CACREP 2024 STANDARDS
DRAFT 2
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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, and must be in compliance with applicable institutional and legal requirements.

THE INSTITUTION

A. The counselor education program 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:

1. the counselor education program

2. the core and affiliate counselor education faculty

3. specialized practice areas offered

4. types of program delivery, including locations

5. admission criteria

6. accreditation status

7. methods of instruction and technology expectations

8. minimum degree requirements

9. matriculation requirements

10. program costs

11. financial aid information

C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all program delivery types.

D. The institution provides opportunities for graduate assistantships for program students in all program delivery types that are commensurate with graduate assistantship opportunities in other clinical graduate 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 access to counseling skills training environments and necessary technology that are conducive to instruction and supervision of individual and group counseling.

I. The institution provides dedicated administrative assistance, in all program delivery types, to support faculty/program activities and is commensurate with that provided for similar clinical 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 counselor education program makes continuous and systematic efforts to recruit, enroll, and retain a diverse group of students and to create and support an inclusive and equitable learning community.

L. Entry-level admission decision recommendations are made by the counselor education program 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 with diverse populations,

4) technology aptitude to complete the program, and

5) self-awareness.

M. Before or at the beginning of the first term of enrollment in the counselor education program, the program provides a new student orientation for all program delivery types 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 and objectives of the counselor education program,

2) matriculation requirements,

3) expectations of students,

4) technology resources and competencies needed to complete the program,

5) academic appeal policy, including potential outcomes,

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) program diversity, equity, and inclusion, policies,

11) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, and.

12) professional counseling certification and licensure requirements and how the degree program prepares students to meet the specific certification and licensure educational standard requirements in the state in which they reside.

O. Syllabi are available for review by all students, in all program delivery types, are distributed at the beginning of each curricular experience, and include:

1) content areas, including the essential requirements of the courses offered,

2) key performance indicators and student learning outcome expectations,

3) methods of instruction,

4) required text(s) and/or reading(s),

5) student performance evaluation criteria and procedures,

6) diversity, equity, inclusion, and accessibility statement, and

7) a disability accommodation policy, procedure statement, and institutional contacts.

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 and review a planned program of study.

R. Students have regular, systematic opportunities to evaluate their experience with and access to academic advising and resources within the counselor education program.

S. Students have regular, systematic opportunities to evaluate counselor education program faculty. The written procedures are available to counselor education program faculty.

T. The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.

U. 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. For doctoral programs, the academic unit must employ at least two additional full-time core counselor education program faculty members.

V. To ensure that students are taught primarily by core counselor education program faculty, for any academic year, the combined number of course credit hours taught by core faculty must exceed the number of credit hours taught by affiliate faculty.

W. For any academic year, the ratio of full-time equivalent (FTE) students to FTE faculty must not exceed 12:1.

X. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with clinical graduate programs at the institution.

Y. The program has policies and procedures for maintaining privacy and confidentiality of all protected health information associated with training requirements that are in compliance with applicable institutional, state, and federal requirements.

FACULTY AND STAFF

Z. 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.

AA.   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 two of the following:

a) professional development and renewal activities related to counseling,

b) professional service and advocacy in counseling,

c) ongoing counseling practice, or

d) research and scholarly activity in counseling commensurate with their faculty role.

BB.   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. A faculty member can identify with more than one specialized practice area. The identified faculty member for the area must:

1) maintain certifications and/or licenses related to the specialized practice area,

2) show evidence of sustained professional engagement through at least two 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,

c) ongoing counseling practice in the specialized practice area, or

d) research and scholarly activity in the specialized practice area commensurate with their faculty role.

CC.   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.

DD.   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.

EE. The core counselor education program faculty orient affiliate faculty to program and accreditation requirements relevant to the courses they teach, and program and institutional policies and procedures.

FF. All core and affiliate counselor education program faculty have relevant preparation and experience in relation to a) the course content they teach and b) delivery type.

GG. A core counselor education program faculty member is clearly designated as the leader for the counselor education program; 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 counselor education program.

