

2024 CACREP Standards

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Introduction

CACREP accreditation is both a process and a status. Institutional application for CACREP accreditation denotes a commitment to program excellence. The accreditation process incorporates programs' self-assessment along with external peer review to determine if and how programs are in compliance with CACREP standards. Accredited status indicates to the public at large that a program is fulfilling its commitment to educational quality.

The 2024 CACREP Standards were written with two primary guiding principles: quality first and unified counselor identity. The quality first principle is most evident in the Academic Quality section. The intent of this section is to centralize the program evaluation and student assessment activities and processes and to create intentionality in such activities. Programs need to consider the purpose of evaluation and assessment to their overall functioning. In other words, programs need to consider to what end they engage in program evaluation and student assessment towards strengthening the counseling profession.

Similarly, the 2024 CACREP Standards were written with the intent to promote a unified professional counselor identity. Requirements are meant to ensure that students graduate with a strong professional counselor identity and with opportunities for specialization in identified practice areas. The Standards require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions first with respect to universal counselor functions and secondly with respect to their specialized practice areas.

The development of the 2024 CACREP Standards came at a time when the United States and many parts of the world were addressing issues in diversity, equity, inclusion, belonging, and access; increased reliance and application of digital delivery in both higher education and counselor education; and a global pandemic that shifted the landscape of the profession, higher education, and broader global and societal opportunities and challenges. The 2024 CACREP Standards address the tenor of the time that they are published and seek to apply them to future societal, academic, and professional contexts.

Although the 2024 CACREP Standards delineate accreditation requirements, they do not dictate the manner in which programs may choose to meet standards. Program innovation is encouraged in meeting both the intent and spirit of the 2024 CACREP Standards. Program faculty and reviewers should understand that counselor education programs can meet the accreditation requirements in a variety of ways. Providing evidence of meeting or exceeding the standards is the responsibility of the program.

Graduates of CACREP-accredited programs are prepared for careers in mental health, human services, education, private practice, government, military, business, and industry. Entry-level program graduates are prepared as counseling practitioners, and for respective credentials (e.g., licensure, certification) in their specialized areas. Doctoral-level graduates are prepared for counselor education, supervision, research, and advanced practice.

The 2024 CACREP Standards are organized into six sections. The Learning Environment includes standards pertaining to institutional and program resources and structure. Academic Quality provides a framework for program evaluation and student assessment. The Foundational Counseling Curriculum section includes a statement of unified professional counselor identity and standards for entry-level counselor education program curriculum, comprising the eight required core content areas. Professional Practice refers to standards required for entry-level practice and the structure and delivery of field-based experiences. Entry-Level Specialized Practice Areas provides standards relevant to the requisite knowledge and skills for specialty areas offered by the program. The section includes the standards for the eight specialized practice areas that CACREP accredits: addictions; career; clinical mental health; clinical rehabilitation counseling; college counseling and student affairs; marriage, couple, and family; rehabilitation counseling; and school counseling. Doctoral Standards for Counselor Education and Supervision includes the learning environment, professional identity, and doctoral-level internship requirements for doctoral level graduates. The 2024 CACREP Standards includes a Glossary defining key terms within the standards. Glossary terms are linked throughout the Standards.

SECTION 1: 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 between them must be clearly documented.
- B. The institutional media accurately describe:
 - 1. the counselor education program
 - 2. the core faculty with full-time appointments and affiliate counselor education faculty
 - 3. specialized practice areas offered
 - 4. types of program delivery, including locations
 - 5. admission criteria
 - 6. accreditation status
 - 7. minimum degree requirements
 - 8. program costs
 - 9. financial aid information
- C. The institution provides the program with financial and administrative support to ensure continuity, quality, and effectiveness in all program delivery types.
- D. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.
- E. The institution provides technology for all counselor education program faculty and technical support to faculty and students, in all program delivery types and sites, to ensure access to information systems for learning, teaching, and research.
- F. The institution provides access to counseling skills training environments and necessary technology that are conducive to instruction and supervision of individual and group counseling.

COUNSELOR EDUCATION PROGRAM

- G. Entry-level degrees consist of graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.

