
Center for Credentialing & Education

Advance Your Journey.

www.cce-global.org
Our Vision
Enhancing society worldwide through quality assurance and credentialing excellence.
In a 2014 survey, CCE credential holders ranked “credibility” as the number-one reason for earning a CCE credential.

Why?

Because credibility is the foundation for results. Credential holders are more confident in their skills. Organizations are stronger and more agile when they employ job-ready professionals.

CCE is known around the world as a credible and trustworthy not-for-profit organization. As one of our credential holders, Joyce Morley, emphatically states: “My credentials are from an organization that is powerful. They are from an organization that is serious about what they do, and they are committed to what they are doing. And by me being a part of this organization, it says how committed I am about what I do.”

For two decades, CCE has focused on strengthening nonprofit organizations. We do this in two ways: through individuals who are committed to their professions and engage in continuous development and growth, and by providing proven business and management best practices to credentialing and licensure boards.

CCE works with every counseling licensure board in the United States to administer and manage the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE). To date, more than one million counselors have engaged with CCE.

In these pages, you will learn how CCE credential holders, clients and partners are making a difference in their chosen fields. And you will see how these individuals’ efforts are building better businesses and a better world.

If you are currently a part of the CCE community, we are grateful to you for your ongoing support and look forward to continuing to serve you. If you have not yet connected with us, we hope this demonstration of CCE’s impact will inspire you to advance your journey.
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Timeline

2015
20th anniversary!

2012
Board Certified Coach (BCC) credential launched.

2010
Human Services-Board Certified Practitioner (HS-BCP) credential launched.

2003
Distance Credentialed Counselor (DCC) credential launched.

2002
i-counseling Web site launched, offering online continuing education to counselors.

2001
Approved Clinical Supervisor (ACS) credential launched.

2000
Published and marketed a comprehensive study package for the National Counselor Examination for Licensure and Certification (NCE).

1998
Awarded contract to manage the Art Therapy Credentials Board (ATCB).
First Global Career Development Facilitator (GCDF) awarded.

1995
CCE founded.
Johns Hopkins University’s counseling program attracts a mosaic of students from across the globe. Students come to Johns Hopkins’ counseling programs from China, Colombia, Jamaica, Kenya, the Netherlands, Taiwan and the Middle East. “Johns Hopkins has a rich reputation internationally,” says Norma Day-Vines, professor of counseling and human services.

There are 250 students in Johns Hopkins’ program, divided between the school counseling path and the clinical mental health counseling path. “Some of our international students come to us from cultures that are less receptive to counseling, especially students from developing countries,” Dr. Day-Vines explains. “Some students are from countries that do have...
counseling, but it is not as formalized as it is here. And many of these students will likely be trailblazers."

Since 2008, all students in the counseling program at Johns Hopkins have been required to sit for the Counselor Preparation Comprehensive Examination (CPCE). “We use the CPCE as an exit exam,” says Dr. Day-Vines. “It’s a standardized exam that has recognition and merit in the [profession] of counseling. It has methodological vigor, and both faculty and students are pleased with that.”

Nearly 400 college and university counseling programs use the CPCE as an exit exam, to assess their counseling program, or to prepare students for the National Counselor Examination for Licensure and Certification (NCE). “In addition to using the CPCE as an exit exam, we use it as part of our assessment process,” says Dr. Day-Vines. “Each semester, we look at student scores and we look at areas of improvement and areas where students are doing exceptionally well. We review students’ scores and think about how we can make programmatic adjustments. As a result, our students do very well on the exam.”

Counselor Preparation Comprehensive Examination (CPCE)

Counseling programs benefit from the CPCE in various ways.