HH. A program faculty or staff member is identified as the practicum and internship coordinator for the counselor education program. This individual must:

   1) have a written job description,

   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.

   4) coordinators hired after July 1, 2024 must meet the minimum qualifications for a site supervisor.

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 evaluation of program mission and objectives and assessment of students' knowledge, skills, and professional dispositions. 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.

PROGRAM EFFECTIVENESS

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 persons involved in the conduct of the program: counselor education program faculty, current and former students, and personnel in cooperating agencies; and

3) is publicly available.

B. PROGRAM OBJECTIVES

The program objectives are consistent with the program mission statement and

1) reflect current knowledge and projected needs concerning counseling practice in a diverse society;

2) reflect input from persons involved in the conduct of the program: counselor education program faculty, current and former students, and personnel in cooperating agencies;

3) are written in measurable terms so they can be evaluated; and

4) are publicly available.

C. CONTINUOUS AND SYSTEMATIC IMPROVEMENT OF THE PROGRAM

Counselor education programs have a written comprehensive evaluation plan for systematically evaluating, monitoring, and reporting achievement of program objectives on an annual basis. The plan includes:

1) academic quality indicators

2) minimum thresholds for meeting program objectives, as determined by counselor education program faculty

3) the data that will be collected

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) a procedure for identifying and analyzing trends in the data across multiple years, and

8) an explanation for how data will be used for curriculum and program improvement.

D. ACADEMIC QUALITY INDICATORS

Programs must collect and analyze the following data annually as part of their comprehensive evaluation plan:

1. Faculty Professional Identity and Engagement
The program provides evidence of analysis of and reports in aggregate counselor education program faculty identity and engagement with the counseling profession in professional activities, scholarly activities, and service to the profession.

2. Aggregate Assessment of Student Success

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

a) entry-level programs: key performance indicators for each of the foundational curricular areas and for each specialized practice area;

b) (If applicable) doctoral programs: key performance indicators for each of the doctoral professional identity areas;

c) professional dispositions for entry-level students; and

d) (If applicable) professional dispositions for doctoral students

3. Graduate Outcomes

The program provides evidence of the analysis of graduate outcomes and reports in aggregate by specialized practice area the achievement of minimum thresholds determined by the program for each of the following:

a) the number of graduates,

b) pass rates on credentialing examinations,

c) degree completion rates, and

d) job placement rates.

4. Diverse Learning Community

As part of the continuous and systematic efforts to recruit, enroll, and retain a diverse group of faculty and students, the counselor education program collects and analyzes disaggregated demographic data with regard to:

a) Students:

1) applicants,
2) enrolled students, and
3) degree completion rates.

b) Full-time Faculty:

1) (if applicable) applicants for open faculty positions,
2) employed faculty, and
3) retention rates.

5. Fieldwork

The program reports in aggregate:

a) student evaluation of practicum and internship placement process,

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.

6. Follow-Up Studies

The program collects and analyzes systematic follow-up studies of:

a) graduates,
b) site supervisors, and
c) employers of program graduates.

E. STAKEHOLDER ENGAGEMENT AND ACCOUNTABILITY

The purpose of stakeholder engagement is to solicit and use feedback from parties outside of the counselor education program faculty who are knowledgeable about the counseling profession and the communities the program serves.

1. The counselor education program solicits feedback from a designated advisory committee regarding proposed curriculum modification and program improvement. . The advisory committee is comprised of representatives from the program and external stakeholders.

2. Counselor education program faculty disseminate an annual report, for entry and doctoral (if applicable) levels, that includes:

   a) a summary of the program evaluation results,
   b) subsequent curriculum modifications and program improvement, and
   c) any other substantial program changes

3. The annual report is published on the program website in an easily accessible location.

4. Students currently in the program, program faculty, institutional administrators, and external stakeholders are notified that the annual report is available.

