

History of Career Services Provider Credentialing in the USA

Mark Pope and Brian Hutchison
University of Missouri – Saint Louis

Credentialing for career counselors and other career services providers in the US arose as a direct response to initiatives by the American Counseling Association to support and encourage the recognition and professionalization of counseling nationally (Bradley, 1991; Sweeney, 1995) and by the National Career Development Association to support and encourage the recognition and professionalization of career counseling and other career services providers nationally (Bradley, 1991; Engels, Minor, Sampson, & Splete, 1995; Forrest & Stone, 1991; Pope, 2000, 2001; Pope & Russell, 2002; Smith & Karpati, 1985; Sweeney, 1995). This chapter provides an overview of credentialing, background on the history and context of career services provider credentialing in the USA, the types of credentials that are currently available through various professional bodies including the education and training requirements of each, and an analysis of future directions for career services provider credentialing. This chapter is important to the success of the new international credentialing system proposed by NCDA as it provides the baseline information on how such a system was developed in the first country to have such a system – the United States of America.

Overview of Credentialing: Registration, Licensing, and Certification

Sweeney (1991) wrote that “credentialing is a method of identifying individuals by occupational group. It involves at least three methods with variations on each: registry, certification, and licensure” (p. 120). In the USA, career services providers have been credentialed using all three of these methods.

A registry is a “voluntary listing of individuals who use a title and/or provide a service that a government or occupational group believes is of benefit” (Sweeney, 1991, p. 120). The criteria for inclusion on a registry are the simplest of the three credentialing methods so generally cost is low, there is no regulation of the registrants, and renewal only requires payment of the fee (with no continuing education requirements). In the late 1980s in California, leaders of the California Career Development Association devised a strategy to achieve licensing for professional counselors in that state, including career counselors (Pope, 1994; Porter, 2004). In order to provide evidence to the California state legislature that there were sufficient number of counselors who were available for and requesting such licensing, the California Registry of Professional Counselors and Paraprofessionals was initiated by the California Association for Counseling and Development and the California Career Development Association (CCDA) under the leadership of Dean Porter (a past CCDA president) with designations including Registered Professional Counselor and Registered Professional Career Counselor available for registrants. In California, this was always conceived of, by the founders of that group, as a transitional organization, that is, an organization that would provide a bridge developmentally to

the licensing of all professional counselors in the state, including career counselors. When such licensing was achieved in 2011, that registry was closed.

Licensing is the most restrictive credential and is established via state legislatures in the USA, as licensing has historically been seen as a responsibility of the states, not the federal government. “It tends to be the most desirable with respect to asserting the uniqueness of an occupation because it may delimit both the title and practice of an occupation” (Sweeney, 1991, p. 121). In the USA, only the state of New Jersey has a license specialty specifically designated for “career counselors.” The State of New Jersey Division of Consumer Affairs Professional Counselor Examiners Committee recognizes specialty certifications that are granted through the National Board for Certified Counselors (NBCC), such as career counseling, and it may add such specialty designations to the state credential for licensed professional counselors. Professional counselors are not allowed to advertise themselves as specialists or use the specialty credentials in their titles unless the State Professional Counselor Examiners Committee determines they have indeed met the requirements (e.g., Counselor-License, 2017).

Certification is a credentialing method that is “broadly conceived as a process of verifying the truth of one's assertion of qualification . . . This type of certification commonly promotes continuing education of participants and requires adherence to a professional code of conduct” (Sweeney, 1991, p. 121). Although state governments sometimes use the term “certification” for school counselors or addictions counselors, nationally this is what is considered a non-legislative certification, as it is initiated and maintained by a non-governmental professional group. The National Certified Career Counselor (NCCC) credential was a program originally developed by NCDA but administered by NBCC. When that certification was retired by NBCC in 1998, the National Career Development Association developed the Master Career Counselor and Master Career Development Professional credentials as “membership categories” to be a replacement for the NCCC (Brueske, 1999; Clawson, 1999; Pope, 2001).

History and Context of Career Services Provider Credentialing

In the USA at the national level, career services provider credentialing arose from different sources depending on the type of credential (Engels, Minor, Sampson, & Splete, 1995).

Career-related professional credentials have been developed to meet specialized career development needs in the USA including career counselors, career development facilitators, workforce development professionals, career coaches, rehabilitation counselors, and vocational assessment professionals. Some of these credentials are allied with a specific professional association and some are allied with independent profit-making businesses.

In the USA the leader in this area has been undoubtedly the National Career Development Association (NCDA). Founded in 1913 as the National Vocational Guidance Association (NVGA), NCDA was one of the four founding professional associations of the American Counseling Association in 1952, providing the administrative staff, leadership, and journal for this new professional association.

