

CACREP 2024 STANDARDS

DRAFT 1

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THE LEARNING ENVIRONMENT

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

THE INSTITUTION

- 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.
- B. The institutional media accurately describe the academic unit, the core counselor education program faculty, each program specialized practice area offered, types of program delivery, and locations including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.
- C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments and for all program delivery types.
- D. The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.
- E. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.
- F. The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all counselor education program faculty and students in all program delivery types.
- G. The institution provides technology and technical support to all counselor education program faculty and students, in all program delivery types, to ensure access to information systems for learning, teaching, and research.

- H. The institution provides adequate and appropriate access to counseling skills training environments that are conducive to instruction and supervision of individual and group counseling in all program delivery types, including technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality in compliance with applicable institutional, state, federal, and legal requirements.
- I. The institution provides administrative assistance, in all program delivery types, to support faculty/program activities and is commensurate with that provided for similar graduate programs.

THE ACADEMIC UNIT

- J. Entry-level degrees consist of approved, graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.
- K. The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.
- L. Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's
 - 1) relevance of career goals,
 - 2) aptitude for graduate-level study,
 - 3) potential success in forming effective counseling relationships, and
 - 4) respect for cultural differences.
- M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.
- N. The student handbook, for all program delivery types, include:
 - 1) the mission statement of the academic unit and program objectives,
 - 2) professional counseling certification and licensure requirements and how the degree program prepares students to meet the specific certification and licensure educational standard requirements based on residency,
 - 3) matriculation requirements,
 - 4) expectations of students,
 - 5) academic appeal policy,
 - 6) written endorsement policy explaining the conditions for recommending students for credentialing and employment,

- 7) policy for student retention, remediation, and dismissal from the program,
 - 8) information about disability services and reasonable accommodation processes at the institution,
 - 9) information about personal counseling services provided by professionals other than counselor education program faculty and students,
 - 10) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, and
 - 11) information about state licensure and other credentialing requirements.
- O. Syllabi are available for review by all enrolled or prospective students, in all program delivery types, are distributed at the beginning of each curricular experience, and include:
- 1) content areas,
 - 2) knowledge and skill outcomes,
 - 3) methods of instruction,
 - 4) required text(s) and/or reading(s),
 - 5) student performance evaluation criteria and procedures, and
 - 6) a disability accommodation policy and procedure statement.
- P. Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice.
- Q. Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.
- R. Students have regular, systematic opportunities to formally evaluate counselor education program faculty. The program's written procedures for administering student evaluations of faculty are available to the counselor education program faculty.
- S. The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.
- T. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program.

- U. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission, other clinical programs in the institution, and the recognition that counselor preparation programs require extensive clinical instruction.

FACULTY AND STAFF

- V. Core faculty must have full-time appointment to the counselor education program. Core counselor education program faculty may only be designated as core faculty at one institution. Core counselor education faculty must meet one of the following qualifications:
 - 1) have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or
 - 2) 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, or
 - 3) have (a) been employed as a full-time faculty member in a CORE-accredited master's program prior to July 1, 2017 or (b) graduated from a rehabilitation doctoral program prior to January 1, 2018.
- W. Within the structure of the institution's policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.
- X. Affiliate faculty may be employed who support the mission, goals, and curriculum of the counselor education program. All affiliate faculty must have graduate or professional degrees in a field that supports the mission of the program.
- Y. The core counselor education program faculty orient affiliate faculty to program and accreditation requirements relevant to the courses they teach, program policies and procedures, and process for disability accommodations in all program delivery types.
- Z. All core and affiliate counselor education program faculty have relevant preparation and experience in relation to the courses they teach.
- AA. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education; this individual must have a written job description that includes:
 - 1) having responsibility for the coordination of the counseling program(s),
 - 2) responding to inquiries regarding the overall academic unit,
 - 3) providing input and making recommendations regarding the development of and expenditures from the budget,

- 4) providing or delegating year-round leadership to the operation of the program(s),
and
- 5) receiving release time from faculty member responsibilities to administer the
academic unit.

BB. A program faculty or staff member is identified as the practicum and internship coordinator for the academic unit and/or program. This individual must:

- 1) meet the minimum qualifications for a site supervisor,
- 2) be responsible for the coordination of practicum and internship experiences in
designated counselor education program(s), and
- 3) be responsible for responding to inquiries regarding practicum and internship.