5. Counselor education program faculty must annually post on the program's website in an easily accessible location the achievement of program-determined minimum thresholds for the following graduate outcomes , separated by entry-level and doctoral (if applicable) programs:

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

INDIVIDUAL STUDENT ASSESSMENT

F. In addition to program level evaluation, counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions 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) 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 professional identity areas),
b) minimum performance expectations for each of the key performance indicators,
c) measurement of student learning conducted via multiple measures and over multiple points in time, and
d) review or analysis of individual student 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 individual student data for the purpose of retention, remediation, and dismissal.

3. The counselor education program faculty systematically review each student's formative and summative fieldwork counseling performance and ability to integrate and apply knowledge as part of individual student assessment.

4. The counselor education program has a systematic process in place for communicating feedback to students on individual assessments of progress and professional dispositions.

FOUNDATIONAL COUNSELING CURRICULUM

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

The curriculum for entry-level programs provides for obtaining essential knowledge, skills, and attitudes necessary to function effectively as a professional counselor. Curriculum knowledge domains and outcome expectations are frequently interrelated and not mutually exclusive. Ethical behavior, diversity, and critical thinking are integral to counselor preparation and should be infused throughout the curriculum. Counselor preparation programs address culturally-responsive content and strategies across the eight foundational curriculum areas. The eight foundational curriculum areas represent the knowledge required of *all* entry-level counselor education graduates. Counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

a. history and philosophy of the counseling profession and its specialized practice areas

b. the multiple professional roles and functions of counselors across specialized practice areas

c. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams including i) collaboration and consultation, ii) community outreach, and iii) emergency response management

e. the role and process of the professional counselor advocating on behalf of and with clients and students to address systemic, institutional, architectural, attitudinal, and social barriers that impede access, equity, and success

f. the role and process of the professional counselor advocating on behalf of the profession

g. professional counseling organizations, including membership benefits, activities, services to members, and current issues

h. professional counseling credentialing, including certification, licensure, and accreditation practices and standards for specialized practice areas

i. legislation, regulatory processes, and government/public policy relevant to and impact on professional counseling and specialized practice areas

j. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession

k. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling and specialized practice areas

l. self-care, self-regulation, and self-evaluation strategies for ethical and effective practice

n. the purpose of and roles within counseling supervision in the profession

o. principles and strategies of caseload management, community resources and referrals, promoting independence, and optimal wellness within a range of professional settings

SOCIAL AND CULTURAL DIVERSITY

a. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

b. the influence of heritage, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on individuals' worldviews

c. the influence of heritage, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on help-seeking and coping behaviors

d. the influence of intersectional individual identities and social and cultural group identities on the development of worldviews within a global context

e. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally

f. the effects of power, oppression, privilege, and marginalization for counselors and clients

g. The effects of various socio-cultural influences on mental and physical health and wellbeing, including public policies, social movements, and cultural values

h. health disparities and related needs for medical, physical, psychosocial, and mental health services within systems of care

i. principles of independence, inclusion, choice and self-empowerment, and universal access to services within and outside the counseling relationship

j. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

k. competencies identified by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities

l. critical thinking strategies to promote awareness and understanding of the influence of stereotypes, discrimination, power, privilege, and oppression on marginalized counselors and clients

LIFESPAN DEVELOPMENT

a. theories of individual and family development across the lifespan

b. structures of affectional relationships, couples, marriages, and families

c. theories of human sexuality

d. theories of learning

e. theories of personality and psychological development

f. theories and neurobiological etiology of addictions

g. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness

h. systemic and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness

i. effects of crises, disasters, chronic stress, and trauma across the lifespan

j. models of resilience, optimal development, and wellness in individuals and families across the lifespan

k. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan

l. models of psychosocial adjustment to illness and disability

CAREER DEVELOPMENT

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

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

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

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

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

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

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

h. strategies for advocating for employment supports for individuals facing barriers in the workplace

