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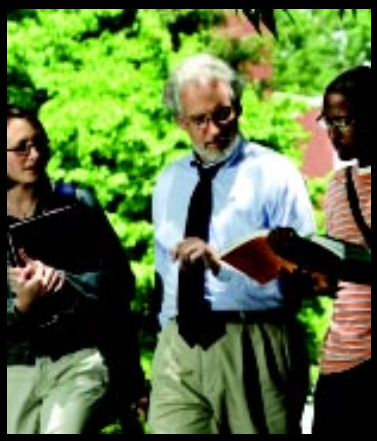

Professional Standards

FOR COLLEGE AND UNIVERSITY CAREER SERVICES

NACE 50

1956 · YEARS OF EXCELLENCE · 2006

NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS

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Professional Standards for College and University Career Services

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INTRODUCTION

In 2004, a NACE task force was appointed to review and revise *The Professional Standards for College and University Career Services and The Professional Standards Evaluation Workbook*. The work of that task force is reflected in this publication. Members of the task force included:

Jane Linnenburger, chair, Bradley University; Teresa Alewel, Central Missouri State University; Norma Guerra Gaier, St. Mary's University; Jeff Garis, Florida State University; Sam Ratcliffe, Virginia Military Institute; Sylvia Robinson, Georgetown University; Larry Routh, University of Nebraska; Marie A. Rozenblit, University of Arizona; Bill Wright-Swadel, Harvard University; and Mimi Collins, National Association of Colleges and Employers.

The 2006 edition of *The Professional Standards for College and University Career Services* was approved by the NACE Board of Directors in June 2006.

Application of professional standards in career services

The use of professional standards in career services is intended to facilitate excellence in the creation, maintenance, and delivery of programs and services. Professionally derived standards, representing the perspectives of diverse practitioners, and promulgated under the aegis of a professional association, provide an exceptional opportunity for practitioners to engage in processes of self-assessment and self-regulation that are internally motivated and directed.

The philosophical position of the task force was that good methodologies:

- promote self-assessment and self-regulation initiatives using professional standards as key factors in fostering improvement in programs, services, and processes;
- honor institutional uniqueness and recognize that information is not always comparable across institutions because of differences in location and local economic conditions; student characteristics, abilities, and preparation; variety and quality of academic programs; and missions of the institutions and their career services offices. Any analysis of data must include explanations of such qualifiers;
- include qualitative as well as quantitative approaches;
- lead to internal improvement;
- encourage methodical, meticulous, and reliable collection and presentation of information that will provide evidence of quality, and promote analysis and synthesis of information; and
- demonstrate external and internal accountability.

The Professional Standards for College and University Career Services was written broadly to reflect variations in career services provided by individual colleges and universities. Some standards may apply to several functional areas within career services; overlap does exist. Not every standard will apply to every career services office or school. Therefore, their use should be interpreted according to the circumstances of the individual institution.

The standards were written to reflect an institution's responsibilities for career services. Some program components may be provided by the institution in a department other than career services. Individual career services offices may not have responsibility for certain programs or services identified as career services within these professional standards; however, the institution does bear final responsibility for delivery of career services, in whatever fashion they are administered within the institution. Evaluators may be required to collect and evaluate data from several different offices at an institution in order to conduct a thorough evaluation.

The standards pertain to programs, not staff members. They reflect dimensions of career services that affect program performance and quality. To localize the standards, individual institutions and career services offices should provide examples of how they are meeting or not meeting each applicable standard.

A companion workbook, *The NACE Professional Standards Evaluation Workbook*, is available for those who wish to evaluate their career services offices against the standards.

* A history of the use of professional standards is included as Appendix A.

Please note: References to "students" throughout this document should be interpreted to mean "students and other designated clients."

I. MISSION

Career services supports the mission, academic programs, and advancement of the institution. Within this context, the primary purpose of career services is to assist students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans.

