



U.S. Instructor Training Handbook for NCDA Master Trainers

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U.S. INSTRUCTOR TRAINING HANDBOOK FOR NCDA MASTER TRAINERS

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INTRODUCTION

This handbook is for individuals who are participating in NCDAs Master Trainer Workshop and will also be distributed to current NCDAs FCD Instructors. Current NCDAs FCD Instructors and Master Trainer Workshop attendees will also be provided access to other materials. Material updates will be made periodically, consult www.ncda.org.

A separate handbook (Delivering the NCDAs Master Trainer Workshop) outlines the application process for becoming a Master Trainer and for conducting a Master Trainer Workshop.

The materials contained in this handbook are the resources that Master Trainers will use when conducting their training for individuals to become instructors for NCDAs Facilitating Career Development Training and Certification Program.

At this time, completion of the NCDAs Facilitating Career Development Training and Certification Program leads an individual to qualify to apply for two credentials: NCDAs Certified Career Services Provider and CCEs Global Career Development Facilitator. It is important that an instructor thoroughly understands both credentials and each application process. Some information is provided here about each credential application process; however, detailed application information is available through each credential's website.

Many thanks to the Master Trainer Committee for its work in the comprehensive review and update of the Master Trainer Workshop and these materials, beginning in 2015 and finishing in 2019. These committee members worked for a number of years on this project: Constance Pritchard, Malka Edelman, Ellen Weaver Paquette, Kelly Curry, Mark Danaher, and Mary Ann Powell. Other Master Trainers participated in phases of the project and provided insight and feedback.

If you have any questions about the NCDAs Instructor Training Program, contact Mary Ann Powell, National Career Development Association, mpowell@ncda.org or (918) 663-7060.

SECTION ONE

CONDUCTING NCDA INSTRUCTOR TRAINING

FACILITATING CAREER DEVELOPMENT INSTRUCTOR TRAINING APPLICATION

SELECTION PROCESS and APPLICATION

Based on an individual’s background and credentials, the Master Trainer may want to request additional documents such as evaluations of training, videos of training/presentations, or copies of curriculum and materials developed for online training.

Selection for training is on a first-come basis and based upon the criteria outlined in each of the following sections:

Section One: Contact Information

Name		
Institution/Agency		
Street Address		
City, State, Zip Code		
Phone	Home:	Cell:
Email		
Company/Personal Website		
LinkedIn Page		

Section Two: Professional Work and Education Information including Career Development Experiences

Must fulfill **ONE** of the following **THREE** categories.

Master’s or Doctoral degree in counseling with

- Coursework in career development, vocational assessment **AND**
- Practicum/internship with major career emphasis **AND**
- Minimum of three years of delivery of career development services (working with individuals or groups to assist them with career planning and seeking employment)

Master’s degree in a field such as Human Resources Development, Psychology or Education with

- 5 years of experience in career development or delivery of career development services
- Recent continuing education related to career development (within the last 5 years)
- Presentations and/or published books/training materials related to career development

Bachelor’s degree in a field such as Human Resources Development, Psychology or Education with

- 5 years of experience in career development or delivery of career development services
- Recent continuing education related to career development (within the last 5 years)
- Presentations and/or published books/training materials related to career development

Without the above stated combination of education and experience, the Facilitating Career Development Instructor candidate must have extensive career development background, training, knowledge, expertise, and experience.

A. Professional Work Experiences

Company	Job Title	Years in Job	Job Responsibilities

Additional Career Development Experiences:

B. Education Information

Degree	Institution	Major	Related Career Development Courses	Month and Year of Degree Completion

Additional Career Development Experiences (include training/certifications received):

<p>Section Three: Career Development Teaching and Training Experiences You Have Conducted</p>
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(Attach agendas, program outline, syllabus and evaluations, if available)

Must fulfill **ONE** of the following **THREE** categories AND have a minimum of 3 years of experience teaching/training adults:

- Has taught career-related counselor education courses at the college or university level **OR**
- Has taught career development courses at the college or university level **OR**
- Has conducted broad, in-depth, career development staff training within a corporate, school, or government setting

Date	Population	Topic	Modality (face-to-face, webinar, online, etc.)

Describe your experience in providing training to adults (post high school individuals):

Section Four: Virtual Learning and Technology Skills

All Facilitating Career Development Instructors will receive training in the delivery of the curriculum via Virtual Learning. It is critical that as an instructor you have the basic skills listed below.

What is your experience with the following types of course delivery platforms and/or elements?

Have you taken an online course? Yes No

Describe your experience:

Have you taught an online class? Yes No

Describe your experience:

Do you have broadband access to deliver the course? Yes No

What is the bandwidth speed for your internet? _____

What Learning Management Systems (LMS) & Course Management Systems (CMS) have you experienced or used?

Moodle Yes No

Canvas Yes No

Blackboard Yes No

Thinkific Yes No

Other Platforms: _____

Please describe your experience:

What video conferencing platforms have you used?

Zoom Yes No

GoToMeeting Yes No

Google Meeting Yes No

WebEx Yes No

Microsoft Teams Yes No

Other Platforms: _____

Please describe your experience:

Do you have experience with creating and recording videos? Please explain.

What extensions, computer apps or programs have you used in teaching or delivery a course? (examples: Jamboards, Padlet, Google Docs, Piazza, Survey Monkey, Prezi, etc....) Please explain.

What type of experience recording or capturing your screen using programs like Camtasia, QuickTime, Look, Screencastify, etc.? Please explain.

How would you rate your technical abilities?

- I'm able to do what I need to do with technology
- Others often come to me for help with technology
- High ability, plus I seek out new technologies on a regular basis

Which of the following describe your plans to deliver the NCD A Facilitating Career Development Training electronically?