i. culturally responsive strategies for addressing career development

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

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

l. ethical and legal issues relevant to career development and career counseling

COUNSELING PRACTICE AND RELATIONSHIPS

    a. theories and models of counseling
    b. case conceptualization skills using a variety of models and approaches
    c. models and strategies for understanding and practicing consultation
    d. principles of critical thinking and reasoning in the counseling process
    e. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
    f. culturally-responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
    g. application of technology related to individual, couple, and family counseling
    h. counselor characteristics, behaviors, and strategies that facilitate an effective counseling relationship
    i. interviewing, attending, and listening skills in the counseling process
    j. counseling strategies and techniques used to facilitate the client change process
    k. strategies for adapting and accommodating the counseling process to client culture, context, and preferences
    l. goal consensus and collaborative decision-making in the counseling process
    m. developmentally relevant counseling treatment or intervention plans
    n. development of measurable outcomes for clients
    o. record keeping and documentation skills
    p. principles and strategies of caseload management, including community resources and referrals
    q. classification of commonly prescribed psychopharmacological medications
    r. strategies to promote client understanding of and access to a variety of community-based resources to facilitate empowerment
    s. suicide prevention models and strategies
    t. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
    u. processes for developing a personal model of counseling

GROUP COUNSELING AND GROUP WORK

    a. theoretical foundations of group counseling and group work

    b. dynamics associated with group process and development

    c. therapeutic factors and how they contribute to group effectiveness

    d. characteristics and functions of effective group leaders

    e. approaches to group formation, including recruiting, screening, and selecting members

    f. application of technology related to group counseling and group work

    g. types of groups, settings, and other considerations that affect conducting groups

h. culturally responsive strategies for designing and facilitating groups

i. ethical and legal considerations relative to the delivery of group counseling and group work

j. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

ASSESSMENT AND DIAGNOSTIC PROCESSES

a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
b. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
d. reliability and validity in the use of assessments
e. culturally relevant considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
f. ethical and legal considerations for selecting, administering, and interpreting assessments
g. methods of effectively preparing for and conducting initial assessment meetings
h. use of assessments for diagnostic and intervention planning purposes
i. use of assessments in academic/educational, career, personal, and social development
j. use of environmental assessments and systematic behavioral observations
k. use of structured interviewing, symptom checklists, and personality and psychological testing
l. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
m. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
n. procedures for assessing clients' experience of trauma
o. procedures for identifying and reporting signs of abuse
p. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
q. procedures to identify substance use and how it relates to co-occurring conditions
r. procedures for using assessment results for referral and consultation

RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
b. identification and evaluation of the evidence base for counseling theories, interventions, and practices

c. qualitative, quantitative, and mixed methods research designs
d. practice-based and action research methods
e. statistical methods used in conducting research and program evaluation
f. analysis and use of data in research
g. use of research methods and procedures to evaluate counseling interventions
h. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments
i. development of outcome measures for counseling programs
j. use of accountability data to inform decision making
k. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
l. culturally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients. The following standards apply to entry-level programs for which accreditation is being sought.

ENTRY-LEVEL PROFESSIONAL PRACTICE

A. The counselor education program provides ongoing support to help students find field experience sites that 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 specialized practice areas.

B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.

C. 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.

D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology resources, during their practicum and internship.

E. 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.

F. 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.

PRACTICUM AND INTERNSHIP COURSE LOADS

G. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course 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.

H. 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 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.

I. Practicum and internship students are not combined for group supervision.

J. Group supervision for practicum and internship students should not exceed a 1:12 faculty:student ratio.

K. 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

L. 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 and/or virtual supervision,

2) relevant professional counseling credentials, and

3) proficiency in the use of technology utilized for supervision.

M. Doctoral students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must

1) have completed entry-level counseling degree requirements consistent with CACREP standards,

2) have completed or are receiving preparation in counseling supervision, and

3) be under supervision on a regular schedule from counselor education program faculty.

N. 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 post-master's professional experience in the specialty area in which the student is enrolled;

4) proficiency in the use of technology utilized for supervision;

5) knowledge of the program's expectations, requirements, and evaluation procedures for students; and

6) relevant training for in-person or virtual counseling supervision.