The roots for credentialing of career services providers in the USA began with a state court case in 1972. John Weldon was in private practice as a career counselor in Virginia when

the Virginia State Board of Psychologist Examiners obtained a court order to restrain his practice. This Board believed that Weldon was practicing psychology without a license, but Weldon responded that “guidance and counseling were separate fields from psychology and, therefore, he should not be under the jurisdiction of that Board” (Hosie, 1991, p. 37). The court ruled in October 1972 that “. . . the profession of personnel and guidance counseling is a separate profession (from psychology) and should be so recognized . . . However, this profession does utilize the tools of the psychologist . . . therefore it appears that there must be a regulatory body to govern the profession . . .” (Swanson, 1988, p. 1).

Although this was a win in theory for Weldon and career counseling, Weldon was restrained from further practice because there was no state licensing body in Virginia that regulated the practice of either career counseling or guidance and counseling. Not until 1975 with the leadership of the Virginia Personnel and Guidance Association did the Virginia state legislature pass the first counselor regulation law with licensing following in 1976, including career counseling in the training and education requirements for all licensees.

Then in 1982, as the first step toward the development of a career counselor credential, the National Vocational Guidance Association (NVGA, as NCDA was then known) adopted a document titled “Vocational and Career Counseling Competencies” that defined six major categories, i.e. general counseling skills, information, individual and group assessment, management and administration, implementation, and consultation, with over 60 total competencies (NVGA, 1985). Following that document in 1983, NVGA established the National Council for Credentialing Career Counselors (NCCCC), chaired by Lee Richmond and Frank Karpati, that developed the first career counselor credential – the National Certified Career Counselor credential (Smith & Karpati, 1985), based on those original competencies.

Both NVGA and NCCCC believed that the evaluation of competence in career counseling should be multifaceted and should include “professional educational background, supervised practicums, work supervision, recommendations, and a measure of one’s knowledge base in regard to relevant aspects of the profession” (Smith & Karpati, 1985, p. 611). NCCCC set out to develop such a knowledge measure using the previously identified competencies as a guide. Items were requested through the APGA *Guidepost* and the *National Vocational Guidance Association Newsletter* with over 500 items being submitted. A panel of career counseling experts led by Dale Prediger and Esther Diamond chose the items that were included in the first draft used in the norming process.

The resulting National Career Counseling Credentialing Examination was initially administered to over 60 career counselors attending the 1984 American Association for Counseling and Development (AACD, now known as the American Counseling Association) annual convention held in Houston, Texas. From 1984 to 1985, over 300 career counselors participated in this norming process and were credentialed at national sites around the USA (Smith & Karpati, 1985).

In 1982 the National Board for Certified Counselors (NBCC) came into existence. NBCC was the culmination of several years of discussion within AACD of developing a national certification in professional counseling. In 1985 the NCCCC affiliated with NBCC, making the NCCCC NBCC's first counseling specialty credential (Engels et al., 1995).

In 1997 at the request of NCDA leadership, NBCC created a new career-related credential – the Career Development Facilitator (CDF) credential (as of 2000, the Global Career Development Facilitator (GCDF) credential). This credential was based on the Career Development Facilitator curriculum developed by Howard Splete and Judith Hoppin of Oakland University through a grant from the National Occupational Information Coordinating Committee (NOICC), an agency of the federal government (Hoppin & Splete, 2013). Through NCDA contacts with NOICC, Hoppin and Splete (2013) (both now former NCDA presidents) were informed of this grant opportunity, encouraged to apply, and received this grant.

Throughout the development of the CDF curriculum, it was always the intent of NCDA and NOICC to establish a national certification to recognize the training and background of CDFs. Representatives of NCDA met with NBCC to request such a certification. NBCC established a separate entity, the Center for Credentialing and Education (CCE), for this purpose. After approval of the CDF curriculum, the CCE in July of 1997 finalized a formal application and criteria for the national credentialing of CDFs. In 2000, CCE expanded the CDF certification to global status (GCDF), and at this time (2013) there are close to 20,000 certified GCDFs worldwide. (p. 80)

Core competency areas include: helping skills, labor market information and resources, assessment, diverse populations, ethical and legal issues, career development models, employability skills, training clients and peers, program management/implementation, promotion and public relations, and technology.