- Deliver the course minimally online
- Deliver the course as a hybrid (some online, some face-to-face)
- Deliver the course asynchronous and synchronous learning (with 24 hours minimum of face-to-face)
- Deliver the course via a course management system such as Blackboard, Canvas, Moodle or something similar
- I'm not sure at this point
- I plan on teaching only face-to-face

Section Five: Professional Career Development Contributions

(Credentials/Licenses, Memberships, Conference Presentations, Publications, Training Materials Developed, Continuing Education)

Credentials and Licenses/Memberships

- Has licenses/certifications related to counseling, career counseling and career development
- Has memberships and/or leadership experiences in professional associations involved in counseling, career development, and/or training
- May hold a Certified Career Services Provider or Global Career Development Facilitator credential

Professional Contributions

- Has done presentations at conferences/conventions and written publications related to career development or education/training
- Has developed materials (client, program, training materials)
- Has participated in recent continuing education in the career development field

Are you a Certified Career Services Provider? Yes No

If Yes, when did you receive your CCSP? _____

Who was your FCD Instructor? _____

Credentials and Licenses

Credentials and Licenses	Date Received	Professional Use

Memberships

Organization	Dates	Involvement

Conference Presentations (include evaluations, if available)

Conference	Date	Topic

Publications (include three, as attachments)

Publications	Title	Date

Training Materials Developed (include three, as attachments)

Training Material	Topic	Targeted Audience	Purpose/Use

Recent Continuing Education in the Career Development Field (Last Five Years)

Date	Location	Content	CEUs

Section Six: Statement of why you would like to receive this Instructor Training and how you plan to deliver the Facilitating Career Development Training and Credentialing Program.

This statement needs to be a minimum of 300 words and be very specific and descriptive of your plans to carry out Facilitating Career Development training. Please include the following information in answering this question:

- why you would like to instruct the training
- methods of delivery (hybrid, face-to-face, eLearning)
- proposed dates
- location (city, state) – or general geographic area
- target audience

NCDA INSTRUCTOR APPLICANT RATING SHEET

Applicant name: _____

Date: _____

NCDA Master Trainer evaluator: _____

Section of application	Criteria	Evaluator notes	Complete or Meets Criteria	Incomplete or Does NOT Meet Criteria
Section One	Contact information			
Section Two	Professional work experience			
	Education Information			
Section Three	Career development teaching and training experiences you have conducted			
	Experience in providing training to adults			
Section Four	eLearning and technology skills (overall)			
	Required technical skills			
	Experience in online training			
	Experience with course delivery platforms and/or elements			
	Plans to deliver the training electronically			
Section Five	Credentials and licenses			
	Memberships			
	Conference presentations			
	Publications			
	Training materials developed			
	Recent continuing education in the career development field			
Section Six	Statement of why applicant would like to receive this certification			
	Statement of how applicant plans to deliver the Facilitating Career Development training and certification program			

Recommendation:

- Accepted
- Declined

Comments:

Rationale:

LEARNING OBJECTIVES FOR US NCDA INSTRUCTOR WORKSHOP

These objectives must be met in each Instructor workshop. Master Trainers may add additional learning objectives if they wish. Because there is an emphasis on training instructors to deliver the curriculum via eLearning, the Master Trainer must evaluate the trainee's ability to design and deliver Facilitating Career Development training via eLearning.

Each instructor trainee will be able to:

1. Define and describe the 12 competencies on which NCDA's Facilitating Career Development Training and Certification Program is based. Identify how and where each of the 12 competencies is taught and evaluated in the most recent version of the curriculum.
2. Demonstrate knowledge and ability to teach the content in each chapter of the NCDA Facilitating Career Development curriculum.
3. Demonstrate personal competence in training skills by covering a chapter of the NCDA Facilitating Career Development curriculum in a minimum of a 15-minute presentation.
4. Demonstrate an understanding of how to develop and deliver the NCDA-approved portions of NCDA Facilitating Career Development Training and Certification Program via eLearning.
5. Demonstrate the knowledge of and ability to set up a course management system of their choice.
6. Demonstrate the knowledge and ability to teach the helping skills component of the curriculum both face-to-face and online.
7. Describe and demonstrate appropriate scope of practice as it relates to assessment, both formal and informal.
8. Be able to define and apply knowledge about the ethics and scope of practice of individuals trained through NCDA Facilitating Career Development.
9. Evaluate students' mastery of all competencies.
10. Describe ways in which NCDA Facilitating Career Development curriculum can be customized and expanded by an instructor to meet the identified and specific needs of the audience.
11. Develop a plan to promote and deliver an NCDA Facilitating Career Development Training and Certification Program.
12. Articulate the process by which to join and continue to be listed on the NCDA Instructor Registry.
13. Describe the processes to obtain credentialing for NCDA's and CCE's credentials.

OUTLINE OF NCDA INSTRUCTOR TRAINING

Agenda	Resource
Pre-Meeting	
<p><i>Master Trainer completes before contact training time with Instructor candidates.</i></p> <ul style="list-style-type: none"> • Instructor applicants may be required to complete assignments before any contact (face-to-face) training sessions begin. • Using delivery modalities for NCDA Instructor workshop training, communicate assignments, agenda, meeting times, location. • Identify and describe all assignments and due dates and modality delivery for learning objectives. • Provide access to sample elearning course or any other web resources, including those provided by NCDA for Instructors. 	<p>Manual/websites</p> <p>www.ncda.org</p>
Welcome/logistics/introductions	
<ul style="list-style-type: none"> • Introductions and team building. • Training Agenda – learning objectives may be covered in different modalities. • Review assignments and indicate when delivery dates for assignments. 	<p>Master Trainer leads</p> <p>Material provided electronically or manually</p>
Section 1: Delivering US NCDA’s Facilitating Career Development training	
<p><i>MT is responsible for covering each learning objective in one of the modalities. A suggested sequencing follows. Note the sequence below is not inclusive of all modalities.</i></p> <ul style="list-style-type: none"> • Outline of NCDA Instructor Training • Learning Objectives for Instructor Training • Suggested Delivery Modality Options for each Learning Objective • Evaluation of NCDA Instructor Candidates • Checklist for Delivering NCDA’s Facilitating Career Development Training • Instructor Manual and Resources Available • Course Logistics <ul style="list-style-type: none"> ✓ Requirements ✓ Designing Your Course (elearning, contact time) – Course Outline Template and set up in a Course Platform ✓ Training Session Planning Template ✓ Choosing and Managing Technology ✓ Netiquette ✓ Forum Discussion Guidelines ✓ Action Plan ✓ Training Budget Template – Excel ✓ Syllabus ✓ Student Agreement 	<p>Instructor Handbook</p> <p>Resources on Instructor website at www.ncda.org</p>