- H. The counselor education program has a process for identifying underrepresented populations and makes continuous and systematic efforts to recruit, enroll, and retain students that increase the diversity of the program.
- I. The counselor education program demonstrates efforts to create and maintain an inclusive and equitable learning community that respects individual differences.
- J. 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, and
 - 3. potential success in forming effective counseling relationships with diverse populations.
- K. 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:
 - 1. the student handbook is discussed,
 - 2. students' ethical and professional obligations are discussed,
 - 3. personal growth expectations as counselors-in-training are explained, and
 - 4. eligibility and requirements for licensure/certification are reviewed.
- L. The student handbook, for all program delivery types, includes:
 - 1. the mission statement and objectives of the counselor education program,
 - 2. matriculation requirements,
 - 3. expectations of students,
 - 4. technology resources and competence needed to complete the program,
 - 5. key performance indicators and professional dispositions,
 - 6. academic appeal policy, including potential outcomes,
 - 7. written endorsement policy explaining the conditions for recommending students for credentialing and employment,
 - 8. policy for student retention, remediation, and dismissal from the program,
 - 9. diversity, equity, and inclusion policies,
 - 10. information about disability services and reasonable accommodation processes at the institution,
 - 11. information about personal counseling services provided by professionals other than counselor education program faculty and students,
 - 12. information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, and
 - 13. professional counseling certification and licensure requirements.

- M. Syllabi are available to students enrolled in the course at the beginning of each academic term and include:
1. content areas aligned with curricular standards,
 2. key performance indicators and/or student learning outcome expectations,
 3. methods of instruction,
 4. required text(s), reading(s), materials, and technology,
 5. student performance evaluation criteria and procedures,
 6. diversity, equity, inclusion, and accessibility statement,
 7. a disability accommodation policy, procedure statement, and institutional contacts, and
 8. course schedule.
- N. Counselor education programs have and follow a written 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.
- O. Students in entry-level programs have an assigned academic advisor throughout the program who helps them develop and review a planned program of study.
- P. Students have regular, systematic opportunities to evaluate their experience with and access to academic advising within the counselor education program.
- Q. Students have regular, systematic opportunities to evaluate counselor education program faculty. The written procedures are available to counselor education program faculty.
- R. The counselor education program identifies underrepresented populations and makes continuous and systematic efforts to recruit, employ, and retain faculty that increase the diversity of the program.
- S. The counselor education program has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the counselor education program 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 counselor education program must employ at least two additional full-time core counselor education program faculty members.
- T. 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.
- U. Utilizing the institution's definition for full-time status, the ratio of full-time equivalent (FTE) students to FTE faculty must not exceed 12:1 for any academic year.

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

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

FACULTY and STAFF

X. Core counselor education faculty must have full-time appointment to the counselor education program. Core faculty must meet one of the following qualifications:

1. have an earned doctoral degree in counselor education, preferably from a CACREP-accredited program, **or**
2. have a related doctoral degree 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 been employed as a full-time faculty member in a CORE-accredited master's program prior to July 1, 2017, **or**
4. have graduated from a rehabilitation doctoral program prior to January 1, 2018.

Y. Core counselor education program faculty participate in professional activities, scholarly activities, and service to the profession. All core counselor education faculty must identify with the counseling profession through each of the following:

1. have sustained memberships in professional counseling organizations,
2. relevant professional counseling credentials, 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) on-going counseling practice, **or**
 - d) research and scholarly activity in counseling commensurate with their faculty role.

- Z. 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. have relevant professional counseling credentials related to the specialized practice area, and
 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) on-going counseling practice in the specialized practice area, **or**
 - d) research and scholarly activity in the specialized practice area commensurate with their faculty role.
- AA. 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.
- BB. Affiliate faculty may be employed who support the mission, goals, and curriculum of the counselor education program. All affiliate faculty must have graduate and/or professional degrees in a field that supports the mission of the program.
- CC. The counselor education program orients affiliate faculty to program and accreditation requirements relevant to the courses they teach, and to program and institutional policies and procedures.
- DD. All core and affiliate counselor education program faculty have relevant preparation and/or experience in relation to the: a) course content they teach and b) delivery type.
- EE. 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 counselor education program,
 3. providing input and making recommendations regarding the development of budget and for expenditures,
 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.