In 1999, NBCC formally retired the NCCCC credential. According to NBCC, the retirement of the NCCCC credential was based on the plateauing of new applicants for this credential at 40 per year with a total of 862 NCCCCs as of 1998. At that time, NBCC had 13,000 certified counselors (Clawson, 1999). After protracted discussions between NCDA and NBCC, NBCC was still determined to retire the NCCCC, but allowed all current holders of the NCCCC to maintain this earned credential as long as they were members of NBCC. Further, the CDF certification was growing substantially and was seen as a more lucrative place to invest NBCC resources. Unfortunately for career counseling, in the end, the NCCCC did not fit the business model of NBCC Executive Director Tom Clawson (Clawson, 1999). To his credit, Clawson has ensured the economic continuation of NBCC, sometimes, however, at the expense of the values and traditions on which NBCC was founded (Pope, 2000, 2001).

NCDA immediately began the development of two special professional credentials (called “membership categories”) to replace the NCCCC credential. NCDA Past President Mark Pope who had developed the Fellows program for both ACA and NCDA drafted the qualifications for these two new membership categories – the Master Career Counselor and the Master Career Development Professional (now Master Career Specialist), with requirements

paralleling the NCCC and CDF respectively (Pope, 2000, 2001). These two new replacement categories were announced in 2001 with a grandparenting period for all holders of the NCCC to convert their NCCCs to MCCs.

In 2007, NCDA established a Credentialing Commission composed of Barbara Suddarth (Chair), Janet Lenz, Mark Pope, Martha Russell, and Michael Shahnasarian with Y. Barry Chung as the NCDA Board of Directors liaison. This commission studied the creation of a new master's degree level career counselor credential and even received two proposals for the creation of such a credential – one from the Center for Credentialing & Education (CCE, an NBCC affiliate) and the other from the NCDA Executive Director Deneen Pennington and her management group. The Credentialing Commission report also identified some additional operational questions that remained to be answered, recommending that the NCDA management group provide these data before commencing the project:

- Costs, including staffing, exam and/or portfolio review, job analysis (required if an exam-driven process is chosen), marketing, and operational overhead;
- Timelines for both the creation of the credential and the ongoing process;
- Process; whether portfolio-based, exam-based, or blended;
- Governance structure and by-laws;
- Evaluation of process and product; and
- Marketing strategies, including efforts to establish value for the credential through state licensing boards, college and university career centers, and related entities. (Suddarth, Lenz, Pope, Russell, & Shahnasarian, 2008)

The NCDA Board of Directors decided to not move forward on the recommendations of the Credentialing Commission at that time as the costs to do this through NBCC were too large and it was feared that history might repeat itself. The Board did decide to move forward with the revision of the MCC and MCDP as “Membership Designations,” with the change of the MCDP title to Master Career Specialist, and with the addition of two additional Designations – Career Counselor and Career Specialist (D. Pennington, personal communication, December 4, 2016). A more detailed description of the requirements for each of these four membership designations is included in the next section.

These recommendations and analyses provided by the original Credentialing Commission are, however, relevant today as the second iteration of the NCDA Credentialing Commission is preparing to introduce NCDA's new, global credentialing body and its processes at the time of this publication.

Types of Credentials that are Currently Available

This section provides information on current credentials that are available to career services providers in the USA, including information on the sponsoring organization and requirements for formal education, supervised educational practica, relevant work experience, work supervision, professional recommendations, relevant knowledge assessment, and others. Along with the foundational career services provider credentials included here, both career coaching and rehabilitation counseling certifications are also included in order to allow readers to compare and contrast these different but related providers' credentialing processes.

Master Career Counselor

- Sponsoring organization: National Career Development Association
- Membership in sponsoring organization required: Yes
- Fees: Only annual membership fee in sponsoring organization (extra fee for listing in online directory)
- Education and training: Master's degree or higher in counseling
- Supervised practica: Completed supervised career practicum during master's program
- Work experience: Five years post master's experience in career development
- Work supervision: None required
- Professional recommendations: None required
- Knowledge assessment: None required
- Continuing education: 30 hours every five years
- Website: http://www.ncda.org/aws/NCDA/pt/sp/membership_categories#designations

Career Counselor

- Sponsoring organization: National Career Development Association
- Membership in sponsoring organization required: Yes
- Fees: Only annual membership fee in sponsoring organization
- Education and training: Master's degree or higher in counseling
- Supervised practica: None required
- Work experience: None required
- Work supervision: None required
- Professional recommendations: None required
- Knowledge assessment: None required
- Continuing education: 30 hours every five years
- Website: http://www.ncda.org/aws/NCDA/pt/sp/membership_categories#designations

SIDEBAR: Academic Training Standards for Career Counselors.