Specifically, career services helps individuals to do the following:

- develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics;
- obtain educational and occupational information to aid career and educational planning and to develop an understanding of the world of work;
- select personally suitable academic programs and experiential opportunities that optimize future educational and employment options;
- take responsibility for developing career decisions, graduate/professional school plans, employment plans, and/or job-search competencies;
- prepare for finding suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and both occupational and job requirements;
- gain experience through student activities, community service, student employment, research projects, cooperative education, internships, and other opportunities;
- link with alumni, employers, professional organizations, and others who will provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities;
- seek a desired employment opportunity or entry into an appropriate educational, graduate, or professional program; and
- prepare to manage their careers after graduation.

Career services considers the needs of all students of the institution when designing the program and delivering services. Since career issues are addressed by different units within the institution, career services provides linkages and/or coordination among career-related programs and services where appropriate.

II. PROGRAM COMPONENTS

The key program components of the career services function are designed, clearly defined, and implemented in alignment with:

- the career development needs and the academic and occupational interests of students and other students;
- current research, theories, and knowledge of career development and learning;
- contemporary career services practices;
- economic trends, opportunities, and/or constraints;
- institutional priorities; and
- resources.

Career services works collaboratively with academic divisions, departments, individual faculty members, student services, employers, and other relevant constituencies of the institution to enhance students' career development. Career services promotes career development for students as integral to the mission of the institution.

Career services staff provide information on programs and services through institutional print and electronic publications, campus media, presentations, outreach, and orientation programs.

Career services provides information on career and employment topics and the ethical obligations of students, employers, and others involved in the employment process.

Career Advising/Counseling

The institution provides career advising/counseling to assist students at any stage of their college experience while enrolled in the institution.

Career services assists students with career issues relevant to the individual, e.g., dual careers, sexual orientation, disabilities, and so forth.

Career services helps students obtain and research occupational, educational, and employment information.

Career services helps students establish short-term and long-term career goals.

Career services helps students explore career options through internships, shadowing experiences, summer and part-time jobs, cooperative education and/or other career-related activities.

Career services helps students make career choices based on accurate self-knowledge and information about the world of work.

Career services offers career advising/counseling in order to link students' career decision making with access to employers and employment information by:

- encouraging students to take advantage of career services as early as possible in their academic programs;
- providing career advising/counseling through scheduled appointments with individuals, group programs, career planning courses, outreach opportunities, special events, information technology, and/or any other available resources;
- referring students to other counseling and resource agencies if assistance is needed beyond the scope of career advising/counseling;
- helping students explore careers through part-time employment and experiential education programs; and
- maintaining appropriate records for future work with the students.

Career Information

Career services makes current and comprehensive career information accessible to students as they explore and make career decisions.

Career services provides resources to help students assess and relate their interests, competencies, needs, expectations, education, experience, personal background, and desired lifestyle to the employment market.

Career services provides information on current and projected employment opportunities and on employers to ensure that candidates have the widest possible choices of employment.

Career services provides information on graduate and professional academic programs and other continuing education programs.

Career services uses information technology to give students and staff access to the Internet and other computer resources.

Career information is conveniently available in a variety of media appropriate for different learning styles and special needs.

Career information resources are accessible and organized with an appropriate system that is user-friendly, flexible, and adaptable to change.

Career information facilities are staffed with persons who have the appropriate counseling, advising, and information technology competencies to assist students in accessing and using career information.

Career information includes the following categories:

- self-assessment and career planning;
- occupational and job market information;
- graduate/professional schools;
- employment/job search;
- job, experiential education, and internship listings; and
- employer information.

Employment Services

Career services assists students in:

- exploring a full range of career and work possibilities that match their career goals;
- preparing job-search competencies and tools to present themselves effectively as candidates for employment;
- obtaining information on employment opportunities and prospective employers;
- connecting with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and/or information technology; and
- developing and maintaining relationships with employers that provide career development and employment opportunities for students.

Experiential Education

The institution provides experiential education programs that include student employment and/or cooperative education, work-based learning, apprenticeships, internships, volunteer jobs, service learning, and shadowing experiences.

Career services provides or works closely with other departments that provide experiential education opportunities.