<ul style="list-style-type: none"> ✓ Weekly Course Data Sheet • Grading Tools and Timelines <ul style="list-style-type: none"> ✓ Sample Grading Rubric ✓ Scaled Grading Suggestions ✓ Case Study Grading Rubric • Working with Adult Learners <ul style="list-style-type: none"> ✓ Characteristics of Adult Learners ✓ Adult Learning Theory • Training Reminders <ul style="list-style-type: none"> ✓ Course Tips for Success ✓ Opportunities for Engaging Students ✓ Sequencing Training Activities ✓ Active Learning Guidelines ✓ Tips for Handling Challenging Participants <p><i>Review appropriate handouts and materials on the instructor website as changes and updates may occur. See list elsewhere in handout as to materials on the website.</i></p>	
Learners' Presentations of Assignments	
<ul style="list-style-type: none"> • Discussion of Assignments (including presentations). The tool "Instructor Peer Evaluation Form for Training Presentations" is available for platform presentations. <p><i>Integrate presentation and discussions throughout the training</i></p>	Manuals
Section 2: Professionalism and Certification	
<ul style="list-style-type: none"> • Instructor Ethics • Introduction to Becoming Master Trainer • Information about the NCDA Registry including what benefits NCDA offers instructors who are on the Registry • Certification (CCSP & GCDF) • NCDA Membership Resources 	Manuals, materials on NCDA Instructor website
Section 3: Marketing your Training	
<ul style="list-style-type: none"> • Discuss How to Market Training • Develop Marketing Plan – Use template resources (Marketing Launch Plan for Delivering Facilitating Career Development Training or Action Plan) 	Handbook
Certificate of Completion	
<ul style="list-style-type: none"> • Sample Certificate for Course Completers • Award Certificates and Honor New Instructors 	Instructor Website

SUGGESTED DELIVERY MODALITY OPTIONS BY LEARNING OBJECTIVE

These objectives must be met in each Instructor candidate. Master Trainers may also add additional learning objectives if they wish. Because there is an emphasis on training instructors to deliver the curriculum via eLearning, the Master Trainer should evaluate the trainee's ability to design and deliver FCD via eLearning.

With the renewed emphasis on eLearning, instructor training could be conducted over the course of several days/weeks either virtually or face-to-face depending upon the Master Trainer's preferences and could include both pre- and post-training activities. This would also assist in the evaluation of the trainee in delivering content via eLearning.

Each instructor trainee will be able to:

1. Define and describe the 12 competencies on which the FCD training program is based. Identify how and where each of the 12 competencies is taught and evaluated in the most recent version of the curriculum.
 - Quiz
 - Activities, exercises, discussion questions
 - Face-to-face
 - Conversations with applicant (may occur in variety of modalities: e-mail, telephone, chat room or other virtual method)
 - Zoom or other similar virtual option
2. Demonstrate knowledge and ability to teach the content in each chapter of the FCD Curriculum.
 - Lesson plan
 - Video
 - Activities, exercises, discussion questions
 - Face-to-face
 - Conversations with applicant (may occur in variety of modalities: e-mail, telephone, chat room or other virtual method)
 - Zoom or other similar virtual option
 - Quiz - comprehensive
3. Demonstrate personal competence in training skills by covering a chapter of the FCD curriculum in a minimum of a 15-minute presentation.
 - Face-to-face
 - Video
 - Zoom or other similar virtual option
 - Webinars
 - Participants' course evaluations from previously taught sessions (selected items or summary reports)
4. Demonstrate an understanding of how to develop and deliver the NCDA-approved portions of FCD training via eLearning. Demonstrate knowledge of and ability to set up a course management system of their choice.
 - Sharing access to online course (either previously taught or currently being taught)
 - Zoom or other similar virtual option
 - Conversations with applicant (may occur in variety of modalities: e-mail, telephone, chat room or other virtual method)
 - Utilize/develop a course management system
 - Develop a course delivery timeline

5. Demonstrate knowledge and ability to teach the helping skills component of the curriculum both face-to-face and online.
 - Role playing
 - Case studies
 - Zoom or other similar virtual option
 - Face-to-face
 - Lesson plan
 - Video
 - Conversations with applicant (may occur in variety of modalities: e-mail, telephone, chat room or other virtual method)

6. Describe and demonstrate the FCD scope of practice as it relates to assessment, both formal and informal.
 - Activities, exercises, discussion questions
 - Case studies
 - Face-to-face
 - Conversations with applicant (may occur in variety of modalities: e-mail, telephone, chat room or other virtual method)
 - Zoom or other similar virtual option
 - Quiz
 - Video

7. Define and apply knowledge about the ethics and scope of practice of FCD.
 - Activities, exercises, discussion questions
 - Case studies
 - Face-to-face
 - Conversations with applicant (may occur in variety of modalities: e-mail, telephone, chat room or other virtual method)
 - Zoom or other similar virtual option
 - Video

8. Evaluate each FCD student's mastery of all competencies.
 - Development of appropriate assessment tools
 - Activities, exercises, discussion questions
 - Face-to-face
 - Conversations with applicant (may occur in variety of modalities: e-mail, telephone, chat room or other virtual method)
 - Zoom or other similar virtual option
 - Comprehensive quiz

9. Describe ways in which the US NCDA FCD curriculum can be modified and expanded by an instructor to meet the identified and specific needs of the audience.
 - Activities, exercises, discussion questions
 - Case studies
 - Face-to-face
 - Conversations with applicant (may occur in variety of modalities: e-mail, telephone, chat room or other virtual method)
 - Zoom or other similar virtual option
 - Quiz

10. Develop a plan to promote and deliver an FCD course.

- Written marketing plan
- Activities, exercises, discussion questions
- Face-to-face
- Conversations with applicant (may occur in variety of modalities: e-mail, telephone, chat room or other virtual method)
- Zoom or other similar virtual option

11. Articulate the process by which to join and maintain certification on the FCD Instructor Registry administered by NCDA.

