

GLOSSARY TO ACCOMPANY THE 2024 CACREP STANDARDS DRAFT 3

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 semester).	An institutionally defined unit of course delivery (e.g., quarter, semester).
Counselor Education Program	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. A counselor education program includes allocated faculty and physical facilities.
Academic year	An institutionally defined period of time in which regular delivery of courses is included.
Accessibility	When the needs of people with disabilities are specifically considered, and products, services, and facilities are built or modified so that they can be used by people of all abilities. (CDC)
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.

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 Standard 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.
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 academic quality indicators as identified in Academic Quality Standard E, 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, <i>not</i> the number of student credit hours generated by the course.
Cultural Identity	A person's intersectional identities that could represent the following: age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status among others.
Culturally Sustaining	Inclusive practices that preserve and advance a person's diverse heritage, values, and cultural and linguistic identities
Digital Delivery	A program delivers, collects, evaluates and/or stores any portion of its curriculum and learning activities using software and/or tele-communications tools. These tools are also used to facilitate regular and substantive interaction or engagement among students and between students and instructor(s). (from CACREP Glossary of Digital Learning Terms [insert link])
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] This includes physical, mental, developmental, cognitive, and psychiatric disabilities.

Diversity	All aspects of intersectional and cultural group identity, including age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status among others.
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.
External stakeholders	Individuals and organizations who employ, consult, or otherwise engage with a program. This may include site supervisors of entry-level professional counselors, organizations who employ graduates of counselor education programs, and higher education administration.
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 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.

Indirect service	Supervised activities that do not involve interaction with clients and hold the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities may include (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) simulated role plays.
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.
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.

Marginalized Populations	Individuals or groups who are historically and/or currently underserved or experience discrimination on the basis of age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status among others.
Matriculation	Enrollment in a counselor education program and movement towards completion of the degree.
Modality	The format that counselor education programs use to deliver the curriculum and engage with students. Modality also refers to the format that counseling services and supervision are delivered. Modalities may be asynchronous, digital synchronous, or in-person synchronous
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, and behaviors that influence the counselor's professional growth and interactions with clients, faculty, supervisors, and peers including working in a diverse, multicultural, and global society with currently and historically marginalized populations.
Program delivery type	A program's determination of the tools it will use, and to what degree, to deliver its curriculum. Programs may deliver curriculum digitally (asynchronous, synchronous) and in-person. (from CACREP Glossary of Digital Learning Terms)

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.
Prospective students	individuals not yet admitted to or enrolled in a program who may have interest and be eligible for application and future enrollment.
Qualifying assessment	An activity or culminating experience that is used to determine students' readiness to move to an advanced experience in the curriculum or advance to candidacy in a doctoral 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.).
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 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.
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.