

UNOFFICIAL GUIDE –
SAMPLE RESPONSE
FORMATS FOR CACREP
SELF-STUDY
DOCUMENTS

Version: December 2016



Sample Response Formats

This document is an ‘unofficial guide’ in that CACREP does not have required response formats for inclusion in Self-study documents or other standards-related reports. Programs may choose to utilize any desired response format and to include any information deemed to be helpful in responding to the requirements specified in a particular standard. The following are some suggestions to consider in developing responses to include in a Self-study document.

General Overall Response Format

The general overall suggested format for responding to a standard includes providing the text of the standard, a narrative response indicating how the program is meeting the standard, and supporting documentation for the information in the narrative response. It is helpful to reviewers to include internal links to the supporting documentation to allow them access to those materials while reviewing the narrative response. Ideally the links should be set up to open the documents in a new window. Further information on structuring the Self-study document and establishing internal links to supporting documents is available in the *Unofficial Guide for Formatting a CACREP Self-Study Document* available on the CACREP website.

The following are examples of structuring the narrative responses with the supporting documentation:

* Note: underlined blue text indicates an internal link to a document

Example A

Standard 1.A

The academic unit is clearly identified as part of the institution’s graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.

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Example B

Standard 1.A

The academic unit is clearly identified as part of the institution’s graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.

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Supporting Documents – Standard 1.A

[1.A Supporting Document 1- Document Name](#)

[1.A Supporting Document 2- Document Name](#)

[1.A Supporting Document 3- Document Name](#)

Supporting Charts

As some standards include multiple components, reviewers may find it helpful for the narrative to be accompanied by a chart that has the information broken down in relation to these different components. *These charts are not intended to replace the narrative content or the supporting documentation, but rather are supplemental to assist the reviewers in making sense of a large amount of and often complex information.* In order to use the sample charts included in this document, it likely will be necessary to modify the overall format of the charts to best fit the content that the program chooses to include in the response.

The following are some suggested response formats for charts to accompany the narrative for *select* standards. The use of these charts is optional and, as noted, programs may choose to respond to any of these standards using alternative formats. Programs may decide to develop similar charts for other standards not identified in this guide.

Standard 1.J

Entry-level degree specialty areas in Addiction Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and Marriage, Couple, and Family Counseling consist of approved, graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Until June 30, 2020, Career Counseling, College Counseling and Student Affairs, and School Counseling specialty areas require a minimum of 48 semester hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.

(Add or delete rows to table as necessary)

Specialty Area	# Credit Hours or Quarter Credit Hours *	Program of Study or Internal Link to Program of Study

* Note: Prior to July 1, 2020, it is recommended that you address in your narrative response the plan and timeline by which all programs under 60 credits or 90 quarter credits will be 60 credits or 90 quarter credits by July 1, 2020.

Standard 1.W

Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.

(Add or delete rows to table as necessary)

Core Faculty Members *	Have earned doctoral degrees in counselor education	Have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013	Internal link to Faculty CVs

* Note: The individuals listed in this chart should align with those listed in the application and Standards 1.R, 1.S, and 1.X

Standard 1.X

Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.

Add or delete rows to table as necessary

1.X.1-2

(Add or delete rows to table as necessary)

Core Faculty Members *	Memberships in Professional Counseling Organizations + Dates of Membership	Licenses/Certifications Held + Dates	Internal link to Faculty CVs

* Note: The individuals listed in this chart should align with those listed in the application and Standards 1.R, 1.S, and 1.W

1.X.3.a

(Add or delete rows to table as necessary)

Core Faculty Members *	Counseling Professional Development and Renewal Activities (for Previous X Years)	Internal link to Faculty CVs

* Note: The individuals listed in this chart should align with those listed in the application and Standards 1.R, 1.S, and 1.W

1.X.3.b

(Add or delete rows to table as necessary)

Core Faculty Members *	Professional Service and Advocacy in Counseling (for Previous X Years)	Internal link to Faculty CVs

* Note: The individuals listed in this chart should align with those listed in the application and Standards 1.R, 1.S, and 1.W

1.X.3.c

(Add or delete rows to table as necessary)

Core Faculty Members *	Research and Scholarly Activity in Counseling (for Previous X Years)	Internal link to Faculty CVs

* Note: The individuals listed in this chart should align with those listed in the application and Standards 1.R, 1.S, and 1.W

Standard 1.Z

Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.

(Add or delete rows to table as necessary)

Non-Core Faculty Members	Graduate or Professional Degree + Major/Field	Internal link to Non-Core Faculty Resumes or CVs

Standard 1.BB

All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.

(Add or delete rows to table as necessary)

Core Faculty Members *	Course(s) Taught	Internal link to Core and Non-Core Faculty CVs/Resumes
Non-Core Faculty Members *		

* Note: The individuals listed in this chart should align with those listed in the application and Standards 1.W and 1.Z

Standards 2.F.1-8 (Note: the following chart would fit for the Specialty Area standards as well)

(Add or delete rows and columns to table as necessary)

	<u>Required Course A</u>	<u>Required Course B</u>	<u>Required Course C</u>	<u>Required Course D</u>	<u>Required Course E</u>
Standard F1.a		•			
Standard F1.b			•		
...					
Standard F8.a			•		
Standard F8.b				•	

• = primary required course in which the referenced content in the standard is taught

Blue underlined text = internal link to course syllabus

It is recommended that you include the course name as well as course number in the column heading.

Standard 3.N

Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

(Add or delete rows to table as necessary)

Program Faculty (core [c]and non-core [nc]) that Serve as Practicum/ Internship Supervisors	Relevant Experience	Professional Credentials	Counseling Supervision Training + Supervision Experience	Internal link to Core and Non-Core Faculty CVs/Resumes

Standard 3.O

Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.

(Add or delete rows to table as necessary)

Student	Evidence of Completion of CACREP Entry-Level Counseling Degree Requirements	Preparation in Counseling Supervision	Faculty Supervisor + Term

Standard 3.P (also works for Standard 6.C. Practicum.3)

Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

(Add or delete rows to table as necessary)

Current Site Supervisors (grouped by specialty area)	Degree + Major/Field	Relevant Active Certifications and/or Licenses Held	Years of Professional Experience in Specialty Area	Preparation in Counseling Supervision
Specialty Area				
Specialty Area				

Standard 4.F

The counselor education program faculty systematically assesses each student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student’s respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.

(Add or delete rows to table as necessary)

Key Performance Indicator	Core or Specialty Area to Which KPI is Linked	Measures + Points When Measured	When and How Review or Analysis of Data Occurs

Standard 4.G

The counselor education program faculty systematically assesses each student’s professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.

(Add or delete rows to table as necessary)

Professional Disposition	Measure(s) + Points When Measured	When and How Review or Analysis of Data Occurs



Again, please bear in mind that CACREP does not have a required response format for inclusion in Self-study documents or other standards-related reports. Programs may choose to utilize any desired response format and to include any information deemed to be helpful in responding to the requirements specified in a particular standard. Even if you choose not to use some or all of the response formats included in this document, the divisions in the sample charts can still be useful as reminders of the need to address the different components of a standard in developing a comprehensive response and in determining appropriate supporting documentation.

Please do not hesitate to contact the CACREP Staff if you have questions or need any additional information while preparing for or developing your Self-study document.