- Activities, exercises, discussion questions
- Face-to-face
- Conversations with applicant (may occur in variety of modalities: e-mail, telephone, chat room or other virtual method)
- Zoom or other similar virtual option
- Quiz
- Sample application

12. Describe the processes to obtain credentialing for NCDA's and CCE's credentials.

- Activities, exercises, discussion questions
- Face-to-face
- Conversations with applicant (may occur in variety of modalities: e-mail, telephone, chat room or other virtual method)
- Zoom or other similar virtual option
- Quiz
- Sample application

EVALUATION OF U.S. NCDA INSTRUCTOR CANDIDATES

TRAINEE NAME _____

MASTER TRAINER _____ DATE _____

This evaluation encompasses the learning objectives of the training. Indicate how the trainee has satisfied the learning objective.

Learning Objective	Modality for verification	Indicate completion, any required remediation, and comments
1. Define and describe the 12 competencies on which the Facilitating Career Development Training and Certification Program is based. Identify how and where each of the 12 competencies is taught and evaluated in the most recent version of the curriculum.		
2. Demonstrate knowledge and ability to teach the content in each chapter of the Facilitating Career Development Curriculum.		
3. Demonstrate personal competence in training skills by covering two different chapters of the Facilitating Career Development curriculum in a minimum of a 15-minute presentation of each chapter.		
4. Demonstrate an understanding of how to develop and deliver the NCDA-approved portions of Facilitating Career Development training via eLearning. Have knowledge of and ability to set up a course management system of their choice.		
5. Demonstrate knowledge and ability to teach the helping skills component of the curriculum both face-to-face and online.		

Learning Objective	Modality for completion	Indicate completion, any required remediation, and comments
6. Describe and demonstrate the Facilitating Career Development scope of practice as it relates to assessment, both formal and informal.		
7. Define and apply knowledge about the ethics and scope of practice of individuals completing NCDA's Facilitating Career Development training.		
8. Evaluate Facilitating Career Development students' mastery of all competencies.		
9. Describe ways in which the Facilitating Career Development curriculum can be modified and expanded by an instructor to meet the identified and specific needs of the audience.		
10. Develop a plan to promote and deliver a Facilitating Career Development Training.		
11. Articulate the process by which to join and maintain certification on the NCDA Instructor Registry administered by NCDA.		
12. Describe the processes to obtain credentialing for NCDA's and CCE's credentials.		

CHECKLIST FOR DELIVERING US NCDA INSTRUCTOR COURSE

Pre-planning:

- Know and be compliant with course requirements.
- Determine the structure and number of participants for your training.
- Determine the format of your training: contact time and format, locations, technology etc.
- Develop your syllabus.
- Secure equipment and technology needed for training (LCD projector, easels, internet connection, video conferencing, elearning course management system).
- Investigate elearning course management and video conferencing systems. Purchase or contract needed services.
- Understand the implications of delivering the US Instructor Training to international learners.

Marketing:

- Develop your marketing plan and marketing materials.
- Submit your public course offering information to Mary Ann Powell at NCDA for placement onto the NCDA website: Dates, location, contact information, other information you want to use to promote your session. Check information to assure that the information is posted and correct.
- Suggestions regarding marketing methods include but are not limited to:
 - ✓ Respond to requests about your training from the advertisement on the NCDA website
 - ✓ Leverage social media
 - ✓ Advertise in other types of publications and social media
 - ✓ Network, make cold calls

Prepare for Training:

- Review applications and notify approved applicants.
- Collect registration fees.
- Order curriculum from NCDA.
- Gather supplies needed for training.
- Develop elearning course.
- Copy or provide handouts you will be using either face-to-face or on the elearning site.
- Develop training agenda using your course outline.
- Develop evaluation methodology and form.
- Develop certificates.
- Provide Instructor Completers with link to complete an Instructor Training Survey.
- Provide Instructor Completers with a link to add their name to the NCDA FCD Instructor Registry.

Conduct Training - Follow your Course Outline.

After Training:

- Harvest data and information from evaluation.
- Revise training and course execution as needed.
- Provide NCDA with names and emails of instructor completers.

NCDA INSTRUCTOR MANUAL AND RESOURCES AVAILABLE

In your FCD Instructor's Manual, you will find the following resources for each chapter that can be adapted to elearning or contact modalities:

1. Short quizzes
2. Video and internet resources
3. Case studies
4. Journal and other activities
5. Instructional suggestions and discussion of each learning objective
6. Forum/discussion questions and prompts

In many cases, you will find specific resources designed for each of these settings:

- Business/industry
- Workforce
- Higher education
- K-12
- Private practice

The NCDA website houses resources to support FCD instruction. You must be a member of NCDA to access them.