O. The program provides orientation to site supervisors regarding program requirements and expectations.

P. Consultation and professional development opportunities are provided by counselor education program faculty to site supervisors for all program delivery types.

Q. 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, and

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

R. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 8 weeks.

S. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

T. 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 core or affiliate 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.

U. 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 core or affiliate faculty member or a doctoral student who is under the supervision of a counselor education program faculty member.

INTERNSHIP

V. 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.

W. Internship students complete at least 240 clock hours of direct service with actual clients.

X. 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 site supervisor

      2) a counselor education program core or affiliate faculty member, or

      3) a doctoral student who is under the supervision of a counselor education program faculty member

Y. 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 core or affiliate faculty member, or a doctoral student who is under the supervision of a counselor education program faculty member.

ENTRY-LEVEL SPECIALIZED PRACTICE AREAS

All entry-level students are enrolled in at least one specialized practice area. For each specialized practice area, students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area. Counselor education programs must document where each of the lettered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

ADDICTION COUNSELING

a. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
b. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
c. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
d. strategies for enhancing client motivation to change, managing cravings, and preventing relapse
e. abstinence and harm reduction models of addiction recovery
f. role of wellness and spirituality in the addiction recovery process
g. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
h. pharmacological interventions used to mitigate substance use abuse withdrawal and craving
i. recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process
j. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process
k. regulatory processes, continuum of care, and service delivery in addiction counseling
l. strategies for interfacing with the legal system and working with court referred clients
m. third party reimbursement and other practice and management issues in addictions counseling

CAREER COUNSELING

a. factors that affect clients' attitudes toward work and their career decision-making processes
b. the unique needs and characteristics of multicultural and diverse persons with regard to career exploration, employment expectations, and socioeconomic issues
c. implications of gender roles and responsibilities for employment, education, family, and leisure
d. impact of globalization on careers and the workplace
e. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations
f. approaches and resources relevant to diverse persons that help clients acquire a set of career planning, employability, job search, job creation, and life-work role transition skills
g. strategies to assist clients in the appropriate use of technology for career information and planning
h. approaches to market and promote career counseling activities and services

CLINICAL MENTAL HEALTH COUNSELING

a. etiology, nomenclature, treatment, referral, and prevention of mental, behavioral, or neurodevelopmental disorders
b. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
c. legislation and government policy relevant to clinical mental health counseling
d. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
e. techniques and interventions for prevention and treatment of a broad range of mental health issues
f. strategies for interfacing with the legal system regarding court-referred clients
g. strategies for interfacing with integrated behavioral health care professionals
h. strategies to advocate for persons with mental, behavioral, or neurodevelopmental conditions
i. strategies for community collaboration and outreach

j. regulatory processes, continuum of care, and service delivery in clinical mental health counseling
k. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

COLLEGE COUNSELING AND STUDENT AFFAIRS

    a. principles of student development and the effect on life, education, and career choices
    b. organizational, management, and leadership theories relevant in higher education settings
    c. organizational culture, budgeting and finance, and personnel practices in higher education
    d. current trends in higher education
    e. diversity of higher education environments
    f. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
    g. unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
    h. policies, programs, and services that are equitable, preventative, and responsive to the unique needs of individuals in higher education settings
    i. higher education resources to improve student learning, personal growth, professional identity development, and mental health
    j. models of violence prevention in higher education settings
    k. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions

MARRIAGE, COUPLE, AND FAMILY COUNSELING

a. sociology of the family, family phenomenology, and family of origin theories
b. aging and intergenerational influences and related family concerns
c. impact of interpersonal violence on marriages, couples, and families
d. interactions of career, life, and gender roles on marriages, couples, and families
e. impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families
f. the impact of immigration on family functioning
g. theories and models of marriage, couple, and family counseling
h. principles and models of assessment and case conceptualization from a systems perspective
i. family assessments, including genograms and family mapping
j. techniques and interventions of marriage, couple, and family counseling
k. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling
l. strategies for interfacing with the legal system relevant to marriage, couple, and family counseling
m. third party reimbursement and other practice and management issues in addictions counseling