- FF. 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 have a master's degree in counseling or related profession.

SECTION 2: 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 student evaluation is for counselor education program faculty to continuously monitor student demonstration of key knowledge, skills, and dispositions to prepare them for practice as a counselor. 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 MISSION AND OBJECTIVES

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 external stakeholders;
3. reflects counseling practice in a diverse, multicultural, and global society with currently and historically marginalized populations; and
4. is on the program website in a location accessible to the public.

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, multicultural, and global society with currently and historically marginalized populations;
2. reflect input from persons involved in the conduct of the program: counselor education program faculty, current and former students, and external stakeholders;
3. are written in measurable terms so they can be evaluated; and
4. are on the program website in a location accessible to the public.

INDIVIDUAL STUDENT ASSESSMENT

- C. 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 acquisition of both knowledge and skills. The assessment process includes the following:
 - a) key performance indicators in each of the eight foundational curricular areas and in each specialized practice area (for doctoral programs, each of the five doctoral curriculum areas),
 - b) minimum performance expectations for each of the key performance indicators,
 - c) measurement of each key performance indicator must be conducted (1) using multiple measures and (2) across 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 identify and systematically assess each student's professional dispositions throughout the program. The assessment process includes the following:
 - a) measurement of student professional dispositions over multiple points in time, and
 - b) 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.

PROGRAM EFFECTIVENESS

D. 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 and aligned academic quality indicators, 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.

E. ACADEMIC QUALITY INDICATORS

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

1. Aggregate Assessment of Student Success:
The program provides 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 eight foundational curricular areas and for each specialized practice area;
 - b) (If applicable) doctoral programs: key performance indicators for each of the five doctoral curriculum areas;
 - c) professional dispositions for entry-level students; and
 - d) (If applicable) professional dispositions for doctoral students.
2. Aggregate Assessment of Student Success:
The program provides 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 eight foundational curricular areas and for each specialized practice area;
 - b) (If applicable) doctoral programs: key performance indicators for each of the five doctoral curriculum areas;
 - c) professional dispositions for entry-level students; and
 - d) (If applicable) professional dispositions for doctoral students.

3. Graduate Outcomes:

The program analyzes 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) pass rates on credentialing examinations,
- b) degree completion rates, and
- c) 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 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 the achievement of minimum thresholds for student placement rates at practicum and internship sites.

F. 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 program collects and analyzes systematic follow-up studies to analyze the extent to which the program is achieving its program objectives by collecting data from external stakeholders that include:

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

2. 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 with diverse identities and perspectives.
3. Counselor education program faculty disseminate to stakeholders 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.
4. The annual report is published on the program website in a location accessible to the public.
5. Counselor education program faculty must annually post on the program's website in a location accessible to the public the achievement of program-determined minimum thresholds for the following graduate outcomes, separated by entry and doctoral (if applicable) level programs:
 - a) passing rates on credentialing examinations,
 - b) degree completion rates, and
 - c) job placement rates.

SECTION 3: 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, equity, inclusion, and critical thinking are integral to counselor preparation and should be infused throughout the curriculum. Diversity refers to all aspects of intersectional and cultural identity. Counselor preparation programs address culturally sustaining 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.

1. 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
- d. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
- e. the role and process of the professional counselor advocating on behalf of the profession
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards for specialized practice areas
- h. legislation, regulatory processes, and government/public policy relevant to and impact on professional counseling and specialized practice areas
- i. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
- j. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling and specialized practice areas
- k. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
- l. the purpose of and roles within counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. theories and models of multicultural counseling, social justice, and advocacy
- b. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on individuals' worldviews
- c. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on help-seeking and coping behaviors
- d. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
- e. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, and violence on counselors and clients
- f. the effects of various socio-cultural influences on mental and physical health and wellness, including public policies, social movements, and cultural values
- g. disproportional effects of poverty and health disparities towards people with minoritized identities
- h. principles of independence, inclusion, choice and self-empowerment, and universal access to services within and outside the counseling relationship
- i. strategies for identifying and eliminating barriers, prejudices, and intentional and unintentional oppression and discrimination
- j. competencies of professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
- k. the role of religion and spirituality in clients' and counselors' psychological functioning