- Topic specific PowerPoints
- Sampling of instructional articles and support materials on website
 - ✓ Action Plan Template
 - ✓ Active Learning Guidelines
 - ✓ Adult Learning Theory
 - ✓ Case Study Grading Rubric
 - ✓ Certificate of Training Completion
 - ✓ Characteristics of Adult Learners
 - ✓ Choosing and Managing Technology
 - ✓ Course Outline Template
 - ✓ Course Tips for Success
 - ✓ Evaluation of Instructor Training
 - ✓ Forum Discussion Guidelines
 - ✓ Instructor Peer Evaluation Form (for training presentation)
 - ✓ Launch Plan Worksheet
 - ✓ Netiquette
 - ✓ Opportunities for Engaging Students
 - ✓ Sample Grading Rubric
 - ✓ Scaled Grading Suggestions
 - ✓ Sequencing Training Activities
 - ✓ Student Agreement
 - ✓ Weekly Course Data Sheet
 - ✓ Training Budget Template
 - ✓ Training Cycle Information
 - ✓ Training Session Planning Template
 - ✓ Tips for Handling Challenging Participants

COURSE LOGISTICS AND ADDITIONAL INFORMATION

1. Know and be compliant with course requirements:

- Every course must include a contact component (either face-to-face or through video conferencing).
- To be eligible for applying for the CCSP and GCDF, learners must devote a minimum of 120 hours (including homework, reading, contact time, elearning time).
- Be compliant with NCDAs minimum course price. Contact Mary Ann Powell (mpowell@ncda.org or 918-663-7060) for current information about the minimal pricing or visit the website.

Words of Wisdom from NCDAs MTs on Getting Started

Set up and communicate a clear refund policy and require a sign off that learner has read it... Collect all funds up front and BEFORE you order materials... Remind learners to WRITE DOWN THEIR USER NAME and PASSWORD... Communicate your response time to questions, assignments, etc... If a potential learner says "I have a full plate." Then timing is not right for taking the course... For contracted courses, communicate with supervisors about course timelines and expectations... Save yourself time by developing template of your start up info...

2. Designing your course (elearning, contact time) – Course Outline Template

Your Master Trainer will cover the basics of conducting the course, including elearning. Your Instructor Manual contains a wide variety of resources and materials. Your Master Trainer may also provide you access to an elearning course. The materials below are available on the Instructor website. We encourage you to become familiar with them. Feel free to make recommendations for other materials that might be helpful for NCDAs Instructors.

- Training Session Planning Template
- Netiquette
- Forum Discussion Guidelines
- Action Plan
- Training Budget Template – Excel
- Student Agreement
- Weekly Course Data Sheet

Words of Wisdom from NCDAs MTs on Delivering a Course

Consider an additional form so you know something about your learners...No adult left behind. Do-overs until correct are acceptable... Thoughtfully consider group size: what is best for you, space, timelines, group composition? 30 is probably too many. What is the smallest size that will work for you? Not everyone will finish the course [plan for a 10% melt rate]... Remember that every assignment you make, you have to provide feedback... Keep grading simple... Readyng and teaching an elearning course takes A LOT more time than delivering a course face to face!... For day long f2f sessions, take a break every 2 hours... Remember this training is designed to be INTERACTIVE no matter the delivery modality.

3. Choosing and Managing Technology

Choosing technology to support learning is a critical and costly decision. You will find a resource on the website: Choosing and Managing Technology.

Words of Wisdom from NCDAs MTs on Choosing and Managing Technology

Develop detailed and complete instructions for learners about accessing any technology you will ask learners to use. It will save you an incredible amount of time... You will spend far more time than you plan in troubleshooting technology... Most video conferencing systems work the same with little quirks... Experiment and check around... Ask what will work with your learners... Often learners are firewalled from accessing sites in their workplace... Ask them to check and plan ahead for access... Encourage learners to use headsets – helps audio immensely...

4. Grading Tools and Timelines

Your Instructor website provides some grading rubrics that you might find useful.

Words of Wisdom from NCDAs MTs on Grading and Timelines

Remember that every assignment you make, you have to provide feedback... Keep grading simple... The clearer you are on what is required in an assignment the easier it is to grade... Remember to consider YOUR needs in establishing your timelines and due dates... As a rule of thumb, plan for at least 1 week for manual topic... Some groups appreciate more time spent on theory topics.

5. Working with International Learners

It is important for international Facilitating Career Development learners to understand that their taking this course means that these individuals (like their American counterparts) are eligible to apply for NCDAs CCSP and CCEs GCDF. Important note: See flow chart later in this document about eligibility for the CCSP and GCDF. Some countries may have a country specific curriculum which leads to other credentials. For any questions about delivering NCDAs Facilitating Career Development internationally, first check with NCDAs staff.

Words of Wisdom from NCDAs MTs on Working with International Students

Download a "world clock" app so you can keep up with time zones (even for the US!)... You may have to extend your work day to accommodate international learners... Technology (especially video conferencing) that works in the US may not work internationally... Skype seems to be widely available and functioning in most countries (even developing ones).

6. Working with Adult Learners and Training Reminders

There are a number of materials on the NCDAs website about working with adult learners. You will discuss this topic in your training. The materials below are available on the Instructor website. We encourage you to become familiar with them. Feel free to make recommendations for other materials that might be helpful for NCDAs Instructors.

- Adult Learning Theory
- Opportunities for Engaging Adults
- Sequencing Training Activities
- Tips for Handling Challenging Participants
- Characteristics of Adult Learners
- Training Cycle Information
- Training Session Planning Template

7. Learners' Presentation of Assignments

During NCDAs Instructor Training, your MT will require assignments to be completed. Some of these assignments may be completed before the contact time (or f2f) sessions. You should plan to cover different manual topics for these assignments. You will receive feedback on all assignments.

8. NCDAs FCD Instructor Registry

Each MT will provide each FCD Instructor completer with a link to complete an Instructor Training survey and subsequent link to apply for the NCDAs FCD Instructor Registry. MT evaluation data will be collected for all NCDAs Master Trainers.

Once an FCD Instructor Completer finishes the brief survey questionnaire, they will be directed to another link where they will complete their NCDAs FCD Instructor Registry form that will be submitted to NCDAs. NCDAs will provide survey data to Master Trainers as requested and will send periodic reports to MTs.

