**CORE CURRICULAR STANDARDS OF CACREP CAREER PROGRAMS**

**SECTION 5: ENTRY-LEVEL SPECIALTY AREAS**

**B. CAREER COUNSELING**

Students who are preparing to specialize as career counselors will demonstrate the professional knowledge and skills necessary to help people develop life-career plans, with a focus on the interaction of work and other life roles. Counselor education programs with a specialty area in career counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

a. history and development of career counseling

b. emergent theories of career development and counseling

c. principles of career development and decision making over the lifespan

d. formal and informal career- and work-related tests and assessments

2. CONTEXTUAL DIMENSIONS

a. roles and settings of career counselors in private and public sector agencies and institutions

b. role of career counselors in advocating for the importance of career counseling, career development, life-work planning, and workforce planning to policymakers and the general public

c. the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues

d. factors that affect clients’ attitudes toward work and their career decision-making processes,

e. impact of globalization on careers and the workplace

f. implications of gender roles and responsibilities for employment, education, family, and leisure

g. education, training, employment trends, and 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

h. resources available to assist clients in career planning, job search, and job creation

i. professional organizations, preparation standards, and credentials relevant to the practice of career counseling

j. legal and ethical considerations specific to career counseling

3. PRACTICE

a. intake interview and comprehensive career assessment

b. strategies to help clients develop skills needed to make life-work role transitions

c. approaches to help clients acquire a set of employability, job search, and job creation skills

d. strategies to assist clients in the appropriate use of technology for career information and planning

e. approaches to market and promote career counseling activities and services

f. identification, acquisition, and evaluation of career information resources relevant for diverse populations

g. planning, implementing, and administering career counseling programs and services

**CORE CURRICULUM STANDARDS OF ANY CACREP PROGRAM**

CAREER DEVELOPMENT

a. theories and models of career development, counseling, and decision making

b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

d. approaches for assessing the conditions of the work environment on clients’ life experiences

e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

f. strategies for career development program planning, organization, implementation, administration, and evaluation

g. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy

h. strategies for facilitating client skill development for career, educational, and life-work planning and management

i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

j. ethical and culturally relevant strategies for addressing career development

**RELATED CACREP STANDARDS**

* Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
* After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
* These clinical experiences are evaluated and supervised by faculty and licensed practitioners in their specialty area.