> Full-time	<input type="radio"/> Part-time	<input type="radio"/> Guest Student not enrolled in HIED Program
2. What is your anticipated graduation date? (Month/Year)		
<input type="text"/>		
3. Have you or will you take CHDS 68182 Career Development and Guidance as part of your academic program plan of study?		
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Wanted to but I couldn't fit it in my schedule
4. Is your graduate assistantship in an academic advising or career services office?		
<input type="radio"/> Yes	<input type="radio"/> No	
5. Have you or do you intend to complete an internship in an academic advising or career services office?		
<input type="radio"/> Yes	<input type="radio"/> No	
6. In your graduate assistantship, professional role, or internship experience(s) have you encountered student career development questions, problems, or concerns?		
<input type="radio"/> Yes	<input type="radio"/> No	
7. Do you intend to apply for academic advising or career services position in your job search?		
<input type="radio"/> Yes	<input type="radio"/> No	
8. Do you believe that additional coursework oriented to academic and career advising would enhance the Higher Education Administration and Student Personnel program?		
<input type="radio"/> Yes	<input type="radio"/> No	

Career Advising Certificate Questionnaire: HIED

9. If it were an option to you, from the start of your degree program would you enroll in the Career Advising certificate program?

☐ Yes

☐ No

APPENDIX C: CHDS Needs Assessment Questionnaire

Career Advising Certificate Questionnaire: CHDS

The Career Advising Certificate responds to the absence of comparable graduate level programs or training opportunities for individuals interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator.

Career Advising Certificate (Tentative) Curriculum (16 Credit Hours)

[Courses listed below that are not currently in your degree plan of study would NOT substitute for courses in your degree plan and would NOT serve as electives within your degree plan.]

Prerequisite: HIED 6/76653 College Student Development (3 credit hours)

Required:

CHDS 6/78182 Career Development and Guidance (3 Credit Hours)

CHDS 6/77531 Individual Counseling Procedures (3 Credit Hours)

HIED 6/86679 Career Advising: Theory and Practice (3 Credit Hours)

HIED 6/76677 Workforce, Economic, & Community Development (3 Credit Hours)

HIED 6/86680 Administration of Career & Advising Services (1 Credit Hour)

HIED 6/76492 Internship, Practicum, & Field Exp. (3 Credit Hours) Students must have completed at least six hours in the certificate program before applying for an internship. Internships must be in settings suitable for academic and career advising services. With advisor approval this requirement can be substituted with one additional elective course.

Elective with HIED 6/76492 waiver may include: Elective (3 Credit Hours) substitution course as approved by certificate advisor.

Please complete all questions on the next page which are part of a needs assessment pertaining to the proposed Career Advising Certificate program.

Career Advising Certificate Questionnaire: CHDS

Please respond to the following questions as part of a needs assessment pertaining to the proposed Career Advising Certificate program.

1. What is your enrollment status in the counseling program?

☐ Full-time

☐ Part-time

2. What is your degree area?

☐ Clinical Mental Health Counseling

☐ School Counseling

3. What is your anticipated graduation date? (Month/Year)

4. In your graduate assistantship, professional role, or counseling practicum/internship do you address career concerns, problems, or questions?

☐ Yes

☐ No

☐ N/A (Not Applicable)

5. Would you be interested in additional coursework to prepare you to do career advising? (Coursework in the certificate program would be additional coursework not included in your counseling degree plan of study.)

☐ Yes

☐ No

6. If it were an option for you would you enroll in a Career Advising Certificate program? (See Tentative Curriculum Description Above)

☐ Yes

☐ No

THANK YOU!