SECTION TWO

PROFESSIONALISM AND CREDENTIALING

INSTRUCTOR ETHICS

During your training, your Master Trainer will lead a discussion about ethics and compliance with NCDA requirements.

LEVELS OF NCDA'S FACILITATING CAREER DEVELOPMENT TRAINING PROGRAM

NCDA Master Trainer Qualifications

- Master Trainers are current instructors selected through an application process. Selection is based on specific criteria, commitment, and instructor experience.
- Training is scheduled on an "as needed" basis or approximately every 3 years. Dates and deadlines will be announced on the NCDA website and NCDA will notify everyone on the NCDA Instructor Registry about future training.
- NCDA offers an Instructor Registry and a training calendar on their website to assist in recruitment of qualified individuals to become new NCDA Instructors.

NCDA Instructor Qualifications

- Selected through an application process. Selection is based on education, experience, adult training abilities and commitment.
- Applicants must meet minimum qualifications as indicated on NCDA website.
- Instructors must successfully complete an instructor training program given by an NCDA Master Trainer to become an NCDA instructor.
- NCDA offers an Instructor Registry and a training calendar on their website to assist in recruitment of qualified individuals to become new NCDA Instructors.

NCDA Instructor Registry

- The NCDA Registry offers:
 - Advertisement of the NCDA's website of your training classes
 - Automatic receipt of updates to curriculum
 - Your name appears on the Registry as an NCDA FCD instructor
 - Your notifications of any updates or changes to rules and notification of upcoming available trainings and conferences
- To maintain your NCDA instructor status, you must join the NCDA Instructor Registry each year and maintain your NCDA membership.
- In order for FCD student completers to apply for the CCSP or GCDF credentials, their instructor must maintain membership on the NCDA Instructor Registry.

CCSP (CERTIFIED CAREER SERVICES PROVIDER) CREDENTIAL

- The CCSP credential is issued by the NCDA Credentialing Commission.
- Certification is based on the individual's first completing NCDA's Facilitating Career Development Training and Certification Program. Individual must also complete the application process which includes an assessment. Details for the certification can be found at www.ncdacredentialing.org
- Access to apply for the credential is limited to those participants who complete the training from an NCDA instructor who on the NCDA Registry.
- Recertification has a requirement of continuing education.
- There is an annual maintenance fee to maintain the CCSP credential.

PATHWAY TO CERTIFIED CAREER SERVICES PROVIDER CREDENTIAL (CCSP)

Complete NCDA Facilitating Career Development Training and Certification Program using a version of the US NCDA curriculum or approved alternative



Review application process and gather materials.



Complete CCSP application online (including assessment) and submit.

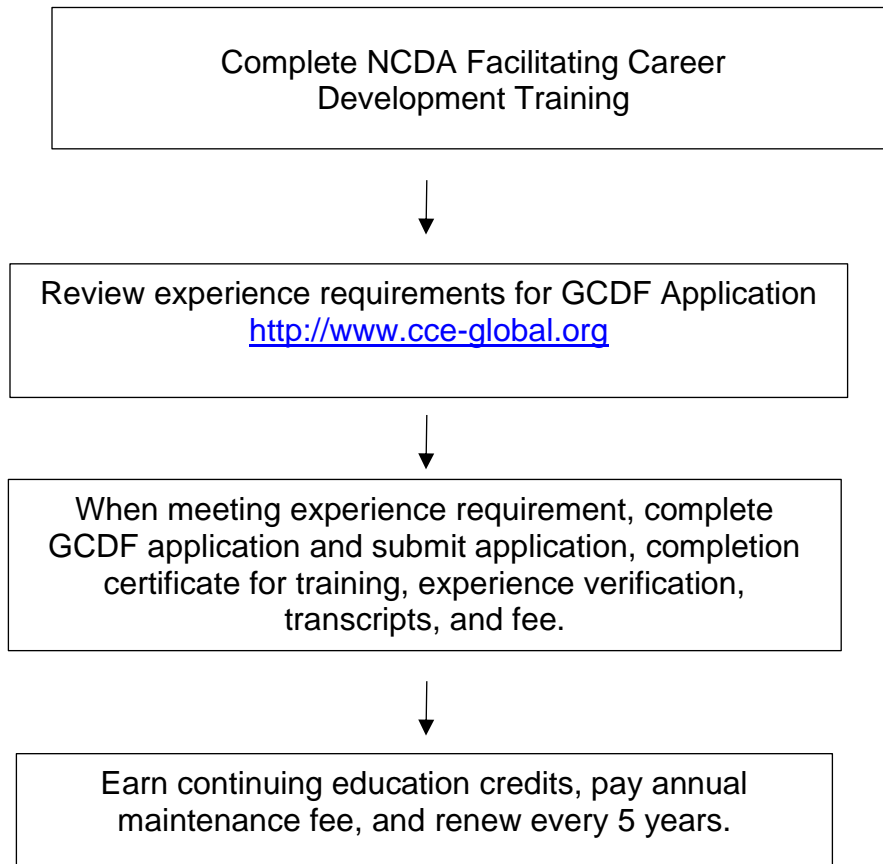


Earn continuing education credits, pay annual maintenance fee, and renew every 3 years.

GCDF® (GLOBAL CAREER DEVELOPMENT FACILITATOR) CREDENTIAL

- Global certification is issued by the Center for Credentialing and Education (CCE).
- Certification is based on the individual participating in a CCE approved training. Individual must also meet education and experience requirements as indicated on CCE's GCDF® application (found on the CCE website).
- Certification is limited to those participants who attend training from an instructor on the NCDA Instructor Registry.
- Certification is for 5 years with recertification requirements of continuing education.
- There is an annual maintenance fee to maintain GCDF certification.