The CPCE:

• Provides a master’s program comprehensive exam that meets high psychometric standards.
• Gives programs an objective view of the knowledge level of their students.
• Allows programs to examine student knowledge in various curricular areas.
• Promotes longitudinal self-study.
• Compares a program’s results to national data.
• Simulates student integration of knowledge learned in separate courses.
• Gives students comparative strength and weakness feedback.
Business Support
Licensure Services

Customized Solutions

Whether your organization or licensing board is looking for comprehensive administrative support, review assistance, or consultation to prepare for accreditation, CCE’s Business Support and Licensure Services can customize a solution to fit your needs.

Services include:

• Application review
• Credentials management
• Board support
• Transcript review
• Exam development and administration

CCE’s business support and licensure services allow organizations and licensure boards to develop goals and meet challenges that are unique to them. Our approach is consistent for each client, yet the outcomes are one of a kind.

CCE’s review and management clients include state licensure boards from across the country, national credentialing boards and accreditation councils.
Full-Service Provider

CCE can manage every aspect of your credentialing or licensure operations. You can choose to outsource all or part of your processes, including your application review and exam development and administration. Our highly skilled staff can:

• Review transcripts or full applications in a consistent, timely manner with quality control checks in place to help ensure your requirements are met.

• Develop psychometrically defensible exams in a variety of formats (pencil and paper, computer-based, Internet-based, etc.).

• Analyze your certification and examination programs to ensure that psychometric standards and business objectives are met.

Your success is at the heart of everything we do. Contact CCE at info@cce-global.org to discuss which solution is best for you.
Why Credentialing?

The reasons for earning a credential are immeasurable. Whether you are just beginning your career or a seasoned professional, a credential can help you become a high-value commodity to your employer and be among the most sought-after individuals in your industry. Credentials validate your knowledge against industry standards. Your CCE credential is portable and industry-recognized; it travels with you throughout your career. Individuals with credentials, on average, earn more than those without (see chart, opposite page). Your CCE credential can provide a competitive advantage in the job market and adds credibility to your profession.

What Is Credentialing?

A professional credential is the result of a voluntary process by which candidates are assessed against predetermined and standardized criteria for knowledge, skills, competencies and abilities required of a field or profession. Those successfully completing the requirements are granted a credential. To retain a credential, recredentialing is required periodically, and typically involves continuing training and development.
Credibility Counts

A 2014 survey of CCE credential holders cited credibility as the number-one reason they chose to earn the credential.

More survey findings:

• CCE credential holders are highly educated—52 percent hold graduate degrees.
• 99 percent of ACS holders are in supervisory positions.
• Board Certified Coaches (BCCs) are entrepreneurial—90 percent own their business.
• Many Global Career Development Facilitators (GCDFs) earn the credential as a requirement for employment.

Median Monthly Earnings by Credentials

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<th>Education Level</th>
<th>Professional Licensure and Certification</th>
<th>Degree Only</th>
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</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>$4,583</td>
<td>$3,775</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>$5,600</td>
<td>$5,500</td>
</tr>
<tr>
<td>Doctorate</td>
<td>$7,083</td>
<td>$6,250</td>
</tr>
</tbody>
</table>

SOURCE: U.S. CENSUS BUREAU
(Earners employed full-time for four months before the survey.)
The Approved Clinical Supervisor (ACS) credential identifies those mental health professionals who have met national professional supervision standards. The ACS promotes the clinical supervisor’s professional identity, visibility and accountability, and encourages professional growth.

In 2015, 14 states recognized the ACS as the supervision credential of choice. There are 14 states with supervision regulations that specifically mention the ACS:

- Alabama
- Arizona
- Arkansas
- Georgia
- Iowa
- Louisiana
- Maryland
- Michigan
- Mississippi
- Nevada
- New Jersey
- Oregon
- Rhode Island
- South Dakota
- Tennessee

When David J. Ford Jr. began his undergraduate degree at Wake Forest University, in Winston Salem, North Carolina, he had dreams of entering medical school and becoming a physician. “I was really good in science,” says Dr. Ford. “I saw the money that doctors make, and at that time it was appealing to me.”

