

# NCDA CREDENTIALING CONTINUING EDUCATION MANUAL



**NCDA** | National Career  
Development  
Association

NCDA Credentialing Commission, November 2021

**NCDA CREDENTIALING  
CONTINUING EDUCATION MANUAL**

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## Introduction to the NCDA Credentialing Commission

### Mission

To serve the general public and the career services community by using NCDA standards and ethics for defining roles in the field of career services and recognizing those who demonstrate and maintain a high level of professional competency.

### Vision

Committed to providing global leadership in competency-based credentialing for career professionals.

### Tagline

Commitment | Competency | Certification

### Brief History

In August, 2017, NCDA joined other trade associations that uphold standards for their own professions by credentialing people who have the skills to fill specific roles within their field. The NCDA Board of Trustees set up and funded the NCDA Credentialing Commission in 2017. The Commission was charged with making recommendations for implementing credentialing programs for a variety of roles in the career field.

The Commission researched and thoroughly discussed credentialing in its process of creating the initial group of credentials. The Commission has worked in the direction of high standards and streamlined procedures. The word “Credential” was chosen as an umbrella term used for the many types of programs, including licensure, certification, accreditation, recognition designation, and certificates.

The Commission has established [six credentials](#). All these credentials begin with the word “Certified.” All of the credentials contain an assessment component which is scored by “blind reviewers” – experienced professionals who already have the credential and have been trained to score case studies and/or work samples. All credentials are competency-based, requiring the applicant to demonstrate skill and competency in the career development field.

Applications for all of these credentials are completed online, using any available computer. Like all credentials in our field, we DO require continuing education for renewals. Record your continuing education in the [Credential Holder Continuing Education Log](#). NCDA members can login on the NCDA web site to see their NCDA events documented.

View the NCDA Credentialing [FAQs webpage](#) for more history and details.

## About Continuing Education & Processes

### Why is Continuing Education Important?

Continuing Education develops your skills, keeps you current in your field, and allows you to deliver quality services.

As an NCDA credential holder, you will be responsible for recording your continuing education on the [Credential Holder Continuing Education Log](#) document. Record the activities that you attend for recertification of your NCDA Credential. The activities must occur within the three-year certification cycle at renewal of your credential. You must obtain 30 contact hours during each three-year cycle. Any course or activity offered by a NCDA approved provider, or state licensure-approved provider that addresses one or more of your credential competency areas is acceptable. You will need to keep this form updated regularly in case you are randomly selected for an audit at your credential renewal time. You must maintain proper documentation in your files (hard copies or scanned copies of certificates, agendas, letters, etc.) in the event of an audit of CE contact hours.

As an NCDA member, your CE contact hours at NCDA-sponsored events will be documented for you and available when you log-in to your NCDA member account.

Annually the NCDA Credentialing Commission will review and recommend approved continuing education offerings.

### Guidelines for Continuing Education

All of NCDA Credentials require continuing education. The **required 30 contact hours every 3 years** must meet the NCDA's Credentialing Commission's requirements regarding domain/competency area and activity type, as described below. A contact hour is defined as an hour (60 minutes) spent in learning, development, or delivery in a credential domain/competency area.

You must participate in continuing education activities that align with the domains/competencies of your earned credential(s). To decide if an activity aligns with your earned credential(s), you must be able to answer "yes" to each question below:

1. Does the content of the activity fall into one or more of the domains/competencies defining the credential? Check your credential webpage for specific domains/competencies.
2. Is the activity intended for professionals in the career development field?
3. Will the activity be completed during my credentialing period?

## Approved Methods of Obtaining Continuing Education Contact Hours

Unless otherwise noted, requirements apply to both remote learning and in-person activities. A **peer** is defined as an individual who works in the same field or occupation and has approximately the same overall level of expertise, training, education or relevant experience as you. See chart on next several pages for descriptions.

<b>Activity</b>	<b>Requirements for CE Credit</b>	<b>Contact Hrs Awarded</b>	<b>Determining CE Contact Hours</b>	<b>Required Documentation</b>
Auditing or enrolling in college/university courses	The course must be from a post-secondary institution accredited by US Dept. of ED database of Accredited Postsecondary Institutions and Programs The course must cover one or more domain/competency areas of your credential.	No Limit Each course counts once during each credentialing period.	1 semester term course credit equals 15 contact hours (Ex: 3 hr course = 45 contact hours)  1 quarter term credit course = 2/3 of semester hour (Ex: 3 hr quarter course = 30 contact hours)	Transcript, grade report or verification form (see international section of credentialing website for this form)  Passing grades accepted.
<b>Designing or Presenting</b> Seminars, in-service trainings, workshops, conferences & webinars	Attendees must be your peers. Activity must cover one or more domain/competency areas.	No Limit. Each activity counts once during each credentialing period.	Only actual presentation time counts for contact hours. Exclude the time for breaks, lunch etc.	Confirmation letter from the activity sponsor or an official activity program, showing presenter name, presentation title, date of presentation and duration. Same for designing a presentation.