3. LIFESPAN DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of cultural identity development
- c. theories of learning
- d. theories of personality and psychological development
- e. theories and neurobiological etiology of addictions
- f. structures for affective relationships, bonds, couples, marriages, and families
- g. models of resilience, optimal development, and wellness in individuals and families across the lifespan
- h. models of psychosocial adjustment to illness and disability
- i. the role of sexuality related to overall wellness
- j. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
- k. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
- l. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
- m. effects of crises, disasters, stress, grief, and trauma across the lifespan
- n. impact of common medications on learning, behavior, and mood in children and adolescents

4. 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, wellness, disability, trauma, 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. career development program planning, organization, implementation, administration, and evaluation
- g. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
- h. strategies for advocating for employment supports for individuals facing barriers in the workplace
- i. strategies for facilitating client skill development for career, educational, and life-work planning and management
- j. career and post-secondary training readiness and educational decision-making
- k. strategies for improving access to educational and occupational opportunities for people from marginalized groups
- l. ethical and legal issues relevant to career development and career counseling

5. COUNSELING PRACTICE AND RELATIONSHIPS

- a. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
- b. principles of critical thinking and reasoning in the counseling process
- c. case conceptualization skills using a variety of models and approaches
- d. models and strategies for understanding and practicing consultation
- e. application of technology related to counseling
- f. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
- g. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
- h. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
- 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, abilities, and preferences
- l. goal consensus and collaborative decision-making in the counseling process
- m. developmentally relevant and culturally sustaining counseling treatment or intervention plans
- n. development of measurable outcomes for clients
- o. evidence-based counseling strategies and techniques for prevention and intervention

- p. record keeping and documentation skills
- q. principles and strategies of caseload management, community resources and referrals promoting independence, and optimal wellness within a range of professional settings
- r. classification of commonly prescribed psychopharmacological medications
- s. strategies to promote client understanding of and access to a variety of community-based resources to facilitate empowerment
- t. suicide prevention and response models and strategies
- u. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
- v. processes for developing a personal model of counseling

6. 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 of group work 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 sustaining and developmentally 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

7. 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 sustaining and developmental 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. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
- h. use of assessments in academic/educational, career, personal, and social development
- i. use of environmental assessments and systematic behavioral observations
- j. use of structured interviewing, symptom checklists, and personality and psychological testing
- k. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
- l. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
- m. procedures for assessing clients' experience of trauma
- n. procedures for identifying and reporting signs of abuse and neglect
- o. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
- p. procedures to identify substance use and addictions and how it relates to co-occurring conditions
- q. procedures for using assessment results for referral and consultation

8. 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 tests 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. culturally sustaining and developmentally relevant outcome measures for counseling services
- j. use of accountability data to inform decision making and advocacy
- k. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
- l. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

SECTION 4: 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 on-going 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 secure audio/video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, during their practicum and internship.
- E. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- F. Students have regular, systematic opportunities to evaluate their experience with the practicum and internship placement process.
- G. Students have regular, systematic opportunities to evaluate practicum and internship sites and supervisors.
- H. 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.

- I. 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.
- J. The counselor education program provides orientation to site supervisors regarding program requirements and expectations.
- K. During entry-level professional practice experiences, the counselor education program engages in consultation with the site to monitor student learning.
- L. Professional development opportunities are provided by the counselor education program to site supervisors for all program delivery types.
- M. 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 between the program and the site to monitor student learning.

SUPERVISOR QUALIFICATIONS

- N. Counselor education program core or affiliate faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:
 - 1. relevant training for in-person and/or distance counseling supervision,
 - 2. active certifications and/or licenses required for practice preferably in counseling, or a related profession, and
 - 3. proficiency in the use of technology utilized for supervision.
- O. 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, including instruction in in-person and/or distance supervision, and
 - 3. be under supervision on a regular schedule that averages one hour a week from a qualified counselor education program faculty supervisor.