PATHWAY TO GLOBAL CAREER DEVELOPMENT FACILITATOR CERTIFICATION (GCDF)



SECTION THREE

MARKETING YOUR TRAINING

LAUNCH PLAN WORKSHEET FOR DELIVERING INSTRUCTOR TRAINING

The launch plan worksheet is included in the resource website. Marketing is critical to recruiting potential learners. You may have the most excellent training design and delivery but if people don't know about it, enrollment will suffer. Marketing involves promoting the benefits of training and the importance of having experienced, well-trained instructors. Demonstrating return on investment is very important to organizations, profit and non-profit alike. Using a multitude of marketing strategies is more effective than relying on just one. Strategies might include face-to-face contact, social media posts, website information, etc. It should be an active rather than passive process.

WHO IS YOUR TARGET AUDIENCE?

Where is there a need for this course? Where is the training taking place?

WHAT ARE THE BENEFITS?

And return on investment of my training that will attract participants?

WHAT ARE THE BEST STRATEGIES?

Calls, social media, letters, presentations, email blasts, print, press releases, feature articles, website, LinkedIn, Instagram, other. Be specific in identifying what you plan to investigate or use.

WHO ARE YOUR KEY PEOPLE CONTACTS?

List the organizations and key people to contact to recruit participants. Include the name of the organization, name and title of your contact person, phone number and email address.

WHAT ARE YOUR RESOURCES AND SUPPORT?

List the people you could involve to help you with marketing strategies. Don't forget other master trainers.

WHAT HELP CAN I OBTAIN FROM NCDA AND/OR MY ORGANIZATION?

What types of support can your own organization and NCDA headquarters provide for you? List them here.

QUESTIONS I HAVE ABOUT MARKETING

Rarely in our training as service providers do we have courses or training in marketing. Here is your opportunity to write your questions.

METHODS AND FORMATS FOR TRAINING DELIVERY

Hybrid Format Yes / No _____ Number of Weeks _____
Number of Face-to-Face Days (24 hour minimum for hybrid course) _____
Number of Participants: Maximum _____ Minimum _____
Costs of Location _____ Materials _____ Duplicating _____
Other materials _____

SKILLS I NEED TO ACQUIRE OR LEARN to implement a new traditional course and eLearning course.

ACTION PLAN TEMPLATE for IMPLEMENTING INSTRUCTOR TRAINING

Purpose: To create a template to help implement a training program.

- Directions:**
1. Using this form as a template, develop a plan for each goal identified through the needs assessment process.
 2. Modify the form as needed to fit your unique context.
 3. Print a copy and keep it visible in your office or home as you work.
 4. Ask a colleague for their input as you begin your journey.

Goal:

Outcome:

Action Steps <i>What Will Be Done?</i>	Leader <i>Who Will Do It?</i>	Timeline <i>By When?</i> <i>(Day/Month)</i>	Resources <i>Resources Available</i> <i>Resources Needed</i> <i>(financial, human, political & other)</i>	Potential Barriers <i>What or Who might hold me back?</i> <i>How?</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
1.					
2.					
3.					
4.					
5.					

Marking Progress (*How will you know that you are making progress? What are your milestones?)*

APPENDICES

FORMS

FACILITATING CAREER DEVELOPMENT INSTRUCTOR TRAINING APPLICATION

SELECTION PROCESS and APPLICATION

Based on an individual's background and credentials, the Master Trainer may want to request additional documents such as evaluations of training, videos of training/presentations, or copies of curriculum and materials developed for online training.

Selection for training is on a first-come basis and based upon the criteria outlined in each of the following sections:

Section One: Contact Information

Name		
Institution/Agency		
Street Address		
City, State, Zip Code		
Phone	Home:	Cell:
Email		
Company/Personal Website		
LinkedIn Page		

Section Two: Professional Work and Education Information including Career Development Experiences

Must fulfill **ONE** of the following **THREE** categories.

Master's or Doctoral degree in counseling with

- Coursework in career development, vocational assessment **AND**
- Practicum/internship with major career emphasis **AND**
- Minimum of three years of delivery of career development services (working with individuals or groups to assist them with career planning and seeking employment)

Master's degree in a field such as Human Resources Development, Psychology or Education with

- 5 years of experience in career development or delivery of career development services
- Recent continuing education related to career development (within the last 5 years)
- Presentations and/or published books/training materials related to career development

Bachelor's degree in a field such as Human Resources Development, Psychology or Education with

- 5 years of experience in career development or delivery of career development services
- Recent continuing education related to career development (within the last 5 years)
- Presentations and/or published books/training materials related to career development

Without the above stated combination of education and experience, the Facilitating Career Development Instructor candidate must have extensive career development background, training, knowledge, expertise, and experience.

A. Professional Work Experiences

Company	Job Title	Years in Job	Job Responsibilities

Additional Career Development Experiences:

B. Education Information

Degree	Institution	Major	Related Career Development Courses	Month and Year of Degree Completion

Additional Career Development Experiences (include training/certifications received):

<p>Section Three: Career Development Teaching and Training Experiences You Have Conducted</p>
--

(Attach agendas, program outline, syllabus and evaluations, if available)

Must fulfill **ONE** of the following **THREE** categories AND have a minimum of 3 years of experience teaching/training adults:

- Has taught career-related counselor education courses at the college or university level **OR**
- Has taught career development courses at the college or university level **OR**
- Has conducted broad, in-depth, career development staff training within a corporate, school, or government setting

Date	Population	Topic	Modality (face-to-face, webinar, online, etc.)

Describe your experience in providing training to adults (post high school individuals):

Section Four: Virtual Learning and Technology Skills

All Facilitating Career Development Instructors will receive training in the delivery of the curriculum via Virtual Learning. It is critical that as an instructor you have the basic skills listed below.

What is your experience with the following types of course delivery platforms and/or elements?

Have you taken an online course? Yes No

Describe your experience:

Have you taught an online class? Yes No

Describe your experience:

Do you have broadband access to deliver the course? Yes No

What is the bandwidth speed for your internet? _____

What Learning Management Systems (LMS) & Course Management Systems (CMS) have you experienced or used?