Experiential education programs help students obtain career-related experiences with organizations that provide adequate supervision and opportunities for students to reflect upon their learning and career development.

Graduate School Planning Services

Career services assists students in:

- identifying graduate or professional school programs that match their career goals;
- effectively presenting themselves as graduate/professional candidates for further study;
- obtaining information on graduate/professional school programs through a variety of sources; and
- connecting with graduate/professional schools through campus interviews, referrals, direct application, events, publications, and/or information technology.

III. PROGRAM MANAGEMENT

An institution assigns a leader or leadership team to manage career services and align career services with the mission of the institution and the needs of the constituencies served. If career services are offered by several units, the institution designates a leader or leadership team that will be responsible for coordinating the institution's programs and services for students. That leadership is necessary to ensure adherence to institutional and unit missions and to enhance program effectiveness and efficiency.

Career services leaders develop a mission statement, program goals and objectives, and strategic and operational plans for fulfilling the mission and goals of the program. Goals are reviewed and updated annually and communicated, as appropriate, to administrators, faculty, staff, and other appropriate institutional constituencies. Career services staff conduct regular program evaluations to improve operations and to adjust to changing client needs and environmental threats and opportunities.

Programs and services are structured purposefully and managed effectively to achieve stated goals.

Evidence of appropriate structure could include current and accessible policies and procedures; written job descriptions and regular performance reviews for all employees; functional workflow or organizational charts; facilities appropriate for career services functions; and defined service standards. Evidence of effective management includes strategic and operational planning processes; clearly defined areas of responsibility; effective communication practices; decision-making and conflict resolution procedures; accountability systems; sound fiscal management practices; and proof of continuous improvement. Reviews of policies, procedures, and budgetary issues should occur on a regular basis.

Career services leaders coordinate efforts with other career services providers in the institution to integrate career services into the broader educational mission. Key constituencies of career services are identified and their needs reflected in the mission and goals of the unit. Priorities for services are defined. Career services leaders are advocates for the advancement of career services within the institution.

IV. ORGANIZATION

The external and internal organization of career services, including its place within the institution, supports its mission. Career services is structured to ensure effective functioning of student services. The career services function is organized to develop positive relationships with students; academic, administrative, and student affairs colleagues; employers; and alumni.

The external organization, e.g., reporting lines of career services within the college/university, provide optimal visibility and institutional support. The unit to which career services reports allows for efficient and effective delivery of career services within the institution.

The internal organization of career services is clearly defined through an organizational chart. Staff titles, roles, and reporting lines support the efficient and effective delivery of career services and programs.

V. HUMAN RESOURCES

Career services has an adequate number of qualified professional and support staff to fulfill its mission and functions. Career services embraces fair employment practices and is proactive in attracting and retaining a diverse staff. Career services has instituted hiring and promotion practices that are fair, inclusive, and nondiscriminatory. Programs and services employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

Career services is staffed by persons who, in combination, provide the core competencies to perform primary program functions effectively. Primary program functions and their related core competencies and knowledge domains are defined below.

Functions	Core Competencies	Knowledge
Management and administration	Needs assessment and satisfaction measures; program design, implementation, and evaluation; strategic and operational planning; program integration and integrity; staffing; staff development and supervision; budget planning and administration; political sensitivity and negotiation skills; synthesize, interpret, and report current and longitudinal information.	Systems theory; organizational development; research design; statistics; accounting and budgeting procedures; revenue generation; principles; purchasing; staff selection; supervision; performance appraisals; management of information systems; customer service; marketing.
Program and event administration	Needs assessment; goal setting; program planning, implementation, and evaluation; budget allocation; time management; problem solving; attention to detail.	Systems, logistics, and procedures; project management; customer service.
Research and student learning/ development outcomes	Identification of relevant and desirable student learning and development outcomes; outcome-oriented programming; research-based evidence of program impact on student learning and development outcomes.	Student and adult development theory; research/assessment procedures; evidence-based decision making; statistical procedures.
Career advising/counseling and consultation	Needs assessment and diagnosis; intervention design and implementation; test administration and interpretation; counseling; feedback; evaluation; advising; empathy and interpersonal sensitivity; work with individuals and groups; use of career, occupational, and employment information.	Career development theories; adult development theory and unique issues for special populations; statistics; counseling processes; evaluation of person-job fit; job analysis; career decision making; behavior management; job search, interviews, and resumes.