- P. Site supervisors have:
1. a minimum of a master's degree, preferably in counseling, or a related profession;
 2. active certifications and/or licenses required for practice preferably in counseling, or a related profession;
 3. a minimum of two years post-master's professional experience in the specialized practice 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 and/or distance counseling supervision.

PRACTICUM

- Q. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of 8 weeks consistent with the institution's academic calendar.
- R. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

PRACTICUM SUPERVISION

- S. Throughout the duration of practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member, or
 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.
- T. Throughout the duration of practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member or
 2. a doctoral student supervisor who is under the supervision of a counselor education program faculty member.

INTERNSHIP

- U. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their specialized practice area.
- V. Internship students complete at least 240 hours of direct service with actual clients.

INTERNSHIP SUPERVISION

- W. Throughout the duration of internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member, or
 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.
- X. Throughout the duration of internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member or
 2. a doctoral student supervisor who is under the supervision of a counselor education program faculty member.

PRACTICUM and INTERNSHIP COURSE LOADS AND RATIOS

- Y. 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.
- Z. 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.
- AA. Practicum and internship students are not combined for group supervision.
- BB. Group supervision for practicum and internship students should not exceed a 1:12 faculty:student ratio.
- CC. When counselor education program faculty provide supervision of doctoral students, providing supervision to entry-level students, a 1:6 faculty:student ratio should not be exceeded. 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.

SECTION 5: 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. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
- g. pharmacological interventions used to mitigate substance use withdrawal, craving, and relapse prevention
- h. recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process
- i. culturally sustaining and developmentally relevant education programs that raise awareness and support addiction and substance use prevention and the recovery process
- j. regulatory processes, continuum of care, and service delivery in addiction counseling
- k. strategies for interfacing with the legal system and working with court referred clients
- l. 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, diagnosis, treatment, referral, and prevention of mental, behavioral, or neurodevelopmental disorders
- b. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, and aftercare
- c. legislation, government policy, and regulatory processes 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. third party reimbursement and other practice and management issues in clinical mental health counseling

CLINICAL REHABILITATION COUNSELING

- a. effects of the onset, progression, and expected duration of disability on clients' holistic functioning
- b. environmental, attitudinal, and individual barriers for people with disabilities
- c. impact of disability on sexuality
- d. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
- e. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
- f. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
- g. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- h. assistive technology to reduce or eliminate barriers and functional limitations
- i. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- j. career- and work-related assessments
- k. strategies to advocate for persons with disabilities in regards to accessibility, Americans with Disabilities Act compliance, and accommodations
- l. third party reimbursement and other practice and management issues in clinical rehabilitation 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 marriage, couple, and family counseling

REHABILITATION COUNSELING

- a. individual response to disability, including the role of families, communities, and other social networks
- b. strategies to enhance adjustment to disability
- c. effects of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
- d. principles of independent living, self-determination, and informed choice
- e. rehabilitation counseling services and organizational settings, including independent living, community rehabilitation, and public/proprietary vocational rehabilitation programs
- f. 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
- g. classification, terminology, etiology, functional capacity, and prognosis of disabilities
- h. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
- i. evaluation and application of assistive technology with an emphasis on individualized assessment and planning
- j. career development and employment models and strategies for achieving and maintaining meaningful employment for people with disabilities
- k. strategies to analyze work activity and labor market data and trends to facilitate the match between an individual with a disability and targeted jobs
- l. case management strategies that facilitate rehabilitation and independent living planning
- m. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including Americans with Disabilities Act compliance, accommodations, universal design, and workplace disability prevention

- n. strategies to promote self-advocacy skills of individuals with disabilities
- o. facilitating client knowledge of and access to, community and technology services and resources
- p. strategies to advocate on behalf of persons with disabilities as related to disability and disability legislation

SCHOOL COUNSELING

- a. models of school counseling programs
- b. models of PK-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 PK-12 schools
- g. qualities and styles of effective leadership in schools
- h. advocacy for school counseling roles
- i. school counselor roles and responsibilities in relation to the school crisis and management plans
- j. school counselor consultation with families, PK-12 and post-secondary school personnel, community agencies, and other referral sources
- k. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- l. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
- m. strategies for implementing and coordinating ~~peer~~ school-based interventions
- n. techniques of social/emotional and trauma informed counseling in school settings
- o. evidence-based and culturally sustaining interventions to promote academic development
- p. approaches to increase promotion and graduation rates
- q. interventions to promote postsecondary and career readiness
- r. strategies to facilitate school and postsecondary transitions
- s. strategies to promote equity in student achievement and access to postsecondary education opportunities