ACADEMIC QUALITY

Counselor education programs must be committed to attaining the highest quality in their preparation of students and must demonstrate the process, tools, and thresholds used to measure quality. Academic quality is determined by program evaluation including program mission and objectives. Assessment of students' knowledge, skills, and professional dispositions is an integral part of academic quality. The purpose of program evaluation is for counselor education program faculty to comprehensively evaluate overall program effectiveness across specific dimensions, and to use findings to inform program modifications. The following standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

A. PROGRAM MISSION

The counselor education program has a mission statement that:

- 1) defines and outlines the fundamental purpose of the program,
- 2) reflects input from all persons involved in the conduct of the program, and
- 3) is publicly available.

B. PROGRAM OBJECTIVES

The program objectives are consistent with the mission statement and

- 1) reflect current knowledge and projected needs concerning counseling practice in a diverse and multicultural society;
- 2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies;
- 3) address program activities related to Standard D below;
- 4) are written so they can be evaluated; and
- 5) are publicly available.

C. CONTINUOUS AND SYSTEMATIC IMPROVEMENT OF THE PROGRAM

Counselor education programs have a documented, empirically based comprehensive evaluation plan, that is implemented, for systematically evaluating and monitoring achievement of program objectives. The plan states:

- 1) program objective indicators as identified in Standard D below
- 2) minimum thresholds for successfully meeting each program objective; if the standard does not define the threshold, the program will state their threshold for meeting the program objective,
- 3) the data that will be collected, and if applicable, and cycle for each type,
- 4) a procedure for how and when data will be collected,
- 5) a method for how and when data will be reviewed or analyzed,
- 6) a process for addressing unmet minimum thresholds,
- 7) an explanation for how data will be used for curriculum and program improvement, and
- 8) a timeline for report.

D. PROGRAM OBJECTIVE INDICATORS

Programs must minimally include all of the following in establishing their program objective indicators.

1. Faculty Resources

- a) The academic program must meet the minimum threshold of at least three full-time core counselor education program faculty members in an entry-level program.
- b) The academic program must meet the minimum threshold of at least two additional full-time core counselor education program faculty members in a doctoral-level program.
- c) To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by affiliate faculty must not exceed the number of credit hours taught by core faculty.
- d) For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty must not exceed 12:1.

2. Faculty Professional Identity

- a) Core counselor education program faculty participate in professional activities, scholarly activities, and service to the profession. All core counselor education program faculty must identify with the counseling profession through each of the following:
 - 1) have sustained memberships in professional counseling organizations,
 - 2) maintain certifications and/or licenses related to the counseling profession, and
 - 3) show evidence of sustained professional engagement through at least one of the following:
 - a) professional development and renewal activities related to counseling,
 - b) professional service and advocacy in counseling, or
 - c) research and scholarly activity in counseling commensurate with their faculty role.
- b) For each specialized practice area offered by the program, at least one core counselor education program faculty member must identify with the specialized practice area through each of the following:
 - 1) maintain certifications and/or licenses related to the specialized practice area,
 - 2) show evidence of sustained professional engagement through at least one of the following:
 - a) professional development and renewal activities related to the specialized practice area,
 - b) professional service and advocacy in the specialized practice area, or
 - c) research and scholarly activity in the specialized practice area commensurate with their faculty role.

3. Aggregate Assessment of Student Success

The program analyzes student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for:

- a) For entry-level programs, key performance indicators for each of the foundational curricular areas and for each specialized practice area;
- b) For doctoral programs, key performance indicators for each of the doctoral foundational areas;
- c) Professional dispositions for entry-level students; and
- d) Professional dispositions for doctoral students

4. Graduate Outcomes

The program analyzes graduate outcomes and reports in aggregate the achievement of minimum thresholds for each of the following:

- a) the number of graduates for the past academic year,
- b) pass rates on credentialing examinations,
- c) degree completion rates, and
- d) job placement rates.

5. Diverse Learning Community

The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of faculty and students. To accomplish this aim, the academic unit collects and analyzes disaggregated demographic data to assess the achievement of minimum thresholds with regard to:

- a) Students:
 - 1) applicants,
 - 2) enrolled students, and
 - 3) degree completion rates.
- b) Full-time Faculty:
 - 1) applicants for open faculty positions,
 - 2) employed faculty, and
 - 3) retention rates.

6. Fieldwork

The program reports in aggregate the achievement of minimum performance thresholds for:

- a) Student placement rates at practicum and internship sites,
- b) Student evaluation of practicum and internship sites,
- c) Student evaluation of practicum and internship site supervisors, and
- d) Student evaluation of practicum and internship faculty and doctoral student supervisors.