“The ACS credential solidifies my identity as a clinical supervisor.”

Like many college students, his major and his career path changed. He graduated with a degree in psychology and worked several odd jobs until he got a position as a resident life counselor at Winston Salem State University in Winston Salem, NC. “I found my niche working in higher education,” he says. He applied to the master’s degree counseling program at Wake Forest.
University. From there, Dr. Ford began a doctoral program at Old Dominion University (ODU), in Norfolk, Virginia, where he worked as a teaching assistant. "Teaching my own course enhanced my confidence and developed my desire to teach and to be a better counselor and a better supervisor," says the James Madison University assistant professor. While at ODU, Dr. Ford traveled to Dublin and Austria to examine counseling in different cultures. "The greatest takeaway from my travels is that I learned to be open to different experiences that can change me for the better."

As a professor, Dr. Ford teaches master’s and doctoral counseling students to be open to new knowledge. As a clinical supervisor, he serves as a mentor to counselors new to the field. "Clinical supervision is a very important relationship because I am working with a mentee on their micro-counseling skills," says Dr. Ford. "In a supervisory relationship, I would take the micro skills a step further and have them apply that with one of their clients. It’s an opportunity to work with individuals while critiquing their existing skills and showing them ways to enhance their competences and execution of their technique."

Dr. Ford learned about the Approved Clinical Supervisor (ACS) credential through one of his Wake Forest professors, Sam Gladding. During the last semester of his doctoral program, he realized that earning the ACS would be the fastest route to getting his supervision credential. “With the Ph.D., I’m already qualified to do supervision. The ACS credential solidifies my identity as a clinical supervisor. It shows licensure boards that I not only have the education; I am qualified and certified to be a person’s supervisor. It makes the process much easier for me being someone’s supervisor for the license professional counselor (LPC). It adds credibility.”
I Am a BCC
Marilyn Tam, BCC

Marilyn Tam’s journey from child laborer in Hong Kong to high-powered executive is inspiring. The former CEO of Aveda Corporation, president of Reebok Apparel and Retail Group, and vice president of Nike has spent her life’s work leading, motivating and coaching others to reach their full potential.

“The most exciting [thing] for me about coaching is to see the growth in the people,” says the Board Certified Coach (BCC). “It is so rewarding to see a person be able to achieve more of their potential. Because ultimately, the only thing that we can leave others is what we share with them.”

Tam, who has led and worked with large multinational companies in more than 120 countries, says leaders come to her because of her leadership experience. “I’ve been there and done that,” she says. “I’ve been in their shoes and still very much involved in leading, coaching and developing others.”

The BCC appealed to me because it is based on research.
In her latest book, *The Happiness Choice*, Tam examines the alignment of happiness and an individual’s life’s purpose. A 2013 Gallup research survey of U.S. workers found that $50 billion in productivity was lost due to lack of mental well-being and happiness in the workplace.

Her research found that we’re only happy and most productive when we align our work with our life’s purpose, which she helps her clients to discover. Tam herself had to learn how to find happiness. She was the second daughter in a traditional Chinese family living in Hong Kong. In her book, she writes, “To say that I was unwanted would be an understatement—my mother left me in the hospital and had to be called to pick me up.”

Tam’s coaching experience is vast and her credibility as a coach is well known, yet she chose to earn the BCC at the recommendation of a friend. “The BCC credential appealed to me because it is research-based,” says Tam. “CCE has good follow-through. You don’t just get the credential and nothing else happens after that. Having that network of fellow coaches is important to me.”

A 2013 Gallup research survey of U.S. workers found that $50 billion in productivity was lost due to lack of mental well-being and happiness in the workplace.
For many counselors who have earned the Distance Credentialed Counselor (DCC) credential, it represents credibility in the use of technology with their clients.

While the DCC offers Yulia Watters professional credibility, she does not use the credential in her counseling practice. Rather, Dr. Watters uses her DCC training to inform her work as a curriculum developer.