The Council for the Accreditation of Counseling & Related Educational Programs (CACREP) “accredits master’s and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world” (CACREP, 2017a). While all counseling specialty areas require core curriculum in career development and counseling, CACREP accredits master’s degree programs in career counseling in addition to addictions; clinical mental health; clinical rehabilitation; marriage, couples, and family; school; and student affairs and college counseling. According to CACREP (2017b),

Career Counseling programs prepare graduates to help persons wanting to make career decisions. Sometimes known as vocational counselors, career counselors help clients explore the intersection of their education, skills, interests, and personality to determine and plan for possible career paths. Career counselors often make use of inventories and other assessment tools to assist persons in making decisions. In addition, career counselors understand and maintain resource information on employment and labor market trends. Career counselors may work in a variety of settings from private practice,

to career resource centers or employee assistance programs associated with specific industries or organizations. (“career counseling”)

Master Career Specialist (formerly Master Career Development Professional)

- Sponsoring organization: National Career Development Association
- Membership in sponsoring organization required: Yes
- Fees: Only annual membership fee in sponsoring organization (extra fee for listing in online directory)
- Education and training: Master’s degree or higher in fields other than counseling; Completion of the NCDA Career Development Facilitator Training Program OR one year of supervised career development experience
- Supervised practica: None required.
- Work experience: Five years post-masters experience in career development
- Work supervision: (See “Education and training” above)
- Professional recommendations: None required
- Knowledge assessment: None required
- Continuing education: 30 hours every five years
- Website: http://www.ncda.org/aws/NCDA/pt/sp/membership_categories#designations

Career Specialist

- Sponsoring organization: National Career Development Association
- Membership in sponsoring organization required: Yes
- Fees: Only annual membership fee in sponsoring organization
- Education and training: Bachelor’s degree or higher in fields other than counseling; Completion of the NCDA Career Development Facilitator Training Program OR one year of supervised career development experience
- Supervised practica: None required
- Work experience: (See “Education and training” above)
- Work supervision: (See “Education and training” above)
- Professional recommendations: None required
- Knowledge assessment: None required
- Continuing education: 30 hours every five years
- Website: http://www.ncda.org/aws/NCDA/pt/sp/membership_categories#designations

Global Career Development Facilitator (formerly Career Development Facilitator)

- Sponsoring organization: Center for Credentialing and Education/National Career Development Association/National Occupational Information Coordinating Committee
- Membership in sponsoring organization required: No
- Fees: Application fee US\$100; Annual maintenance fee US\$40
- Education and training: Completion of the NCDA Career Development Facilitator Training Program (120 hours); Graduated scale of education and experience including:
 - 1) Graduate degree (masters or doctorate) + 1,400 hours of verified work experience related to career development and the GCDF competency areas;

- 2) Bachelor's degree + 2,800 hours of verified work experience related to career development and the GCDF competency areas;
 - 3) Associate degree + 4,200 hours of verified work experience related to career development and the GCDF competency areas;
 - 4) High school diploma or GED + 5,600 hours of verified work experience related to career development and the GCDF competency areas;
- Supervised practica: None required
 - Work experience: (See "Education and training" above)
 - Work supervision: None required
 - Professional recommendations: None required
 - Knowledge assessment: None required, except an examination is part of the required GCDF training
 - Continuing education: 75 hours every five years
 - Website: <http://www.cce-global.org/credentialing/GCDF/US>

SIDEBAR: Training Standards for Career Specialists and Global Career Development Facilitators.

Since 1997, the National Career Development Association (NCDA) has prepared more than 18,000 (Global) Career Development Facilitators (G/CDF) for inter/national certification. A Career Development Facilitator is a person who has completed the Career Development Facilitator Training Program and works in any career development setting or who incorporates career development information or skills in their work with students, adults, clients, employees, or the public. A Career Development Facilitator has received in-depth training in the areas of career development in the form of up to 120+ class/instructional hours, provided by a nationally trained and qualified instructor. This title designates individuals working in a variety of career development settings. A Career Development Facilitator may serve as a career group facilitator, job search trainer, career resource center coordinator, career coach, career development case manager, intake interviewer, occupational and labor market information resource person, human resource career development coordinator, employment/placement specialist, or workforce development staff person. (NCDA, 2017, "What is a Career Development Facilitator," para. 2-3).