<p><b>Attending Seminars, workshops, conferences, &amp; webinars.</b> Does the instructor/facilitator have formal education, expertise, or credentialing in the relevant domain/competency areas aligned with your earned credential(s).</p>	<p>Activity must cover one or more competency areas. See specific credential domains/competencies on credentialing website.</p>	<p>No limit. Each activity counts once during each credentialing period.</p>	<p>Only actual time listening to presentation counts for contact hours. Exclude time for breaks, lunch etc. For example, 1 hour of a webinar = 1 contact hour.</p>	<p>Certificate of completion or letter confirming completion/registration of activity, including presenter name, presentation title, date of presentation &amp; duration. Only NCDA events can be logged into NCDA membership profile CEU section (after completing a survey); Non-NCDA events must be saved to your own log.</p>
<p><b>Writing articles for Publications or conducting research</b></p>	<p>Articles must be published in a peer-reviewed journal (except for NCDA publications), as a chapter in a book, or professional publications such as newsletter. Books cannot be self-published. Topic must directly relate to career development. Topic must address one or more competency areas. See specific credential</p>	<p>10 per published article or book chapter (editor). 20 per published book. 4 contact hours for newsletter or career publication (e.g., NCDA <i>Career Developments Magazine</i>, <i>Career Convergence</i>, regional state CDA newsletters). Maximum is 20 per renewal period.</p>	<p>See previous column for guideline on CE contact hours.</p>	<p>Letter from editor or publisher on their letterhead stating contribution.</p>

	Domains/competencies on credentialing website. Work must be published during current credentialing period.			
<b>Enrollment in Self-study programs</b>	Program must directly relate to career development. Program must address one or more competency areas. See specific credential Domains/competencies on credentialing website.	No Limit	CE contact hour determined by certificate of completion of self-study program	Certificate of completion or letter from provider verifying completion
<b>Author of NCDA Career Development Curriculum</b>	Curriculum must be approved by NCDA.	15 contact hours	Time spent developing curriculum	Detailed curriculum outline
<b>Designing and Delivering Career Development Training/Course</b>	You must both develop and teach a course that meets college-level or NCDA FCD training and teaching requirements. Training/course must be related directly to career development. A course can only be counted once	15 contact hours maximum	Time spent developing and teaching course or program, up to the maximum of 15 contact hours.	Detailed curriculum outline (e.g. syllabi, agenda) with timeframes listed for each component (e.g. chapter, session, class).

	in the 3 year renewal period.			
<b>Leadership</b> Participation as a Leader in an NCDA Committee, Commission, State, regional, or affiliate CDA, or Group; Editor of NCDA publication	Chair, Co-Chairperson or Editor, President of state career development organization (e.g. CDA board member, NCDA Commission, board member).	10 contact hours maximum per 3 year renewal period	Time spent serving as leader up to the maximum.	Signed letter of verification on NCDA letterhead or state/regional/affiliate letterhead, that includes person's name, activity, dates of tenure.

For all credentials, the following **activities do not qualify** for continuing education:

- Course in personal self-improvement
- Trade shows.

### Credential Maintenance

#### **Annual Maintenance Fee**

Credential holders desiring to keep their credential must pay an annual maintenance fee (\$40) and complete credential renewal at the end of three years.

#### **Credential Renewal and Potential Audit**

Process for Credential Renewal and Potential Audit

1. Record your continuing education on the [Credential Holder Continuing Education Log](#). NCDA members can login on the NCDA web site to see their NCDA events documented.
2. You may log hours at any time as long as the full 30 contact hours are logged prior to your renewal date (3 years after receiving your credential).
3. The NCDA Credential Commission randomly audits 10% of credential holder accounts of each credential due for renewal.
4. If you are selected for an audit, you will receive notification with your \$40 invoice for credential renewal that is sent approximately 4 weeks prior to your due date.



5. If you are selected to be audited, your hours will either be considered Acceptable or Unacceptable:

<b>If you are audited and all of your Continuing Education hours are...</b>	<b>Then...</b>
Acceptable	you are eligible to renew your credential and pay your \$40 renewal fee.
Unacceptable	Consequences exist for failing to renew your credential. See below.