7. Student Experience

Students have regular, systematic opportunities to formally evaluate counselor education program faculty and advisors. The program reports the aggregate achievement of minimum thresholds for:

- a) Student annual evaluation of faculty instruction
- b) Student annual evaluation of advising quality
- c) Student annual evaluation of access to learning resources

8. External Review

The counselor education program engages in external review to establish and evaluate program objective indicators. The program reports the aggregate achievement of minimum thresholds for meeting program objective indicators from:

- a) systematic follow-up studies of graduates,
- b) site supervisors, and
- c) employers of program graduates.

E. ASSESSMENT OF INDIVIDUAL STUDENT SUCCESS

The purpose of student assessment is to determine how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions the counselor education program faculty delineate as required for program graduates.

1. 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:

- a) identification of key performance indicators of student learning in each of the foundational curricular areas and in each specialized practice area (for doctoral programs, each of the doctoral foundational areas),
- b) measurement of student learning conducted via multiple measures and over multiple points in time, and
- c) review or analysis of data for the purpose of retention, remediation, and dismissal.

2. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following:

- a) identification of key professional indicators of student professional dispositions,
- b) measurement of student professional dispositions over multiple points in time, and
- c) review or analysis of data for the purpose of retention, remediation, and dismissal.

3. Formative and summative evaluation of the student's fieldwork counseling performance and ability to integrate and apply knowledge are conducted as part of individual student assessment.
4. The counselor education program has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.
5. The counselor education program has a systematic process in place for communicating feedback on individual assessments to students.

F. STAKEHOLDER ENGAGEMENT AND ACCOUNTABILITY

Counselor education programs engage with stakeholders regarding continuous systematic improvement in the program and report out their progress to the public.

1. The counselor education program solicits feedback regarding program objectives, program evaluation, and student assessment from a designated advisory committee. The advisory committee is comprised of representatives from the program and community who are familiar with the counseling profession and services in the communities the program serves.
2. Counselor education program faculty disseminate a comprehensive evaluation report that includes, by program level,
 - a) a summary of the program evaluation results,
 - b) subsequent program modifications, and
 - c) any other substantial program changes
3. The comprehensive evaluation report is published on the program website in an easily accessible location.
4. Students currently in the program, program faculty, institutional administrators, and personnel in cooperating organizations (e.g., employers, site supervisors) are notified that the comprehensive evaluation report is available.
5. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information, separated by entry-level and doctoral programs:
 - a) the number of graduates for the past academic year,
 - b) achievement of minimum thresholds for passing rates on credentialing examinations,
 - c) achievement of minimum thresholds for degree completion rates, and
 - d) achievement of minimum thresholds for job placement rates.

PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The following standards apply to entry-level programs for which accreditation is being sought.

ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate cyber-secure audio/video recordings and/or live supervision of students' interactions with clients for all program delivery types.
- C. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- D. Programs provide a fieldwork handbook to all students and site supervisors, in all program delivery types, detailing requirements, expectations, policies and procedures including 1) CACREP standards and definitions related to supervised practicum and internship, 2) supervision agreement, 3) evaluation procedures and requirements, and 4) policy for student retention, remediation, and dismissal from the program.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
- F. The field experience sites available to the program are sufficient to provide the quality, quantity and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their specialty.

PRACTICUM AND INTERNSHIP COURSE LOADS

- A. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course section should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

- B. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course section should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- C. Group supervision of practicum and internship students should be separated and not exceed a 1:12 faculty:student ratio.
- D. When counselor education program faculty provide supervision of doctoral students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.

SUPERVISOR QUALIFICATIONS AND EXPECTATIONS

- E. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience for in-person or virtual supervision, (2) professional credentials, and (3) counseling supervision training for in-person or virtual supervision.
- F. Doctoral 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.
- G. 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 for in-person or virtual counseling supervision.
- H. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors for all program delivery types.
- I. Written supervision agreements 1) define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship, 2) include emergency procedures, 3) detail the format and frequency of consultation to monitor student learning when individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty.

PRACTICUM

- J. 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.
- K. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- L. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- M. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a doctoral student supervisor who is under the supervision of a counselor education program faculty member.

INTERNSHIP

- N. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialized practice area.
- O. Internship students complete at least 240 clock hours of direct service.
- P. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by 1) a counselor education program faculty member, (2) a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- Q. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a doctoral student supervisor who is under the supervision of a counselor education program faculty member.

GLOSSARY TO ACCOMPANY THE 2024 CACREP STANDARDS

DRAFT 1

Note: The terms listed in the glossary are those used in this draft of the CACREP standards.