SECTION 6: 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. Beginning July 1, 2026 doctoral programs must consist of a minimum of 60 semester hours or 90 quarter hours beyond the entry-level degree.
2. Doctoral programs provide evidence that they extend the knowledge base of the profession by immersing students into a climate of scholarly inquiry, demonstrated by all of the following:
 - (a) preparing students to generate new knowledge that can inform professional counseling 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. When counselor education program faculty provide supervision of doctoral students providing supervision to entry-level students at any point in their program of study, 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.
4. Doctoral program admission criteria include:
 - (a) academic aptitude for doctoral-level study,
 - (b) previous professional experience,
 - (c) dispositions consistent with professional practice,
 - (d) oral and written communication skills,
 - (e) commitment to diversity, equity, inclusion, and social justice,
 - (f) potential for scholarship, and
 - (g) potential for professional leadership and advocacy.

5. 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 doctoral-level counselor education coursework.
6. Students in doctoral-level 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.
7. Doctoral students complete a qualifying assessment to demonstrate comprehensive knowledge as outlined in the Doctoral Curriculum standards.
8. Doctoral students must complete dissertation research or a capstone project focusing on areas relevant to counseling practice, counselor education, and/or supervision.
9. Current counseling-related research is infused throughout the doctoral counselor education curriculum.

B. DOCTORAL CURRICULUM

Doctoral programs in counselor education address professional roles in five areas: 1) counseling, 2) supervision, 3) teaching, 4) research and scholarship, and 5) leadership and advocacy. These five areas represent the minimal 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. methods for evaluating counseling effectiveness;
 - e. legal and ethical issues and responsibilities in counseling across multiple settings and delivery platforms;
 - f. culturally sustaining counseling across multiple settings, contexts, and delivery platforms.

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 delivery 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 clinical 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 sustaining 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 diversity, equity, inclusion, and social justice principles and practices 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 sustaining 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. quantitative data analysis methods including univariate and multivariate
- c. qualitative approaches to data analysis
- d. models and methods of sampling relevant to research design
- e. models and methods of instrument design
- f. models and methods of program evaluation
- g. research questions or hypotheses appropriate for professional research and publication
- h. professional writing for peer-reviewed journal publication
- i. professional conference proposal preparation
- j. development of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. strategies for conducting culturally relevant and culturally competent research
- m. 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 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 and social justice issues and how those issues affect 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 diversity, equity, inclusion, and social justice issues
- l. culturally sustaining leadership and advocacy practices
- m. ethical leadership and advocacy practices
- n. role of self-care in advocacy and leadership

C. DOCTORAL INTERNSHIP

1. Prior to the internship, the counselor education program assesses doctoral students' counseling skills to ensure preparedness for the doctoral counseling internship. The counselor education program provides assistance and/or opportunities to students who need additional counseling skill preparation prior to enrolling in the doctoral internship.
2. Doctoral students are required to complete internships that total a minimum of 600 hours. The 600 hours must include supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, leadership and advocacy).
3. Doctoral students are covered by individual professional counseling liability insurance policies at any time they are providing counseling or supervision as part of their doctoral program.
4. Individuals serving as doctoral counseling internship 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) relevant training in counseling supervision, and (d) knowledge of the program's expectations, requirements, and evaluation procedures for students.

5. Individuals serving as doctoral internship supervisors for supervision, teaching, research and scholarship, and leadership and advocacy experiences have (a) a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills, and (b) knowledge of the program's expectations, requirements, and evaluation procedures for students.
6. During internships, the student receives an average of one hour per week of individual and/or triadic supervision. When individual/triadic supervision is provided by the counselor education program faculty, internship courses 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.
7. Doctoral 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 performed by a counselor education program faculty member. Group supervision of internship students 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.