**Failure to Renew or Recertify**

<b>Failure to...</b>	<b>Will result in...</b>	<b>And reinstatement of your credential requires...</b>
Renew your credential	<ul style="list-style-type: none"> <li>· <b><u>Inactive status</u></b> and</li> <li>· Denial of permission to use credential logo during inactive status.</li> </ul>	<p>You submitting the following:</p> <ul style="list-style-type: none"> <li>· Fee of \$40 for request for reinstatement of your application, and</li> <li>· a \$35 late fee, and</li> <li>· payment of past due balance for each lapsed year</li> </ul> <p>And proof of CE required hours are up-to-date</p>

**Ethics Adherence**

As an NCDA Credential holder, you must adhere to the [NCDA's Code of Ethics](#) at all times.

- You must attest to your adherence to this Code of Ethics by your signature on your renewal notice.
- This renewal notice also contains a reminder for you to provide written disclosures to the NCDA Credential Commission in the event that you become the subject of a legal, criminal, or disciplinary matter. You must submit these written disclosures to the NCDA Credential Commission within 60

days of becoming aware of the charge or complaint. The NCDA Credential Commission will pass all ethics submissions to the NCDA Ethics Committee. The Ethics Committee will make recommendations to the NCDA Credentialing Commission, who, in turn, will then make a final recommendation to the NCDA Board of Directors. The NCDA Board of Directors will determine final action as necessary which may, or may not, result in the loss of a credential.

## **Ethics Questions**

For questions relating to ethics, please email NCDA Ethics Committee [ethics@ncda.org](mailto:ethics@ncda.org).

## **Credential Holder Competencies/Domains of Practice**

### **CCSP & CSCDA Core Competencies:**

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

### **CCC Competencies:**

- A core understanding and appropriate application of theory.
  - An understanding and application of ethical counseling practice.
  - The ability to identify and understand familial and cultural influences as they relate to clients' careers. Supporting and challenging clients to examine life-work roles within a larger context including culture, the balance of work, leisure, family, and community in their careers.
  - Expertise in evaluating and selecting valid and reliable instruments appropriate to the client's gender, sexual orientation, race, ethnicity, and physical and mental capacities; administer, score, and report findings from career assessment instruments appropriately.
  - Demonstrating knowledge of education, training, and employment trends; labor market information and resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields and individual occupations.
1. **Career Development Theory:** Theory base and knowledge considered essential for professionals engaging in career counseling and development.

2. **Individual and Group Counseling Skills:** Individual and group counseling competencies considered essential for effective career counseling.
3. **Individual/Group Assessment:** Individual/group assessment skills considered essential for professionals engaging in career counseling.
4. **Information/Resources:** Information/resource base and knowledge essential for professionals engaging in career counseling.
5. **Program Promotion, Management and Implementation:** Skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings.
6. **Coaching, Consultation, and Performance Improvement:** Knowledge and skills considered essential in enabling individuals and organizations to impact effectively upon the career counseling and development process.
7. **Diverse Populations:** Knowledge and skills considered essential in providing career counseling and development processes to diverse populations.
8. **Supervision:** Knowledge and skills considered essential in critically evaluating counselor performance, maintaining and improving professional skills, and seeking assistance for others when needed in career counseling.
9. **Ethical/Legal Issues:** Information base and knowledge essential for the ethical and legal practice of career counseling.
10. **Research/Evaluation:** Knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development.
11. **Technology:** Knowledge and skills considered essential in using technology to assist individuals with career planning.

### **CCCE Competencies**

- The CCC competencies listed above plus competencies at the intersection of career and counselor education. Candidates must demonstrate expertise to teach students across the following domains: career counseling with diverse populations including ethnicity, abilities, and other diverse identities; career counseling theories and techniques; career assessment; career counseling ethics and standards; and labor market information and career trends.

### **CCSCC Competencies:**

- The CCC competencies listed above plus the competencies addressed in NCDCA's *Career Practitioner Supervision* training manual.

### **CMCS Domains of Practice:**

**1. Career:** identifying and assessing opportunities/options, and clarifying the consequences of each choice in relation to personal goals and values

1.1 Career Management: developing a strategy to attain important skills and experiences needed to achieve career goals and financial security while embracing opportunities in the workplace.

1.2 Professional Identity Clarification/Promotion: identifying an individual's unique value (discreet skills, strengths, and achievements) and developing strategies to communicate this value to peers and prospective employers.