Moodle Yes No

Canvas Yes No

Blackboard Yes No

Thinkific Yes No

Other Platforms: _____

Please describe your experience:

What video conferencing platforms have you used?

Zoom Yes No

GoToMeeting Yes No

Google Meeting Yes No

WebEx Yes No

Microsoft Teams Yes No

Other Platforms: _____

Please describe your experience:

Do you have experience with creating and recording videos? Please explain.

What extensions, computer apps or programs have you used in teaching or delivery a course? (examples: Jamboards, Padlet, Google Docs, Piazza, Survey Monkey, Prezi, etc....) Please explain.

What type of experience recording or capturing your screen using programs like Camtasia, QuickTime, Look, Screencastify, etc.? Please explain.

How would you rate your technical abilities?

- I'm able to do what I need to do with technology
- Others often come to me for help with technology
- High ability, plus I seek out new technologies on a regular basis

Which of the following describe your plans to deliver the NCD A Facilitating Career Development Training electronically?

- Deliver the course minimally online
- Deliver the course as a hybrid (some online, some face-to-face)
- Deliver the course asynchronous and synchronous learning (with 24 hours minimum of face-to-face)
- Deliver the course via a course management system such as Blackboard, Canvas, Moodle or something similar
- I'm not sure at this point
- I plan on teaching only face-to-face

Section Five: Professional Career Development Contributions

(Credentials/Licenses, Memberships, Conference Presentations, Publications, Training Materials Developed, Continuing Education)

Credentials and Licenses/Memberships

- Has licenses/certifications related to counseling, career counseling and career development
- Has memberships and/or leadership experiences in professional associations involved in counseling, career development, and/or training
- May hold a Certified Career Services Provider or Global Career Development Facilitator credential

Professional Contributions

- Has done presentations at conferences/conventions and written publications related to career development or education/training
- Has developed materials (client, program, training materials)
- Has participated in recent continuing education in the career development field

Are you a Certified Career Services Provider? Yes No

If Yes, when did you receive your CCSP? _____

Who was your FCD Instructor? _____

Credentials and Licenses

Credentials and Licenses	Date Received	Professional Use

Memberships

Organization	Dates	Involvement

Conference Presentations (include evaluations, if available)

Conference	Date	Topic

Publications (include three, as attachments)

Publications	Title	Date

Training Materials Developed (include three, as attachments)

Training Material	Topic	Targeted Audience	Purpose/Use

Recent Continuing Education in the Career Development Field (Last Five Years)

Date	Location	Content	CEUs

Section Six: Statement of why you would like to receive this Instructor Training and how you plan to deliver the Facilitating Career Development Training and Credentialing Program.

This statement needs to be a minimum of 300 words and be very specific and descriptive of your plans to carry out Facilitating Career Development training. Please include the following information in answering this question:

- why you would like to instruct the training
- methods of delivery (hybrid, face-to-face, eLearning)
- proposed dates
- location (city, state) – or general geographic area
- target audience

NCDA INSTRUCTOR APPLICANT RATING SHEET

Applicant name: _____

Date: _____

NCDA Master Trainer evaluator: _____

Section of application	Criteria	Evaluator notes	Complete or Meets Criteria	Incomplete or Does NOT Meet Criteria
Section One	Contact information			
Section Two	Professional work experience			
	Education Information			
Section Three	Career development teaching and training experiences you have conducted			
	Experience in providing training to adults			
Section Four	eLearning and technology skills (overall)			
	Required technical skills			
	Experience in online training			
	Experience with course delivery platforms and/or elements			
	Plans to deliver the training electronically			
Section Five	Credentials and licenses			
	Memberships			
	Conference presentations			
	Publications			
	Training materials developed			
	Recent continuing education in the career development field			
Section Six	Statement of why applicant would like to receive this certification			
	Statement of how applicant plans to deliver the Facilitating Career Development training and certification program			

Recommendation:

- Accepted
- Declined

Comments:

Rationale:

EVALUATION OF U.S. NCDA INSTRUCTOR CANDIDATES

TRAINEE NAME _____

MASTER TRAINER _____ DATE _____

This evaluation encompasses the learning objectives of the training. Indicate how the trainee has satisfied the learning objective.

Learning Objective	Modality for verification	Indicate completion, any required remediation, and comments
1. Define and describe the 12 competencies on which the Facilitating Career Development training and certification program is based. Identify how and where each of the 12 competencies is taught and evaluated in the most recent version of the curriculum.		
2. Demonstrate knowledge and ability to teach the content in each chapter of the Facilitating Career Development Curriculum.		
3. Demonstrate personal competence in training skills by covering two different chapters of the Facilitating Career Development curriculum in a minimum of a 15-minute presentation of each chapter.		
4. Demonstrate an understanding of how to develop and deliver the NCDA-approved portions of Facilitating Career Development training via eLearning. Have knowledge of and ability to set up a course management system of their choice.		
5. Demonstrate knowledge and ability to teach the helping skills component of the curriculum both face-to-face and online.		

Learning Objective	Modality for completion	Indicate completion, any required remediation, and comments
6. Describe and demonstrate the Facilitating Career Development scope of practice as it relates to assessment, both formal and informal.		
7. Define and apply knowledge about the ethics and scope of practice of individuals completing NCDA's Facilitating Career Development training.		
8. Evaluate Facilitating Career Development students' mastery of all competencies.		
9. Describe ways in which the Facilitating Career Development curriculum can be modified and expanded by an instructor to meet the identified and specific needs of the audience.		
10. Develop a plan to promote and deliver a Facilitating Career Development training.		
11. Articulate the process by which to join and maintain certification on the NCDA Instructor Registry administered by NCDA.		
12. Describe the processes to obtain credentialing for NCDA's and CCE's credentials.		

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