Academic term	an institutionally defined unit of course delivery (e.g., quarter, semester).
Academic unit	the academic department or specifically defined subsection of a department identified and defined in a college or university that has responsibility for curricular and clinical experiences for which accreditation is sought. An academic unit includes allocated faculty and physical facilities.
Accreditation	a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met, (2) an onsite review by a selected group of peers, and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.
Affiliate faculty	to include any faculty teaching in the counselor education program who do not meet criteria for core Counselor Education Faculty.
Assessment	the systematic gathering of information for decision making about individuals, groups, programs, or processes. Assessment is the measurement of an individual student's level of attainment of knowledge, skills, and dispositions. Assessment also includes aggregating the individual student data into the overall student assessment data used in the process of program evaluation.
Certification	the process by which an agency or association grants recognition to a person who has met predetermined qualifications specified by that agency or association.

Comprehensive
Evaluation Plan

the program's empirically based process for systematically evaluating and monitoring achievement of program objectives including program objective indicators as identified in Academic Quality Standard D, minimum thresholds for successfully meeting each program objective, the data that will be collected, a procedure for how and when data will be collected, a method for how and when data will be reviewed or analyzed, a process for addressing unmet minimum thresholds, an explanation for how data will be used for curriculum and program improvement, and a timeline for report.

Continuous and
systematic

in a regular, ongoing, and planned method.

Core counselor
education faculty

one who is employed by the institution and holds a full-time academic appointment in the counselor education program for at least the current academic year. Faculty members may be designated as core faculty in only one institution regardless of the number of institutions in which they teach classes.

Counselor
education

a distinct academic discipline that has its roots in educational and vocational guidance and counseling, human development, supervision, and clinical practice. The primary focus of counselor education programs is the training and preparation of professional counselors who are competent to practice, abide by the ethics of the counseling profession, and hold strong counseling identities. At the doctoral level, counselor education programs may focus on the preparation and training of future academic professionals who will teach the curriculum of counseling theory and practice and include specialized practice areas.

Course credit
hours

the number of credit hours of the course, *not* the number of credit hours generated by the course.

Direct service	supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.
Empirically-based plan	systematic approach to program evaluation based on a regular review of measurable outcomes and goals.
Entry-level	in the context of these standards, entry-level refers to a minimum of a master's degree program.
Evaluation	the review and interpretation of information that has been gathered from and about individuals, programs, or processes that leads to decisions and future actions. Evaluation refers to the method and process of determining and judging overall program effectiveness using the assessment and other data that has been gathered to review the program and implement improvements based on the results.
Formative and summative evaluations	formative evaluation examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions. Summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistent with a professional standard.
Full-time equivalent (FTE)	when calculating FTE ratios, programs use their institution's definition of full-time student loads and faculty teaching loads, including part-time students and faculty at their percentage of full-time.
Group supervision	a tutorial and mentoring relationship between a member of the counseling professional and more than two counseling students.

Individual supervision	a tutorial and mentoring relationship between a member of the counseling professional and one counseling student.
Internship	a distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives.
Key performance Indicators (KPIs)	Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.
Licensure	the process by which a state agency or government grants permission to a person to engage in a given profession and to use the designated title of that profession after the applicant has attained the minimal degree of competency necessary to ensure that public health, safety, and welfare are reasonably well protected.
Live supervision	a combination of direct observation of the counseling session with some method that enables the supervisor to communicate with and thereby influence the work of the supervisee during the session.
Multiple measures	the use of two or more different types of measures per assessment area.
Multiple points	collected at two or more points in time throughout students' program of study.
Practicum	a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.
Professional counseling organizations	organizations whose primary mission is to advocate for and to provide development, support, and/or recognition for professional counselors across the counselor education specialized practice areas.

Professional dispositions	the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.
Program delivery Type	a program may be delivered sole in person, solely online, or in a hybrid format.
Program objective indicators	Outcomes that the faculty have chosen to represent the program's achievement of the critical functions and purposes of the program.
Relevant training in counseling supervision	training in counseling supervision to be determined by the program (e.g., workshop offered by the institution, graduate supervision course, possession of supervisory credential, etc.).
Specialized practice areas	a structured sequence of curricular and clinical experiences that assists students to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in an area of specialized practice. In the context of these standards, specialized practice areas are housed within an entry-level master's degree program.
Student learning	measurable acquisition of knowledge or skills.
Sustained	maintained or occurring consistently over a period of time beyond the year prior to when accreditation is being sought.
Systematic	in a regular, planned, and comprehensive manner.
Threshold	baseline performance outcomes for acceptable results associated with program performance, including student achievement, consistent with program mission and objectives (Council for Higher Education Accreditation [CHEA], 2019)
Triadic supervision	a tutorial and mentoring relationship between a member of the counseling profession and two counseling students.