Functions	Core Competencies	Knowledge
Teaching/ training/educating	Needs assessment; program/workshop design and delivery; researching, evaluating, and integrating information; effective teaching strategies; career coaching; career mentoring; work with individuals and groups; work with diverse populations; use of technology for delivery of content.	Setting learning objectives; designing curricula and learning resources for specific content areas; experiential learning; career development and job-search process; learning styles.
Marketing/ promoting/ outreach	Needs assessment and goal setting; written and interpersonal communication; public speaking; domestic and international job and experiential learning opportunity development; relationship development and management; effective use of print, web, personal presentation methods; sales and closing techniques; development/fundraising strategies; marketing principles/strategies.	Customer service; knowledge of institution and its academic programs; career services; employer, alumni, and faculty needs and expectations; recruiting and staffing methods; trends.
Brokering/ connecting/linking	Organizing information, logistics, people, and processes toward a desired outcome; consulting; building and managing advisory boards; interpersonal skills.	Systems and procedures; candidate/resume referral; recruiting and experiential learning operations; human resource selection practices.
Information management	Organization and dissemination; storage and retrieval; computing systems and applications; data entry and analysis; acquisition of appropriate career resources; web design and management.	Library/resources center organization; computer systems and applications; specific electronic management information systems.

Career services develops and maintains job descriptions for all staff members and provides regular performance appraisals. Career services has a regular system of staff evaluation and provides access to professional development opportunities, including in-service training programs and professional conferences/workshops.

Salaries and benefits for staff are commensurate with similar positions within the institution, in similar institutions, and in the relevant geographic area.

All staff members are trained in legal, confidential, and ethical issues related to career services.

Career services professionals engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect career services. Staff training and development is ongoing to promote knowledge and skill development across program components.

Leadership by Career Services Managers: Effective and ethical leadership is essential to the success of all organizations. In career services, that leadership comes from members of the management team, including the director, associate directors, and assistant directors.

The institution appoints, positions, and empowers career services leaders at various levels within the administrative structure to accomplish stated missions.

Career services leaders at various levels are selected on the basis of formal education and training, relevant work experience, personal skills and competencies, and relevant professional credentials. Career services leaders also demonstrate potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness.

The institution determines expectations of accountability for leaders and fairly assesses their performance.

Leaders in the career services unit exercise authority over resources for which they are responsible to achieve their respective missions.

Career services leaders:

- articulate a vision for their organization;
- set goals and objectives based on the needs and capabilities of the population served;
- promote student learning and development;
- prescribe and practice ethical behavior;
- recruit, select, supervise, and develop others in the organization;
- manage financial resources;
- coordinate human resources;
- plan, budget for, and evaluate personnel and programs;
- apply effective practices to educational and administrative processes;
- communicate effectively; and
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area.

Career services leaders identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

Career services leaders promote campus environments that result in multiple opportunities for student learning and development.

Career services leaders continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

If career components are offered through multiple units, the institution designates a leader or leadership team to provide strategic direction and align career services with the mission of the institution and the needs of the constituencies served.

Career services leaders coordinate efforts with other units in the institution providing career components to integrate career services into the broader educational mission. Key constituencies served by each unit are clearly identified and reflected in the mission and goals of the unit.

Careers services leaders are advocates for the advancement of career services within the institution. Career services leaders participate in institutional decisions about career services objectives and policies.

Career services leaders participate in institutional decisions related to the identification and designation of students and others served. Decisions about students served include type and scope of services offered and the fees, if any, that are charged.