Certified Workforce Development Professional

- Sponsoring organization: National Association of Workforce Development Professionals
- Membership in sponsoring organization required: "No, but you do need to show proof of your ongoing commitment to your professional development by belonging to at least one workforce development-related professional organization. Such an organization must be an individual membership organization (i.e. not one your employer belongs to) and it must sponsor regular professional development opportunities such as a conference, workshops and/or a journal."
- Fees: Application fee US\$75 for NAWDP members, US\$175 for non-members.
- Education and training: At least a high school diploma or GED
- Supervised practica: None required

- Work experience: There are two basic experience requirements: full time and recent experience: 1) full time experience: must have the required amount of full time experience based on education: a) graduate degree + 12 months full time experience; b) bachelor's degree + 24 months full time experience; c) associate's degree + 48 months of full time experience; d) high school diploma or GED + 72 months of full time experience. 2) In addition, all applicants (regardless of education level) must have at least 12 months of relevant workforce development experience within the past 24 months (part time experience can be counted here).
- Work supervision: None required
- Professional recommendations: Yes, two are required.
- Knowledge assessment: None required
- Continuing education: Yes
- Other: Specialty endorsements are also available to CWDPs in: 1) business services, 2) job seeker solutions, 3) management services, and 4) youth services. Separate application and US\$50 fee required.
- Website: <http://www.nawdp.org/Certification.aspx>

Master Certified Coach (but title varies)

- Sponsoring organization: Various organizations, including for profit, e.g. International Coach Federation (**ICF, information presented below**), World Coach Institute, The Academies, Career Planning & Adult Development Network, Professional Association of Resume Writers & Career Coaches, etc.
- Membership in sponsoring organization required: No, but generally higher fees for certification if not a member.
- Fees: US\$575 for ICF members, US\$775 for non-members (must purchase the application for certification); US\$175 for credential renewal for ICF members, US\$275 for credential renewal for non-members (must purchase renewal application)
- Education and training: 200 hours of coach-specific training
- Supervised practica: None specified
- Work experience: 2,500 (2,250 paid) of coaching experience with at least 35 clients; Two audio recordings and written transcripts of coaching sessions
- Work supervision: 10 hours with ICF certified MCC (called "Mentor Coaching")
- Professional recommendations: None specified
- Knowledge assessment: Coach Knowledge Assessment
- Continuing education: 40 hours of Continuing Coach Education over three years (24 hours in Core Competencies, 3 in Coaching Ethics);
- Website: Various, but for a short list see <http://thecareerexperts.com/career-coaching-certifications/>

Certified Rehabilitation Counselor

- Sponsoring organization: Commission on Rehabilitation Counselor Certification/American Rehabilitation Counselor Association
- Membership in sponsoring organization required: No
- Fees: Application and examination fee US\$395 (US\$200 is exam fee)

- Education and training: All requirements vary by educational degree: minimum of either Masters in Rehabilitation Counseling or Masters in Counseling
- Supervised practica: Generally 600 clock hours supervised by a CRC
- Work experience: 24-60 months of acceptable employment experience as a rehabilitation counselor (12 months supervised by CRC)
- Work supervision: 12 months supervision by CRC
- Professional recommendations: None required
- Knowledge assessment: Yes, CRC Certification Examination (included in “Fees”)
- Continuing education: 100 hours every five years (includes 10 hours in ethics)
- Website: <https://www.crccertification.com/about-crc>

Certified Professional School Counselor

- Sponsoring organization: American School Counselor Association
- Membership in sponsoring organization required: No
- Fees: Varies state-to-state
- Education and training: Master’s degree or higher in counseling
- Supervised practica: Required
- Work experience: Varies by state; None required or up to 2 years teaching experience
- Work supervision: None required
- Professional recommendations: None required
- Knowledge assessment: Required; varies by state
- Continuing education: Varies by state
- Website: <https://www.schoolcounselor.org/>

SIDEBAR: Academic Training Standards for School Counselors.

The Council for the Accreditation of Counseling & Related Educational Programs (CACREP) “accredits master’s and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world” (CACREP, 2017a). While all counseling specialty areas require core curriculum in career development and counseling, CACREP accredits master’s degree programs in school counseling in addition to addictions; clinical mental health; clinical rehabilitation; marriage, couples, and family; career; and student affairs and college counseling.

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. (CACREP, 2017b, “School Counseling”)

Certified Vocational Evaluation Specialist (CVE)

Certified Work Adjustment Specialist (CWA)

Certified Career Assessment Associate (CCAA)

- Sponsoring organization: Commission on Rehabilitation Counselor Certification
- Membership in sponsoring organization required: No
- Fees: US\$295 for renewal of certification
- Education and training: None specified
- Supervised practica: None specified

- Work experience: None specified
- Work supervision: None specified
- Professional recommendations: None specified
- Knowledge assessment: None specified
- Continuing education: 80 hours every five years
- Website: <https://www.crccertification.com/cve-cwa-ccaa-designations>

Professional Career Practice Settings

Schools (Kindergarten through 12th grade). Locally governed, funded at the local and state government level, and greatly influenced by federal policy; education in the United States is a complex system whereby the lived experience of local communities and students varies greatly depending on community socioeconomic status (i.e., community property values; Ravitch, 2011). While all public schools in a given state have the same expectations and models for delivering career development interventions, the disparity in resources (e.g., budget, ratio of trained professionals to student) determine both the level of existence of career services and the quality of those services.

