

CACREP Standards Revision Committee  
Demystifying the 2024 Standards Revision Process  
Guide to Draft 3

The Standards Revision Committee (SRC) is an appointed body by the CACREP board. Our goal is to follow the [charges](#) set forth by the board and to provide revisions to the standards. We have stated in several forums that the 2024 standards are written in a way that they will stand the test of time: meeting the current state of the profession, higher education, and society as well as predicting what will hold through the 8-year duration of the standards until 2032.

One of the charges and one of the most important aspects of the committee's work is to solicit feedback from constituents. The SRC received pages of narrative comments in response to drafts of the standards, as well as letters and messages from individuals and organizations about what they deem important for inclusion in the standards. Although the SRC attempts to address all of these comments and suggestions, there are elements that are outside of the scope of the revision committee and process. For example:

- The CACREP-CORE merger agreement in 2017 included stipulations about what would and would not be part of accreditation
- Grandparenting of faculty requirements from previous CACREP standards and CACREP-CORE merger agreement
- CACREP's accreditor, the Council for Higher Education Accreditation (CHEA), has requirements for program establishment of thresholds and reporting of data
- CACREP policy prohibits the reduction of fieldwork hours for students pursuing dual specialized practice areas

There was not compelling evidence to revise standards in some areas, including:

- FTE Ratio
- Core Faculty Requirements
- Credit Hours in Entry-Level Programs
- Outcomes-based and Input-based Standards
- Foundational Curriculum Content Area Categories

The glossary includes only terms that are used in the standards. Although the SRC has added terms to the glossary because of revisions to the standards, there are additional terms that constituents requested to be added that are not included because they are not part of the standards. We strongly advise that you consult the glossary while reviewing Draft 3.

### **Highlights: What has Changed**

#### ***Diversity, Equity, Inclusion, and Belonging***

The standards revision process included DEI and belonging principles. Language throughout all sections of the standards is intended to highlight intentional focus on these principles in all aspects of their programs.

### ***Digital Delivery***

The U.S. Department of Education released guidance in 2021 regarding the digital delivery of programs. CACREP provided summary [documents](#) and provided as guidance for the SRC. Most counselor education programs are using digital delivery and forms of technology. Rarely are there now “in-person” programs. We have shifted our thinking to fit in-person elements into digital delivery programs from the former thinking of fitting digital delivery into primarily traditional brick and mortar program delivery. Language around this perspective is infused throughout the standards, consistent with USDE guidelines, CACREP guidance, and the board charge to the SRC.

### ***Number of Standards***

In comparison with other disciplines, the CACREP standards are voluminous. The SRC receives constituent feedback to add standards that are at times quite specific and may counter the intent of the standards to be non-prescriptive in nature. The SRC attempted to revise the standards to account for all program delivery types, sizes, locations, and other distinguishing characteristics. However, some need to be prescriptive, such as fieldwork, in an attempt to address best practices and standardize expectations in the profession.

### ***Disability Infusion***

With the CACREP-CORE merger came the agreement to infuse disability concepts throughout the standards and particularly in the foundational curriculum. Disability concepts are included across all sections of the standards and addresses knowledge and skill domains.

### ***Academic Quality Standards***

The SRC used data points and sources to inform decisions about standards revisions. As a marker, the SRC revised the evaluation and assessment standards into a new Academic Quality section. The hope is that programs will use this section to provide an evidence-based foundation for their program practices and curriculum decisions. Based on feedback in Draft 2, the SRC consolidated some of the standards in this section to streamline program review and reporting.

### ***Foundational Curriculum and Specialized Practice Areas***

The SRC made efforts to continue to streamline curricular experiences for a unified professional identity. Several standards that were in the specialized practice areas have moved to the foundational curriculum section (formerly core curriculum). Also, several standards that were duplicated in the foundational curriculum were removed from the specialized practice areas.

### ***Combining Clinical Rehabilitation Counseling and Rehabilitation Counseling Specialized Practice Areas***

Draft 2 introduced the combined Rehabilitation Counseling specialized practice area as part of our review of the CACREP-CORE merger agreement.

### ***Doctoral Programs: Credit Hours***

The number of credit hours in doctoral programs has increased to 60 semester/90 credit hours. Programs will have a period of time to transition to this requirement.

***Doctoral Programs: Dissertation or Capstone Project***

Draft 2 introduced a new requirement for doctoral students to complete dissertation research or a capstone project focusing on areas relevant to counseling practice, counselor education, and/or supervision.

***Doctoral Programs: Practicum***

The SRC received varied feedback regarding the nature and scope of doctoral level practicum, ranging from a lack of necessity to not enough hours. The standards for doctoral practicum now allow for flexibility in the nature of the experience.