1.3 Work-Life Synergy: identifying ways the spectrum of activities (school, career, family, friends, community, spirituality, advocacy, leisure) can work together to produce greater fulfillment and joy.

1.4 Labor Market Analysis: researching current global economic forces, political activities, and technological changes that impact the labor market to identify potential opportunities and areas of decline.

**2. Relationships:** navigating the complex and often competing demands of relationships in the home, community and workplace while pursuing personal satisfaction

2.1 Relationship Mediation: coping with the needs and demands of important people in one's life; such as family, friends, peers, direct reports, and supervisors while satisfying one's personal needs

2.2 Talent Development: helping others to identify and improve their knowledge, skills, and abilities so they can achieve their potential and enjoy their work.

2.3 Referrals: assisting clients and their families to identify and connect with other professionals and resources which can assist them in meeting their needs.

2.2 Diversity Competence: recognizing, respecting, and appreciating differences in ethnicity, gender, age, national origin, disability, sexual orientation, education, and religion and working effectively with all types of clients.

**3. Program Development:** contributing to the successful operation of career services (this may span development, design, promotion, staffing, and oversight).

3.1 Design & Implementation: selecting credible, timely resources and appropriate techniques to address the needs of the population being served.

3.2 Oversight: assuring that quality is maintained in the services delivered by others and evaluating the effectiveness of programs to assure that the needs of participants have been met.

**4. Ethics:** recognizing and assessing the moral and ethical implications of decisions and environments

4.1 Making Ethical Choices: recognizing situations that present ethical dilemmas and negotiating situations that career services present while adhering to the NCDA Code of Ethics.

4.2 Modeling Ethical Behavior: embracing scope and standards of practice and conduct, while setting a positive example for students, clients, peers, and direct reports.

**NOTE:** Credential holder competencies/domains of practice stem from compliance with the NCDA Code of Ethics, as currently adopted and approved by the NCDA Ethics Committee and NCDA Board of Directors

### Continuing Education: Examples by Credential

**Sources of NCDA sponsored continuing education, for all credentials - either attending, presenting and/or writing/editing:**

- NCDA Global Conference
- NCDA Career Practitioner Institutes (CPI)
- NCDA Service: Board, Commission, Committee's, Councils, and Task Forces
- NCDA Webinars
- NCDA Publications: *Career Convergence*, *Career Developments Magazine*, *Career Development Quarterly*
- State CDA Conferences and Webinars
- State CDA Service: Board, Committee's, Task Forces, Work Groups
- State CDA Publications
- OPM (Office of Personnel Management) Federal Careers Webinars (keep a copy of receipt)

**NCDA's Listing of SELECT continuing education providers - [Click Here](#)**

#### **Sources of continuing education outside of the NCDA**

There are other associations/agencies that provide continuing education (seminars, workshops, presentations, courses) that may have offerings related to career development. If the offerings meet the requirements described in this manual, you can count those hours toward recertification.

#### **Examples of continuing education outside of the NCDA:**

##### CCSP, CSCDA and CMCS

ATD - Association for Talent Development - Education Section

SHRM - Society for Human Resource Management - Learning & Career

APA - American Psychological Association – Continuing Education Section

APA's Society of Vocational Psychology

ACA – American Counseling Association – Continuing Education Section

ICF – International Coach Federation

CCCD - Canadian Council for Career Development

HCI - Human Capital Institute - Training & Education Classes

World at Work - Education Section

PARW/CC - Professional Association of Resume Writers and Career Coaches

NRWA - National Resume Writer's Association – Education Section

NACE - National Association of Colleges and Employers - Professional Development

NAWDP - National Association of Workforce Development Professionals – Training Section

ACTE – Association for Career and Technical Education –Professional Development Section

ASCA - The American School Counselor Association

The Career Development Network

Career Thought Leaders

**Note:** Includes relevant continuing education/professional development activity from state chapters of the organizations listed above.

#### CCC, CCCE and CCSCC:

American Counseling Association CE offerings related to career counseling and development/lifespan development/supervision/teaching/etc.

ACA CE offerings through their: Division, Regions and Branches CE offerings related to career counseling and development/lifespan development/supervision/teaching/etc.

State Licensure Continuing Education requirements may count if they fall under the “career counseling and development” requirement for NCDA certification contact hours.

**Note:** Also consider the relevant CE activity from sources listed above, under CCSP, CSCDA and CMCS.

**For questions regarding Continuing Education, please contact the NCDA Director of Credentialing, Aaron Leson, [aleson@ncda.org](mailto:aleson@ncda.org)**