Comprehensive Guidance and Counseling Program (CGCP) models are the driving force behind career development and intervention work in schools. Originally conceptualized by Gysbers and Henderson (2001), provides an organizational framework that directs school counselors towards the developmental needs of children and adolescents in school systems. The primary domains of these programs are academic, personal/ social, and career development; the latter which places the primary responsibility for career services in school settings on elementary (grades K-6), middle (grades 7-8), and high school (grades 9-12) counselors.

The American School Counselor Association (ASCA) National Model is the predominant CGCP in the United States although several states (most notably Missouri) maintain their own unique program requirements. The ASCA National Model is designed to:

- Ensure access equity to a rigorous education for all students regardless of personal attributes;
- Identify learning and developmental objectives that will be attained by students because of the comprehensive school counseling program;
- Apply the model systematically to all students and the total school system; and
- Require data-driven decision making (ASCA, 2012).

These primary criteria suggest the types of skills and training a school counselor must acquire to be effective. Specific to the career domain of the model, the ASCA standards are cross-walked (or compared to) the National Career Development Guidelines maintained and published by the National Career Development Association (NCDA) to ensure comprehensive attention to student development and learning. Included in this metric are three broad goals for all students: 1) Students acquire the skills to investigate careers; 2) Students learn strategies to achieve career goals, success, and satisfaction; and 3) Students understand the personal qualities, decisions, and education/training to be successful in the world-of-work (ASCA, 2012, p. 33).

Credentials most often found in K-12 school settings are: Certified School Counselor; Global Career Development Facilitator; Career Counselor, and Career Specialist.

Colleges/Universities. The Council for the Advancement Standards (CAS) was created by a consortium of professional organizations in higher education to standardize student services provided by student affairs departments and practitioners (CAS, 2012). The CAS Standards for Career Services provides specific details on (a) mission, (b) program components, (c) leadership and management, (d) organization and administration, (e) human resources, (f) funding, (g) facilities, (h) legal responsibilities, (i) equal opportunity/access/affirmative action, (j) campus and community relations, (k) multicultural programs and services, (l) ethics, and (m) evaluation. Germane to this chapter are the program components of the CAS Standards for Career Services which recommend the provision of (1) career counseling, (2) career information resources, (3) experiential learning for career exploration, (4) job search services, (5) employer services, primarily for recruitment of students, and (6) career assessment at all university career services centers (CAS, 2012).

According to the National Association of Colleges and Employers (NACE) 2013-2014 *Career Services Benchmark Survey*, centralized career services, where there is an identified career services office for all university students, is present in 84.2% of universities surveyed while 15.8% were decentralized. Decentralized centers, typically found in “very high research” universities house career services within colleges and departments where career services personnel are considered specialized in that professional area. Centralized career services are more likely to employ certified career counselors whereas decentralized units might employ a wider array of professional credentials including persons credentialed in that particular field (e.g., accounting). Human resource professionals (often credentialed by the Society for Human Resource Management) are often employed in career services in both centralized and decentralized settings.

Dey and Cruzvergara (2014) identify the following emerging trends that illuminate current and future career services practice in university settings:

- **Elevation of Career Services:** University senior administrators are beginning to recognize the relationship between effective career services and recruitment, retention, and revenue for the institution. Within the current economic climate surrounding higher education, this will bring renewed prominence to career services providers in this setting.
- **Customized Connections and Communities:** “new levels of expectations have emerged requiring career services professionals to redefine their value proposition for a larger group of stakeholders.” (Dey & Cruzvergara, 2014, p. 10). Driven by the ease of access (i.e., online) of career information, expectations of career services providers including ongoing relationships with internal and external constituents including employers, ongoing and consistent contact such as networking events, and more personalized services such as counseling and coaching.
- **Outcomes and Accountability:** Due to the current prominence and economic environment, administrations are creating expectations of career services with a

return on investment perspective. Outcomes must be linked to institution strategic plans and measurable.

- Branding: Social media presence, brand recognition within the university community and with external constituents, and coherent marketing and communications plans are necessary to operate in the current university environment.

These emerging trends impact the “new breed of college career services staff” (Dey & Cruzvergara, 2014, p. 13). The authors suggest an identity shift is required from that of “counselor to group facilitator and expert consultant” (p.13) who employs the social and technical skills required to facilitate the emerging trends listed above.

Credentials most often found in higher education settings are: Career Counselor; Global Career Development Facilitator; and Career Specialist.