“The credential has helped me tremendously in my work as a curriculum director and as a teaching faculty,” says Dr. Watters, who is a curriculum developer in the Marriage and Family Therapy Sciences program for master’s and doctoral students at Northcentral University. “The knowledge that I gained while earning the certificate helps me to find different ways to develop curricula that appeal to a variety of learners.”
Dr. Watters, who is originally from Russia, does not use technology in her counseling practice. “Most of my clients are Russian,” she says. “Distance counseling is culturally unacceptable. Just because I don’t use it in my private practice now, doesn’t mean I won’t use it in the future in that way. This is a credential that provides me with choices and different opportunities that I can take advantage of when I choose to do so.”

Northcentral is an online university that offers distance-based courses in a variety of fields. “Our program would not be successful without having that distance space built into the curriculum,” says Dr. Watters. At Northcentral, curricula are developed on the foundation of heightened connectivity with online students. “Teachers need to be able to use the one-to-one model to mentor students who are often many miles away from them,” she says. This is where Dr. Watters implements her DCC training.

The DCC provides additional benefits for Dr. Watters. “The DCC allows me to be recognized as an expert in my field,” says Watters. “The DCC training provides me with knowledge and the credential provides me credibility.”
CCE’s flagship credential, the Global Career Development Facilitator (GCDF), offers country-specific standards and recognition for career development professionals worldwide. GCDF credential holders are located on six continents.

Career development facilitators are trained to help individuals, groups and families make informed decisions when considering job and career/life balance changes. GCDF credential holders find rewarding careers in government employment agencies, human resources departments, nonprofit organizations, correctional institutions, consumer advocacy agencies, and college and university career services centers.

Juliet Jones grew up with parents who worked in the fields of education and career facilitation. Her father, Dr. Lawrence K. Jones, a National Certified Counselor (NCC), taught career counseling for the military while on sabbatical from N.C. State University. As a child, she traveled with her parents throughout Europe and attended school in Germany.

“Employment issues were discussed at the dinner table and, although I was young, I became generally familiar with this type of work—employment and the career counseling world,” says Jones.

It was during this period she began to form her worldview. She learned the meaning of empathy and how to get along with individuals from diverse backgrounds. As an adult, Jones has used each of these elements in her law practice and career facilitation business.
Today, the Princeton graduate is vice president of Career Key, Inc., an organization that assists youth and adults in choosing careers and college majors. Her journey to career facilitation came after law school and 10 years practicing labor and employment law.

“My father helped with my career transitions, more recently to career facilitation,” says Jones. “Before college, he gave me the Strong Interest Inventory and administered some career assessments with me. He guided me through the process of doing informal interviews and internships. In the last transition, we looked at my motivated skills and how to put them to best use in a career change. Basically, we practiced what we preach to others.”

The field of career facilitation is constantly evolving, due in large part to changes in information technology and the growth of a knowledge-based economy. “The landscape is changing so much, so it is really hard for people to keep up,” says Jones.

To deepen her competency in career development and heighten her visibility, Jones decided to apply for the Global Career Development Facilitator (GCDF) credential. “I appreciated the learning process was done in a personal way,” she says. “The underlying learning during training broadened my view. When I made the career change, the GCDF training made me more comfortable dealing with school counselors. The GCDF adds value with my peers.”
William Booth, a jazz trumpet player and one of Tommy Lopez’s teachers in junior high school, recognized his student’s musical talent and saw it as an avenue for Lopez to escape from Harlem. With his teacher’s encouragement, Lopez was able to attend a specialized music school. He eventually left the Bronx and has had a successful career as a musician and educator. Booth and many others have mentored Lopez and encouraged him along the way, and he has reciprocated by mentoring and helping others throughout his life. In addition to his work as a human services educator and administrator and using his music to minister to others, Lopez works with New Options for Violent Actions (NOVA), an education program that provides information to men and women convicted of domestic violence who have been court ordered to attend the program.
“We challenge what they are thinking, their behavior towards their significant others and how their fundamental beliefs have contributed to their current situations,” says Lopez, Human Services-Board Certified Practitioner (HS-BCP) and chair of the Human Services Technology program at Central Piedmont Community College, in Charlotte, North Carolina. “There are different ways of thinking than the ways they are accustomed. The way that you are raised is not the way you have to conduct your life.”