Professional Positions (career counselors and advisers, employer relations coordinators, consultants):
Career services professional staff members hold an earned graduate degree in a field relevant to the position they hold or possess an appropriate combination of educational credentials and related work experience. Professional staff members have the requisite qualifications and competencies to perform effectively in their defined roles with students, alumni, faculty, administrators, and employers, as well as in highly specialized functions, such as career and employment counseling, employment opportunities, cooperative education, internships, work-study, graduate school advising, computer technology, etc.

Pre-Professional Positions:
Paraprofessionals, interns, and graduate assistants are carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly. Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience. These individuals are trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student Employee and/or Volunteer Positions:
Student employees and volunteers are carefully selected, trained, supervised, and evaluated. They are trained in how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers are provided with clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development. Training includes customer service, program procedures, and information and resource utilization.

Support Staff and Technical Positions:
Each organizational unit has adequate administrative and technical staff adequate to accomplish its mission. Such staff are technologically proficient and qualified to perform their duties, knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads are adequate and appropriate for program and service demands. A technical support person or support service is available to maintain computer and information technology systems for career services.

VI. FACILITIES AND EQUIPMENT

Career services has adequate facilities and equipment to fulfill its mission and to perform its functions effectively. Career services has private offices for professional staff to permit them to perform career advising/counseling or other confidential work; support staff work areas; reception and student waiting area; career resource center; storage space sufficient to accommodate supplies and equipment; and necessary office equipment, including computers for staff and student usage.

Career services provides students and employers with private interview facilities and adequate conditions and equipment to function professionally. The number of employment interview rooms is adequate to meet employer and student needs. An employer lounge or an accessible lunch area is available.

The facility has Internet connectivity and access to conference rooms and large group meeting rooms that have an appropriate level of technology to support service delivery. Sufficient information technology is available for students and staff to support career services functions. Equipment and facilities are secured to protect the confidentiality and safety of records.

Facilities are accessible to persons with disabilities and comply with the Americans With Disabilities Act (ADA). Accommodations for students with special needs are provided by career services or in conjunction with the department that serves this population.

Career services is located conveniently on campus. Career services projects a welcoming, professional atmosphere for students, employers, alumni, parents, and others. Career services provides office hours at times appropriate for its constituencies. Parking for visitors is adequate and convenient.

VII. TECHNOLOGY

Career services offices are informed about the array of career-based technological applications. Based upon program design, mission, budget, and staffing considerations, career services offices implement appropriate technological applications to career programs and ensure that appropriate technology is used to deliver services. Career services offices ensure that adequate hardware, software, and staff are available to support existing technological applications to career services. In light of the rapidity of change associated with technology, career services offices develop plans for the replacement/updating of existing hardware and software and plan for the integration of new technically-based or supported career programs. Technological applications to career services, including web sites, are consistent with and integrated within the college or university technology infrastructure.

Specific technological applications to career services that are considered include:

- career services web sites that provide updated information regarding mission, location, staffing, programs, and services available to students as well as contact information. The web site should be integrated within the college/university technological infrastructure and include links to appropriate sites both within and external to the institution.

- computer-based assessment and computer-assisted career guidance systems that support the mission of the career services office.

- computer-based and/or online recruiting and employment systems that support any career services office mission for part-time employment, cooperative education, internship, and professional employment. These employment systems include online opportunity listings and student resume data bases.

In addition,

- career services offices make informed choices regarding the use of available technological applications to career programs, including systems developed internally by the college/university, systems available through professional associations, or private vendor-based systems.

- career services offices make informed decisions based upon the office's mission, budget, and staffing regarding the use of an array of additional technologically based applications to career services, including student registration systems; student contact, record, and tracking systems; career portfolios; graduating student surveys; career fair management systems; resume writing software; office intranet sites; e-mail-based career advising/counseling; and video-based technology.

- adequate funds are available to support the hardware and software associated with the use of any technological applications to career services.

- computer access and/or work stations are available to staff and students in support of technological applications to career services.

- adequate staff support are available to maintain and update the use of any technological applications to career services.