REHABILITATION COUNSELING

a. classification, terminology, etiology, functional capacity, and prognosis of disabilities
b. effects of the onset, progression, and expected duration of disability on clients' holistic functioning
c. individual response to disability, including the role of families, communities, and other social networks
d. impact of disability on sexuality
e. strategies to enhance adjustment to disability
f. effects of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
g. principles of independent living, self-determination, and informed choice
h. rehabilitation service delivery systems, including housing, independent living, case management, educational programs, and public/proprietary vocational rehabilitation programs
i. benefit systems used by individuals with disabilities, including but not limited to Social Security, governmental monetary assistance, workers' compensation insurance, long-term disability insurance, and veterans' benefits
j. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
k. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
l. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
m. skills analysis, job readiness, and work hardening in regards to accessibility, Americans with Disabilities Act compliance, and accommodations
n. evaluation and application of assistive technology with an emphasis on individualized assessment and planning
o. career development and employment models and strategies for achieving and maintaining meaningful employment for people with disabilities
p. strategies to analyze work activity and labor market data and trends to facilitate the match between an individual with a disability and targeted jobs
q. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention
r. techniques to promote self-advocacy skills of individuals with disabilities
s. facilitating client knowledge of and access to community and technology services and resources
t. strategies to advocate for persons with disabilities

SCHOOL COUNSELING

a. models of school counseling programs
b. models of P-12 comprehensive career development
c. models of school-based collaboration and consultation
d. development of school counseling program mission statements and objectives
e. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
f. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
g. qualities and styles of effective leadership in schools
h. advocacy for school counseling roles
i. techniques of personal/social counseling in school settings
j. use of data to create and advocate for programs and students
k. use of accountability data to inform decision making
l. community resources and referral sources
m. school counselor consultation with families, P-12 and post-secondary school personnel, and community agencies
n. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
o. approaches to increase promotion and graduation rates
p. interventions to promote postsecondary and career readiness
q. strategies to facilitate school and postsecondary transitions
r. strategies to promote equity in student achievement and access to postsecondary education opportunities
s. interventions to promote academic development
t. strategies for implementing and coordinating peer intervention programs
u. school counselor roles and responsibilities in relation to the school emergency management plans

DOCTORAL STANDARDS
COUNSELOR EDUCATION AND SUPERVISION

A. THE DOCTORAL LEARNING ENVIRONMENT

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings.

THE PROGRAM

1. The doctoral program consists of a minimum of 48 semester hours or 72 quarter hours of doctoral-level credits beyond the entry-level degree.

2. Doctoral programs provide evidence that they extend the knowledge base of the profession by inducting students into a climate of scholarly inquiry, demonstrated by all of the following:

   (a) preparing students to generate new knowledge that can inform professional practice,
   (b) ensuring students are engaging in scholarly activities under counseling faculty mentorship,

   (c) supporting students to publish and/or present the results of scholarly inquiry,

   (d) mentoring students in planning and engaging in advocacy,

   (e) supporting students to pursue credentialing and licensure appropriate to their career goals,

   (f) equipping students to assume positions of leadership in the counseling profession, and

   (g) preparing students to become familiar with and knowledgeable about current trends and technology use in the delivery of counseling, counselor education, and counselor supervision.

3. Doctoral programs require two core counselor education program faculty in addition to the minimum three core counselor education program faculty members required for entry-level programs.

4. 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.

5. Doctoral program admission criteria include

   (a) academic aptitude for doctoral-level study,

   (b) previous professional experience,

(c) dispositions consistent with professional practice, including self-awareness and emotional stability,

(d) oral and written communication skills,

(e) cultural sensitivity and awareness,

(f) potential for scholarship, and

(g) potential for professional leadership and advocacy.

6. During the doctoral program admissions process, students' curricular experiences are evaluated to verify completion of coursework including (a) CACREP entry-level foundational curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level specialized practice area requirements so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework.

7. Students in doctoral programs have an approved advisor who is a core counselor education doctoral program faculty member, with whom they work to develop and complete a program of study.