Employed Adults. The array of services available to employed adults in the United States is quite extensive. Niles and Harris-Bowlsbey (2013) identify the following settings in which employed adults might access services in a community-based setting:

- Private practice;
- The World Wide Web: Cybercounseling;
- Mental health centers;
- Substance abuse centers;
- Rehabilitation settings (for a complete description see Vocational Rehabilitation Services below);
- Corrections and probation;
- Military settings;
- Job service offices and one-stop centers (for a complete description see Unemployed Adults below);
- Faith-based organizations; and
- Corporations and other organizations.

Due to the extensive array of settings in which counseling for both employed and unemployed adults occurs, it is easiest to delineate how career development services for adults in community settings differs from that of educational settings. Again, Niles and Harris-Bowlsbey (2013) provide a comprehensive list:

- Adult clients typically juggle multiple life role responsibilities such as spouse, parent, and citizen in addition to that of worker;
- Transitions are often the focus of adult career services including workforce reentry (e.g., after child rearing), considering career change in search of greater satisfaction, or dissatisfaction with prior career choices that necessitate retraining or additional education to attain reformulated career goals;
- The scope of career possibilities is often more circumscribed by community location and resources; and
- Competencies beyond that of career services and counseling might be required of the career services professional due to the intersection of concerns in their client population (e.g., providing career services in a drug and alcohol abuse center may

require competency in career and substance abuse domains; Niles & Harris-Bowlsbey, 2013, p. 452).

Credentials most often found in these school settings are: Certified Career Counselor; Global Career Development Facilitator; Master Career Specialist; Career Specialist; and Master Certified Coach.

Unemployed adults. There are more than 2500 Career One Stop Centers, called American Job Centers, located regionally throughout the United States. Funded by the U.S. Department of Labor's Employment and Training Administration, they provide free services to job seekers (i.e., unemployed adults). While unemployed adults with financial means would likely access the services of career counsellors or coaches (see Employed Adults above for a review of these service offerings), unemployed adults with limited or no financial cushion will likely rely on American Job Centers for career services support as well as financial support such as special government programs. At American Job Centers, career and employment services include:

- local labor market and employer information;
- employment workshops;
- resource rooms with free internet, telephones, and resume writing tools;
- job search assistance;
- employment skills training including practice interviewing, skills testing, employment workshops, and resume writing;
- hiring events and fairs; and
- career counseling (CareerOneStop, 2017).

The services provided vary somewhat from center-to-center as does the quality of services. Credentials most often found in these settings are: Certified Workforce Development Professional.

Vocational rehabilitation services. The *Americans with Disabilities Act* (1990) guarantees equal access to employment and forbids employment discrimination in the workplace while providing public accommodations, transportation, state and local government resources, and communication services to persons with disability. The enforcement of these provisions is mandated by law and monitored by the Equal Employment Opportunity Commission (EEOC); a body with investigative powers to respond to allegations of employment discrimination based on disability.

Vocational rehabilitation services are continuous and coordinated supports that are designed to ensure every person with a disability is able to secure and retain suitable employment. These vocational services are important because, and despite the legal mandate of *Americans with Disabilities Act* (ADA), persons with disabilities experience very high rates of unemployment compared to Americans without disabilities. The U.S. Congress concluded that reasons for this employment disparity continue to be discrimination, limited access to transportation services, and lack of education/training due to discrimination (Gervey, Ni, Tillman, Dickel, & Kneubuehl, 2009).

Rehabilitation services began for military veterans with the passage of the *Soldiers Rehabilitation Act of 1918* and then for civilians in 1920 with passage of the Smith-Fess Act. The *Social Security Act of 1935* provided the model for fully funding rehabilitation services and the *Barden-LaFollette Act of 1943* expanded services to those with mental illness, mental retardation, and blindness (Stauffer, Capuzzi, & Olsheski, 2012).

Vocational rehabilitation services consist of six primary services (Stauffer, Capuzzi, & Olsheski, 2012):

Work adjustment training. A combination of psychoeducational and behavioral training with the purpose of teaching people appropriate work behaviors.

Work evaluation. A process of vocational assessment that combines psychometric testing and performance-based assessment to provide reliable and valid data on a person's ability to work, training requirements, work preferences, and global capacity to perform work tasks with and without assistance (Caston & Watson, 1990).

Supported employment. Services provided to individuals with severe disabilities who are unable to obtain or maintain employment in a competitive environment because of their disability. In this model, the employee is provided services in the work environment (versus the model of providing services only as a precursor to employment) via coordination between the employer and the vocational services agency.