- technological applications to career services ensure student confidentiality and are consistent with legal and ethical standards. Data security and privacy of student records adhere to the institutional privacy policy.

VIII. CAMPUS AND EXTERNAL RELATIONS

As an integral function within the institution, career services develops and/or maintains productive relationships with relevant campus offices and key stakeholders. In order to achieve this, career services:

- develops institutional support for career development and employment services for students and other designated clients;
- involves the academic administration and faculty in career planning and employment programs; and
- raises issues and concerns with the institution's legal counsel regarding compliance with employment laws as they pertain to recruitment and hiring of students and alumni.

In addition, career services:

- participates in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs;
- exchanges information with the academic administration and faculty concerning employment requirements, labor market trends, specific jobs, and employment that may be related to academic planning and curriculum development;
- arranges appropriate programs that use alumni experience and expertise;
- establishes cooperative relationships with other offices and services in order to support mutual referrals, exchange of information, sharing of resources, and other program functions;
- provides information and reports to the academic administration, faculty, and key offices of the institution regarding career services for students, employers, and alumni;
- provides feedback to faculty, administrators, and students on the preparation of graduates for employment and graduate school to aid curriculum development and individual career planning;
- encourages dialogue among employers, faculty members, and administrators concerning career issues and trends for students and graduates;
- provides parents with information and relevant data on career education programs and services and key results related to employment and graduate study outcomes for recent graduates;
- serves as an institutional resource for the media and provides key information and data related to career development, labor market trends, and employment outcomes as appropriate;
- encourages staff participation in professional associations and community activities related to career and employment issues; and
- participates in professional staff development activities.

IX. EMPLOYER RELATIONS AND RECRUITMENT SERVICES

Employers are both vital partners in the educational process and primary customers for college/university career services. Each career services office develops policies and practices for employer relations and services. Within the context of these principles, career services:

- develops strategic objectives for employer services and job development that yield maximum opportunities for the institution's students and alumni;
- develops and maintains relationships with employers who may provide career development and employment opportunities for students and alumni;
- enhances customer service and fosters continuous improvement by using feedback from employers on key performance indicators and measures of services;
- informs, educates, and consults with employers on the nature of services provided and student candidates available;
- involves employers in programs that meet students' career and employment needs;
- promotes employer adherence to professional and ethical standards that model professional and ethical conduct for students; and
- provides employer feedback to faculty, administrators and students on the preparation of students for jobs, the curricula, and the hiring process.

In addition, career services:

- develops and implements marketing strategies to cultivate employment opportunities for students;
- maximizes opportunities for employers to consider candidates for employment;
- maximizes students' exposure to employers, while respecting appropriate academic and co-curricular standards;
- encourages dialogue among employers, faculty, and the institution's administrators concerning career and employment issues; and
- facilitates employer involvement and communication with faculty, students, and administrators; and uses employers' experiences and expertise in support of institutional activities.

Career services does not give preferential treatment to specific employers. Career services treats employers uniformly and consistently.

Career services understands the variety of needs and employment practices among small businesses, large corporations, government, and nonprofit organizations. Career services defines the types of employers it will serve and articulates policies that guide its working relationships with various types of employers.

Career services offers a variety of services to employers that reflect student interests and employer needs. These include, but are not limited to, site visits; campus recruiting; resume referrals; information sessions; meetings with faculty members; prerecruiting activities; student access to employer information; posting and publishing of job openings; career and job fairs; providing information on academic departments and students within legal and policy guidelines; assistance in recruiting student populations; experiential learning options, which may include shadowing experiences, internships, or cooperative education; videoconference interviewing; salary information; advertising and promotional vehicles; career center advisory board memberships; and individual employer recruiting and college relations consultations.