Lopez has seen a lot in his nearly 30 years working in human services. One example from decades ago is that of a 7-year-old boy who was engaged in prostitution. “I was working as a case manager back then in Newark,” Lopez recalls. “I had no guidance, no foundation for how to handle this. I developed a relationship with his mother to try to understand why he was doing this. I found out his mother was on drugs and he wanted to get money to protect her and take care of her habit, and that was the only way he could earn money.” Lopez was able to get the mother into a drug treatment program, and the child was sent to live with relatives. “Today, there are training programs designed to help you deal with situations such as these.”

Training and education are two significant changes Lopez has seen in the field of human services. “Technology is the biggest change I’ve experienced,” he says. “In the past when we did home visits and there was an emergency, we would have to find a pay phone. We worked in teams. While I went out to find a pay phone, my partner would stay behind with the family. Then we transitioned to the bag phones and, finally, to the cellphones.”

When the Human Services-Board Certified Practitioner (HS-BCP) was introduced, Lopez was eager to earn the certification. “The credential gives me a set of standards that I have to abide by,” he says. “The HS-BCP opens doors and gives credibility to the work that I do.”
Mental Health Facilitator (MHF)

The Mental Health Facilitator (MHF) program aims to reduce the gap between mental health care needs and resources across the globe. Through culturally appropriate training, MHFs learn to apply universal mental health skills to local community experiences.

Individuals who complete the MHF training are voluntary members of an international registry. They complement existing care resources to increase mental health services for underserved and never-served communities worldwide. Discover more at [www.mentalhealthfacilitator.org](http://www.mentalhealthfacilitator.org).

I believe that in areas where mental health and wellness services are limited, MHF has the potential not only to expand service capacity by reaching out to and involving allied professions, but also to provide needed support, structure and guidance to grassroots volunteers and laypersons who are tirelessly striving to support wellness in their own communities.

– Elizabeth Fier, MHF Master Trainer

[www.mentalhealthfacilitator.org](http://www.mentalhealthfacilitator.org)
The i-lrn learning portal is CCE’s latest learning management system (LMS) for continual professional development. The new LMS provides online proctor training, continuing education and jurisprudence training. Our i-lrn portal is designed to help you access needed skills in the most effective way possible.

Behavioral Management Information System (BeMIS): A Tool for Career Facilitators

The Behavioral Management Information System (BeMIS) is a powerful tool to assist career development professionals. Unlike other inventories, BeMIS is a standardized, nonthreatening 15-minute inventory. It identifies relevant character and personality attributes to help facilitate clients’ personal development, career selection and performance.

Scholarships

CCE provides general support to the NBCC Foundation as well as financial assistance in the form of scholarships, tuition assistance programs and professional development awards. To date, 24 scholarships have been awarded. To learn more, visit www.nbccf.org or contact the Foundation at foundation@nbcc.org or +1.336.232.0376.
A World View

At the Center for Credentialing & Education (CCE), a universal perspective means our world view is influenced by our global presence and many partnerships. The impact of our work can be found around the world.

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52 state licensure boards work with CCE

6 of the seven continents feature CCE clients

25,000+ credential holders, partners and clients around the globe
1,000,000 counseling professionals have engaged with CCE on behalf of state licensure boards

14 states recognize the ACS as the credential of choice

16 countries are home to CCE clients
CCE Board of Directors

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CCE advances professional excellence through assessment, business services and credentialing.
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