8. Doctoral students complete a qualifying assessment to demonstrate comprehensive knowledge as outlined in the Doctoral Professional Identity standards.

9. Doctoral students must complete dissertation research or a capstone project focusing on areas relevant to counseling practice, counselor education, and/or supervision.

10. Research conducted as part of doctoral dissertations and capstone projects must demonstrate methodological rigor.

11. Current counseling-related research is infused throughout the doctoral counselor education curriculum.

B. DOCTORAL PROFESSIONAL IDENTITY

Doctoral programs in counselor education address professional roles in five areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. These five areas represent the minimum knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

1. COUNSELING

    a. scholarly examination of the evidence base for theories relevant to counseling

    b. integration of theories relevant to counseling

    c. conceptualization of clients from multiple theoretical perspectives

    d. selection of counseling modalities (individual, group) and approaches specific to the needs of client populations

    e. application of advanced counseling skills across delivery platforms (in-person, virtual)

    f. advanced skills of group facilitation across multiple settings and contexts

    g. methods for evaluating counseling effectiveness

    h. legal and ethical issues and responsibilities in counseling across multiple settings and delivery platforms

    i. culturally relevant counseling across multiple settings and contexts

2. SUPERVISION

    a. purposes of clinical supervision

    b. theoretical frameworks and models of clinical supervision

    c. roles and relationships related to clinical supervision

    d. skills of clinical supervision across multiple settings and platforms

    e. opportunities for developing a personal style of clinical supervision

    f. assessment of supervisees' developmental level and other relevant characteristics

    g. modalities of clinical supervision, including individual, triadic, and group supervision

    h. the use of technology in supervision

    i. administrative procedures and responsibilities related to clinical supervision

    j. evaluation, remediation, and gatekeeping in clinical supervision

    k. legal and ethical issues and responsibilities in clinical supervision

l. culturally relevant strategies for conducting clinical supervision

3. TEACHING

   a. roles and responsibilities related to educating counselors

   b. pedagogy and teaching methods relevant to counselor education

   c. andragogy and adult learning theories

   d. curriculum design and instructional delivery

   e. the use of technology in instructional design and delivery across teaching platforms

   f. integration of multicultural and social justice principles in the counselor education curriculum

   g. universal design to meet the needs of all students with respect for individual differences in learning

   h. instructional and curricular evaluation methods

   i. screening, remediation, and gatekeeping functions relevant to teaching

   j. assessment of student learning and professional dispositions

   k. legal and ethical issues and responsibilities in counselor education

   l. culturally relevant strategies for counselor education

   m. the role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

   a. research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses

   b. univariate and multivariate research designs and data analysis methods

   c. quantitative and qualitative approaches to data analysis

   d. models and methods of sampling relevant to research design

   e. emergent research practices and processes

   f. models and methods of instrument design

   g. models and methods of program evaluation

   h. research questions or hypotheses appropriate for professional research and publication

   i. professional writing for journal publication

   j. professional conference proposal preparation

k. development of research proposals for a human subjects/institutional review board review

l. grant proposals and other sources of funding

m. dimensions and strategies for conducting culturally relevant and competent research

n. ethical considerations and strategies for conducting research

5. LEADERSHIP AND ADVOCACY

a. theories, models, and skills of leadership

b. leadership and leadership development in professional counseling organizations

c. leadership in counselor education programs

d. accreditation standards and program accreditation processes including self-studies and program reports

e. management and administration in agencies, organizations, and other institutions

f. leadership roles and strategies for responding to crises and disasters

g. strategies of leadership in consultation

h. current sociopolitical issues and how those issues affect the daily work of counselors and the counseling profession

i. models and competencies for counselors and counselor educators advocating on behalf of the profession and professional identity

j. models and competencies for advocating for clients at the individual, system, and policy levels

k. strategies of leadership in relation to multicultural and social justice issues

l. culturally relevant leadership and advocacy practices

m. ethical leadership and advocacy practices

n. role of self-care in advocacy and leadership

C. DOCTORAL PRACTICUM AND INTERNSHIP

PRACTICUM

1. Doctoral students participate in a supervised doctoral-level counseling practicum that is a minimum of 100 hours over a full academic term that is a minimum of 8 weeks. Students complete 40 clock hours of direct counseling services with actual clients. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.