Career services:

- provides information to employers on the institution's operations, enrollment, curricula, interviewing logistics, etc. (e.g., policies, procedures, transportation, lodging);
- encourages employer participation in career planning courses, career conferences, career and alumni fairs, cooperative education, and internships;
- provides information and services to assist recruiters and graduate school representatives to effectively communicate their opportunities to specific and targeted student populations;

- encourages employers to list job vacancies on a continuing basis and to provide information to career services on their job offers, salaries, and hires;
- encourages employer support of the institution, which may include scholarships and other forms of financial support, in coordination with development office efforts; and
- develops policies for working with third-party recruiters, which may include recruiter disclosure of the identities of organizations they are representing and agreement to adhere to the ethical guidelines documented in the *NACE Principles for Professional Conduct*.

X. LEGAL RESPONSIBILITIES

Career services professionals are knowledgeable about accepted and current professional practices and are responsive to those obligations and limitations imposed on the operation of their program areas by relevant civil and criminal laws, institutional policies, and any contractual commitments. Career services ensures that records are maintained following prevailing ethical and legal guidelines. The particular areas of the law that career services is aware of and seeks advice about from legal counsel are:

- Family Education Rights and Privacy Act, regarding disclosure of student information contained in education records;
- the privacy of data maintained in electronic form by the career center or by another entity acting at its request;
- defamation law, regarding references and recommendations on the behalf of students;
- equal employment opportunity laws, regarding employment referral practices of the career services office and others employed by the institution that refer students for employment;
- affirmative action regulations and law, regarding special programs for minority students;
- liability issues pertaining to experiential learning programs;
- work authorization practices in countries other than where the student holds citizenship;
- institutional policy regarding safety standards and practices for students traveling to work or participating in university-sponsored experiential activities;
- laws regarding contracts governing services provided by outside vendors;
- laws regarding grant applications;
- laws regarding eligibility to work in the United States; and
- any other state or federal employment or student-related statute.

Career services staff members use appropriate policies and practices to protect students and limit the liability exposure of the institution, its officers, employees, and agents. In this regard, the institution provides access to legal advice for professional staff as needed to carry out assigned responsibilities.

The institution must inform career services staff in a systematic and timely fashion about extraordinary or changing legal obligations and potential liabilities.

XI. EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION, AND DIVERSITY

Career services adheres to the spirit and intent of equal opportunity laws in all activities.

Career services' operating policies and procedures do not discriminate on the basis of race, color, religion, age, national origin, gender, sexual orientation, disability, marital status, or veteran status.

Career services' programs, services, events, and facilities are accessible to all students.

Career services' hours of operation respond to the needs of all students.

Career services seeks to identify, prevent, and/or remedy any discriminatory practices associated with the delivery of its services.

Career services staff serve as advocates by bringing the needs of all students to the attention of the institution's administration.

Career services ensures that employers using services and programs adhere to the word and spirit of equal employment opportunity and affirmative action.

Career services staff make every effort to educate faculty members about legal and ethical issues relating to student referrals and recommendations.

Career services works in conjunction with the institution's special services and related organizations to enhance student and employer awareness and appreciation of cultural and ethnic differences.

Career services provides educational programs that help students from diverse backgrounds and individuals with special needs to identify and address their unique needs related to career development and employment.

Career services initiates partnerships and cooperative programming with other offices representing special populations to ensure appropriate service delivery.

XII. ETHICS

All persons involved in the delivery of career services to students adhere to the highest standards of ethical behavior as set forth in the "Career Services Professionals" section of the NACE *Principles for Professional Conduct* as well as any additional professional standards and/or codes that may apply. In addition to adherence to these standards, leaders/managers proactively provide guidance and education on these standards to all persons involved in providing career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty, and other administrators.

XIII. PROGRAM EVALUATION, ASSESSMENT, AND RESEARCH

Systematic quantitative and qualitative program evaluations are conducted in support of career services' mission and goals. Although methods of assessment vary, a sufficient range of measures are employed to maintain objectivity and comprehensiveness. Data collected include responses from students, employers, and other affected constituencies.

Core program evaluation includes:

- Annual review of goal completion.
- Quantitative evaluation via user data for programs and services.
- Career services-wide qualitative student satisfaction and feedback surveys.
- Program-specific qualitative assessment via student satisfaction and feedback surveys.
- Student needs-based surveys.