Job-seeking skills training. Typically offered in a group format, job-seeking skills training assists individuals with disabilities to learn these skills with a specific focus on common skill deficits experienced by the population including explaining skills to employers, dealing with issues related to gaps in periods of employment and employment difficulties due to discrimination, disclosing disability, and requesting accommodations (Roessler, Hinman, & Lewis, 1987).

Assistive technology and rehabilitation engineering. Prompted by the Technology-Related Assistance for Individuals with Disabilities Act (1988), financial assistance is available to provide assistive technology that allows for a "consumer-responsive assistive technology service delivery system for individuals with disabilities" (Stauffer et al., 2012, p. 457).

Physical restoration services. Provided by medical and allied health professionals; physical, occupational, auditory, mental health, and speech therapists assist clients to enhance physical capabilities to better fit the demands of the workplace. Credentials most often found in vocational rehabilitation settings are: Certified Rehabilitation Counselor; Certified Vocational Evaluation Specialist; Certified Work Adjustment Specialist, and Certified Career Assessment Associate.

Future Directions for Career Services Provider Credentialing

With the growth of the GCDF (20,000 worldwide; Hoppin & Splete, 2013) and career coaching (20,000 worldwide credentials nationally and internationally; International Coach Federation, n.d.), this numeric expansion of career development professionals has provided impetus for another review of career services provider credentialing in the USA and globally. This initiative began in 2016 with the formation of the Credentialing Organizing Committee by NCDA and was continued by NCDA with the International Credentialing Taskforce with a one

year scope for the study of international issues in training and credentialing of career services providers at all levels, in all countries.

NCDA has ignored career coaching, but now with the continued expansion of career coaching in the marketplace it can no longer be discounted as a force in the delivery of career services to the public. Chung and Gfroerer (2003) reviewed the career coaching field and found substantive problems in the delivery of career services by career coaches to a ill-informed public including:

(a) there is no nationally recognized professional organization that stipulates required guidelines for the training and practice of career coaches, (b) training of career coaches is not standardized or required, (c) no license or certificate is needed to practice, (d) there is no unified code of ethics by which career coaches are required to abide, (e) there is a lack of empirical evidence to substantiate the effectiveness of career coaching, and (f) career coaches face a challenge to service multicultural populations. (pp. 146-147)

Even with movement toward addressing these challenges in this field, career coaching is like the “Wild West” of career services providers where anything goes and little is forbidden. There does seem to be a place for ethical career coaches in the pantheon of career services providers, but at this time there is little movement toward a unified field of practice, as there is simply too much money involved and too many unscrupulous providers of such training to reign in the practice of career coaching so that it might become a legitimate professional field. It would take just one consumer-filed judicial complaint and win for this entire field to collapse.

Because of the lack of appropriate education and training of career coaching practitioners and lack of any research grounding its practice, NCDA with its roots firmly in career counseling has eschewed the field of career coaching rather than embraced it. Rather, NCDA has supported the GCDF credential as an alternative to career coaching, but even that has been diluted by the Center for Credentialing and Education (an NBCC affiliate) allowing the substitution of experience in “career development” for the completion of the formal GCDF training.

It is hoped that NCDA’s new credentialing initiative will produce the desired result – an international body that will provide a unified professional system for the credentialing of career services providers around the world. This would be a strong step forward for all people in both industrialized and developing nations who are seeking help in the rapidly changing career frontier of their country and world.

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Author Bios

Mark Pope, Curators' Distinguished Professor at the University of Missouri – Saint Louis, was one of the first National Certified Career Counselors (NCCC) in the US, as he was part of the norming group for that new credential in 1985. Further, Dr. Pope initiated (as National Career Development Association (NCDA) President at that time) and was instrumental in developing the designations formerly available through NCDA as well as the state career credential used in California (Registered Professional Career Counselor). As a former president of NCDA and the California Career Development Association, recipient of the NCDA Eminent Career Award, and editor of *The Career Development Quarterly*, Dr. Pope has experience, expertise, and historical context that he brings to this issue. Correspondence to: pope@umsl.edu

Brian Hutchison, Ph.D., is an Associate Professor, International Studies Fellow, and Coordinator of the School Counseling Program at the University of Missouri – Saint Louis. Dr. Hutchison is the President-elect of the Asia Pacific Career Development Association (APCDA), Treasurer of the National Career Development Association (NCDA), Past President of the Missouri Career Development Association (MoCDA), Editor of the Asia Pacific Career Development Association journal, and Associate Editor of the *Journal of Humanistic Counseling*. His scholarship can be broadly described as focused within two primary counseling domains, school counseling and career coaching/counseling. These broad themes are infused into three primary scholarship areas: international issues in career/ school counseling, career theory and practice integration, and counselor training/education broadly defined. Correspondence to: hutchisonbr@umsl.edu