2. During the doctoral student's practicum, supervision is provided by a counselor education program faculty member or 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.

3. Individuals serving as practicum supervisors have (a) a minimum of a master's degree in counseling or a related profession, with preference for a doctoral degree, (b) relevant certifications and/or licenses, (c) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (d) relevant training in counseling supervision.

4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio.

5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.

6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

INTERNSHIP

7. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy).

8. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.

9. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. When individual/triadic supervision is provided by

the counselor education program faculty, internship courses should not exceed a 1:6 faculty:student ratio.

10. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member. Group supervision of internship students should not exceed a 1:12 faculty:student ratio.

GLOSSARY TO ACCOMPANY THE 2024 CACREP STANDARDS DRAFT 2

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

Academic quality indicators	Outcomes that the faculty have chosen to represent the program's achievement of the critical functions and purposes of the program.
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.
Academic year	an institutionally defined period of time in which regular delivery of courses is included.
Accommodation	any modification or adjustment to enable an individual with a disability to have an equal opportunity and to successfully perform the task to the same extent as people without disabilities.
Accreditation	a system for approving 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.
Accessibility	the ease with which one can obtain and use materials and content, and the degree to which they are usable by people with disabilities

Affiliate
- faculty to include any faculty teaching in the counselor education program who do not meet criteria for core Counselor Education Faculty and who meet all institutional

requirements for non-core faculty service and retention. For example, full-time faculty in the Counseling program who do not meet Z;

- full-time faculty at the institution but not in the Counseling programs;

part-time or adjunct faculty who may or may not identify as counselors?

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, planned, and documented 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 and maintains professional counselor identity. 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 student 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.
Disability	according to the World Health Organization (2011, p. 4), "Disability is the umbrella term for impairments, activity limitations and participation restrictions, referring to the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors)." [https://apps.who.int/iris/handle/10665/44575]
Empirically-based plan	systematic approach to program evaluation based on a regular review of measurable outcomes and goals.
Employment models	(applicable to disability) models to facilitate the career development and job placement of individuals with disabilities, including but not limited to supported employment, customized employment, train-then-place approach, demand-side approach, and person-centered placement.

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 profession and more than two counseling students.
Inclusive learning environment	an educational setting where students of every ability and background receive training in the same place, are supported intellectually and academically, and are extended a sense of belonging regardless of identity.
Individual professional counseling liability insurance	insurance offered by a professional organization that provides legal protection for students during fieldwork.
Individual supervision	a tutorial and mentoring relationship between a member of the counseling profession and one counseling student.

Institutional media	publicly available digital and print sources that provide information about the institution.
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.
Learning resources	texts, videos, software, learning management systems, and other materials/tools used for teaching a course and to assist students in meeting the key performance indicators.
Legal rights (of individuals with disabilities)	accessibility and nondiscrimination rights guaranteed by federal, tribal, state, and local laws and regulations, including but not limited to laws (as amended) such as the Americans with Disabilities Act, Rehabilitation Act of 1973, Family Medical Leave Act, and Individuals with Disabilities Education Act.
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.
Matriculation	enrollment in a counselor education program and movement towards completion of the degree.
Multiple measures	the use of two or more different types of measures per assessment area.

Multiple points	collected at two or more points in at least two academic terms 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 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 solely in person, solely online, or in a hybrid format.
Prospective students	individuals not yet admitted to or enrolled in a program who may have interest and be eligible for application and future enrollment.
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.).
Service delivery modalities	The ways in which counseling may be conducted (e.g., in-person, digitally)
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.

Universal design   design of buildings, products, and environments that makes them usable to the greatest extent possible by all people regardless of their level of ability or disability, without the need for specialized modifications.