Additional assessment and research may include:

- Graduating student (first destination) and alumni surveys.
- Benchmarking-comparative surveys.
- Empirically based outcome research.

Evaluation results are used in revising and improving programs, services, and staff performance. In order for institutions to employ comparable methods for evaluation, resources such as *The NACE Sourcebook for Conducting Evaluations and Measurements of Career Services* are consulted. Career services offices collaborate with institutional research units, state agencies, accrediting bodies, academic graduate programs, and other evaluative groups that generate and assess evaluation information.

Career services prepares and disseminates annual reports as well as special program evaluation reports addressing career services mission, goals, programs and services activities/outcomes, and graduate follow-up information. Career services gathers, participates in, and/or conducts relevant research on career development; academic success; institutional issues such as admissions and retention; student learning; employment trends; and career interests.

Appendix A: HISTORY OF PROFESSIONAL STANDARDS FOR CAREER SERVICES

The National Association of College and Employers (NACE), then known as the College Placement Council (CPC), formulated a statement of ethical guidelines for recruiter organizations, college career services practitioners, and students as early as 1957, just a year after the establishment of the organization. (That publication has undergone a number of revisions and is today's *Principles for Professional Conduct for Career Services & Employment Professionals*.) It was much later, however, that the question of standards was addressed. In *Career Counseling and Placement*, published by CPC in 1970, Everett W. Stephens argued for the establishment of national standards for the profession. Subsequently, a CPC Committee on Professional Standards crafted *Professional Standards for Career Counseling and Placement*, which was published in 1975.

Beginning in 1980, members of 22 professional associations in higher education student services and student development, under the aegis of the Council for the Advancement of Standards, began work on the development of standards. This resulted in the publication of the *CAS Standards and Guidelines for Student Services/Student Development* in 1986. That publication included general standards, applicable across all areas, as well as functional area standards, which included standards and guidelines for career planning and placement.

By the 1990s, career services practitioners recognized that the profession had evolved into one with many new dimensions that the CAS standards had not addressed. In 1992, the CPC Board of Governors appointed a task force to study the issues of standards for measuring and reporting the quality of services offered by career services offices and to develop a method for self-assessment. The work of that task force culminated in *The NACE Sourcebook for Conducting Evaluations and Measurements of Career Services*, which was published in 1995.

Later in 1995, another task force was constituted to develop professional standards for career services and their work resulted in *The Professional Standards for College and University Career Services*, which was approved by the NACE Board of Governors in 1998. Through the efforts of the NACE representatives to the CAS board, most of the 1998 NACE standards were incorporated into the 2001 and 2003 revisions of the CAS standards.

In 2004, a NACE task force was appointed to review and revise *The Professional Standards for College and University Career Services and The Professional Standards Evaluation Workbook*. The work of that task force is reflected in this publication.

The 2006 edition of *The Professional Standards for College and University Career Services* was approved by the NACE Board of Directors in 2006.

Appendix B: FEEDBACK

The National Association of Colleges and Employers will update the Professional Standards periodically to ensure that they grow with the profession. You can assist in this process by providing feedback about the existing standards and suggestions/comments on additional areas that need consideration.

Please complete and return the form below to NACE, Attn: Professional Standards, by fax (610/868-0208) or by mail (62 Highland Avenue, Bethlehem, PA 18017) or by completing the feedback form online at www.naceweb.org/standards/feedback.htm

Thank you in advance for your assistance.

Name:_____

School:_____

Date:_____

1. Overall, how useful are the Professional Standards in helping you understand your office's role and responsibilities? (Circle one.)

1 2 3 4 5

(1=Not at all useful; 2=Not useful; 3=Somewhat useful; 4=Very useful; 5=Extremely useful.)

2. In general, where you and your staff able to relate the Professional Standards to your office and operation?

___Yes ___No

If no, please explain. (Use a separate sheet if necessary.)

3. In your opinion, are there areas/topics that should be included in the Professional Standards that are not represented here? If so, what are they? Please explain. (Use a separate sheet if necessary.)

4. Additional comments/suggestions: