

Program Information Form



Complete and upload a separate information form, as a PDF, for each specialized practice area and doctoral program included in the application.

When uploading the form, include an indicator of the specialized practice area or doctoral program in the title of the form.

Example: 2023.12.15 Info Form – CIRC

Title

Click on “Choose an Item” to indicate which specialized practice area or doctoral program this Program Information Form addresses.

Blank

Enter the title for the specialized practice area or doctoral program as it appears on student transcripts.

Students

Enter the number of students currently enrolled in this specialized practice area or doctoral program.

Enter the number of graduates for this specialized practice area or doctoral program for the most recent calendar year.

Degree(s)

Enter the degree(s) (e.g., M.Ed.) for this specialized practice area or doctoral program.

Credits

Indicate the type of credits and number of credits for this specialized practice area or doctoral program by entering the number of credits in the corresponding cell.

Type of Credits	Number of Credits
Quarter Credits	
Semester Credits	

Classification of Instructional Programs (CIP) Code

Enter the 6-digit CIP code that the institution reports to the U.S. Department of Education (ED) for this specialty area.

Indicate National Center for Education Statistics title for this CIP Code (e.g., Mental health Counseling/Counselor).



SSR 1.AA Core Faculty Identification with Specialized Practice Areas

Provide supplemental information to the information you included in the *SSR1.YX Core Faculty Profile Form* for the faculty members designated as core, specific to the requirements in Standard 1.AA. Information must be provided for a minimum of one faculty member designated as core for *each* of the specialized practice areas included in this application.

If a faculty member has credentials, experience, and engagement in multiple specialty areas, use a separate line in the table below to provide the information for each applicable specialty area.

Add rows as needed (right click in cell – select “Insert” – choose “Insert rows above” or “Insert rows below”)

Faculty Member’s Last Name	Specialized Practice Area	Relevant Professional Credentials	Relevant Professional Engagement

SSR 1.C – Financial and Administrative Support Information

Standard 1.C

The institution provides the program with financial and administrative support to ensure continuity, quality, and effectiveness for all program delivery types.

See information on Standard 1.C in the 2024 Standards Guidance Document

1. Does the program utilize multiple delivery types (e.g., in-person, digital)?

Yes _____ No _____

If yes, provide a brief description of the delivery types utilized.

Type response here

2. Provide an overview of the financial and administrative support provided by the institution to the counseling program to ensure continuity, quality, and effectiveness for all program delivery types.

Type response here

3. What are the disaggregated line-item budget figures for the counseling program, excluding faculty salaries, for the most recent academic year? If there are not specific or disaggregated line-item budget figures, see the response option following the table below.

Academic Year: 20____-20____

Add rows as needed (on a PC, highlight a row, right-click mouse, and select "Insert Row" above or below).

Line Item	Budget Allocation
(example) Support for faculty travel	

SSR 1.C – Financial and Administrative Support Information

If there are not specific or disaggregated line items for the counseling program, provide an explanation of the financial support/budget provided to support the counseling program.

Type response here

4. Provide an explanation of how the budget is allocated each year for the counseling program, including information on how the counseling program's financial needs are identified/ assessed.

Type response here

5. Describe the areas of strength and/or challenge in relation to level(s) of funding and administrative support that have been provided by the institution to the counseling program over the past 3 years.

Type response here

6. [Optional] Provide examples of financial support (e.g., upgrade to clinical instruction environment, new faculty line) provided to the academic unit in counseling over the past 5 years and when this occurred.

Type response here

SSR 1.CC Affiliate Faculty

Complete the table below for all faculty designated as affiliate faculty for the counselor education program.

Add rows as needed (right click in cell – select “Insert” – choose “Insert rows above” or “Insert rows below”)

Faculty Member Last Name	Role in relation to CE Program	Graduate / Professional Degree and Field	Course(s) They Teach Please provide full course number and title

SSR 1.Y+Z Core Faculty Profile

Complete a separate form for each faculty member designated as *core faculty*, as the term is used in the context of the CACREP 2024 Standards, for the counseling program.

Faculty name

Click or tap here to enter text.

Title (e.g., Assistant Professor):

Click or tap here to enter text.

When did this faculty member receive a full-time appointment to the counselor education program.

Click or tap here to enter text.

1. Roles and Functions

1.a Committee Work and Leadership Roles

On what committee(s) and in what leadership role(s) does this faculty member serve within the counseling program?

Type response here

In what leadership role(s) does this faculty member serve at the institution, outside of the counseling program?

Type response here

1.b Entry-level Specialty Area(s)

Does this faculty member teach courses in the entry-level specialty area(s)?

Yes No If the answer is no, skip to 1.c

With what entry-level specialty area(s) is this faculty member most involved?

Type response here

SSR 1.Y+Z Core Faculty Profile

What is this faculty members' academic year standard teaching load in the entry-level specialty area(s)?

Type response here

What is this faculty member's standard advising load for entry-level students?

Type response here

What entry-level courses does this faculty member regularly teach? Please provide full course number and title.

Type response here

1.c Doctoral program

Does this faculty member teach courses in the doctoral program?

Yes No If the answer is no, skip to 1.d or 2.

What is this faculty members' academic year standard teaching load in the doctoral program?

Type response here

What is this faculty member's standard advising load for doctoral students?

Type response here

SSR 1.Y+Z Core Faculty Profile

What is this faculty member's current dissertation load?

Dissertation Committee Member:

Type response here

Dissertation Committee Chair:

Type response here

What doctoral courses does this faculty member regularly teach? Please provide full course number and title.

Type response here

1.d Additional information (Optional)

If desired, provide additional information below to clarify the information in the above section.

Type response here

2. Degree and Employment

2.a Master's Degree

Year master's degree was earned:

Type response here

Degree title:

Type response here

Degree major:

Type response here

SSR 1.Y+Z Core Faculty Profile

Name of degree granting institution:

Was the program CACREP-accredited at the time the degree was granted?

Yes No

2.b Doctoral Degree

Year doctoral degree was earned:

Degree title:

Degree major:

Name of degree granting institution:

Was the program CACREP-accredited at the time the degree was granted? Note: it is not a requirement that the doctoral degree be from a program that holds/held CACREP accreditation.

Yes No

If the doctoral degree is not in counselor education and supervision but is in a related field (e.g., Counseling Psychology, Clinical Psychology, Social Work, Marital and Family Therapy) provide information on where and when the faculty member was a full-time faculty member in a counselor education program for a minimum of one full academic year before July 1, 2013.

2.c Additional information (Optional)

If desired, provide additional information below to clarify the information in the above section.

SSR 1.Y+Z Core Faculty Profile

2.d Attestation

Check the box below to attest to the following statement: This faculty member is designated as a CACREP core faculty member only at this institution.

3. Licenses and/or Certifications

3.a Current Certification(s) and/or License(s)

List current counseling certifications and/or licenses held.

Current Counseling Certification(s) and/or License(s)	Certificate or License #	Active Dates

Add rows as needed (click in a row, right-click, and select "Insert Row" above or below).

3.b Additional information (Optional)

If desired, provide additional information below to clarify the information in the above section.

<i>Type response here</i>

4. Professional Counseling Memberships

4.a Current Professional Counseling Membership(s)

List current counseling professional memberships.

Current Counseling Professional Membership(s)	Active Dates of Membership

Add rows as needed (click in a row, right-click, and select "Insert Row" above or below).

SSR 1.Y+Z Core Faculty Profile

4.b Additional information (Optional)

If desired, provide additional information below to clarify the information in the above section.

Type response here

5. Sustained Engagement in Counseling Profession

Provide relevant information for the last 3-4 years for *at least two* of the areas below (add rows to the charts as needed).

See Glossary definitions for the CACREP 2024 Standards for *Professional Counseling Organizations* and *Sustained*.

Add rows to the tables as needed (click in a row, right-click, and select "Insert Row" above or below).

5.a Professional Development and Renewal Activities Related to Counseling

Activity	Date(s) of Activity

5.b Professional Service and Advocacy Activities in Counseling

Activity	Date(s) of Activity

5.c Ongoing Counseling Practice

Activity	Date(s) of Activity

SSR 1.Y+Z Core Faculty Profile

5.d Research and Scholarly Activity in Counseling Commensurate with their Faculty Role

Activity	Date(s) of Activity

5.e Additional information (Optional)

If desired, provide additional information below to clarify the information in the above section.

<p><i>Type response here</i></p>

SSR 2.E Academic Quality Indicators

Aggregate Assessment of Student Success			
Student Success Indicator	Established Minimum Threshold(s) by Assessment Type <i>(if applicable)</i>	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
Key Performance Indicators – Entry Level			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
Key Performance Indicators – Doctoral <i>(if applicable)</i>			
1.			
2.			
3.			
4.			
5.			
Professional Dispositions – Entry-Level			
1.			
2.			
3.			
4.			
5.			

SSR 2.E Academic Quality Indicators

Professional Dispositions – Doctoral (if applicable)			
1.			
2.			
3.			
4.			
5.			

Add rows as needed (right click in cell – select “Insert” – choose “Insert rows above” or “Insert rows below”)

Delete cells if not needed (right click in cell – select “Delete cells” – choose “Delete entire row”)

Aggregate Assessment of Graduate Outcomes			
Type	Established Minimum Threshold	Times When Data Was Collected	Aggregate Achievement Level by Program Delivery Type and Specialized Practice Area(s)
Pass Rates on Credentialing Examinations			
Degree Completion Rates			
Employment and Doctoral Admission Rates (if applicable)			

SSR 2.E Academic Quality Indicators

Aggregate Assessment of Fieldwork Placements			
Type	Established Minimum Threshold	Times When Data Was Collected	Aggregate Achievement Level by Program Delivery Type and Specialized Practice Area(s)
Practicum			
Internship			

SSR 3.A Foundational Counseling Curriculum

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

1. Complete the crosswalk below for the Professional Orientation and Ethical Practice Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different specialty areas, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which specialty area the course is applicable.

Add columns as needed (click in a column, right-click and select “Insert Columns” to right or left)

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. history and philosophy of the counseling profession and its specialized practice areas				
2. the multiple professional roles and functions of counselors across specialized practice areas				
3. counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management				
4. 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				

SSR 3.A Foundational Counseling Curriculum

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
5. the role and process of the professional counselor advocating on behalf of the profession				
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues				
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas				
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas				
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession				
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas				
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice				
12. the purpose of and roles within counseling supervision in the profession				

SSR 3.A Foundational Counseling Curriculum

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click in a column, right-click and select “Insert Columns” to right or left)

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. history and philosophy of the counseling profession and its specialized practice areas			
2. the multiple professional roles and functions of counselors across specialized practice areas			
3. counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management			
4. 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			
5. the role and process of the professional counselor advocating on behalf of the profession			

SSR 3.A Foundational Counseling Curriculum

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues			
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas			
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas			
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession			
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas			
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice			
12. the purpose of and roles within counseling supervision in the profession			

SSR 3.A Foundational Counseling Curriculum

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- 3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.**

SSR 3.B Foundational Counseling Curriculum

SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

1. Complete the crosswalk below for the Social and Cultural Identities and Experiences Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different specialty areas, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which specialty area the course is applicable.

Add columns as needed (click in a column, right-click and select “Insert Columns” to right or left)

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. theories and models of multicultural counseling, social justice, and advocacy				
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals’ worldviews				
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors				
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally				

SSR 3.B Foundational Counseling Curriculum

SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients				
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness				
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities				
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship				
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination				
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities				
11. the role of religion and spirituality in clients' and counselors' psychological functioning				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

SSR 3.B Foundational Counseling Curriculum
SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

Add columns as needed (click in a column, right-click and select "Insert Columns" to right or left)

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. theories and models of multicultural counseling, social justice, and advocacy			
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews			
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors			
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally			
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients			
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness			

SSR 3.B Foundational Counseling Curriculum

SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities			
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship			
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination			
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities			
11. the role of religion and spirituality in clients' and counselors' psychological functioning			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 3.C Foundational Counseling Curriculum

LIFESPAN DEVELOPMENT

1. Complete the crosswalk below for the Lifespan Development Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different specialty areas, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which specialty area the course is applicable.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left).

C. LIFESPAN DEVELOPMENT	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. theories of individual and family development across the lifespan				
2. theories of cultural identity development				
3. theories of learning				
4. theories of personality and psychological development				
5. theories and neurobiological etiology of addictions				
6. structures for affective relationships, bonds, couples, marriages, and families				
7. models of resilience, optimal development, and wellness in individuals and families across the lifespan				
8. models of psychosocial adjustment and adaptation to illness and disability				
9. the role of sexual development and sexuality related to overall wellness				

SSR 3.C Foundational Counseling Curriculum

LIFESPAN DEVELOPMENT

C. LIFESPAN DEVELOPMENT	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness				
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness				
12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan				
13. effects of crises, disasters, stress, grief, and trauma across the lifespan				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left).

C. LIFESPAN DEVELOPMENT	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. theories of individual and family development across the lifespan			
2. theories of cultural identity development			

SSR 3.C Foundational Counseling Curriculum

LIFESPAN DEVELOPMENT

C. LIFESPAN DEVELOPMENT	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
3. theories of learning			
4. theories of personality and psychological development			
5. theories and neurobiological etiology of addictions			
6. structures for affective relationships, bonds, couples, marriages, and families			
7. models of resilience, optimal development, and wellness in individuals and families across the lifespan			
8. models of psychosocial adjustment and adaptation to illness and disability			
9. the role of sexual development and sexuality related to overall wellness			
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness			
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness			
12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan			
13. effects of crises, disasters, stress, grief, and trauma across the lifespan			

SSR 3.C Foundational Counseling Curriculum

LIFESPAN DEVELOPMENT

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 3.D Foundational Counseling Curriculum

CAREER DEVELOPMENT

1. Complete the crosswalk below for the Career Development Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different specialty areas, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which specialty area the course is applicable.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left).

D. CAREER DEVELOPMENT	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. theories and models of career development, counseling, and decision-making				
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors				
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems				
4. approaches for assessing the conditions of the work environment on clients’ life experiences				
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development				

SSR 3.D Foundational Counseling Curriculum

CAREER DEVELOPMENT

D. CAREER DEVELOPMENT	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
6. career development program planning, organization, implementation, administration, and evaluation				
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities				
8. strategies for advocating for employment support for individuals facing barriers in the workplace				
9. strategies for facilitating client skill development for career, educational, and life-work planning and management				
10. career and postsecondary training readiness and educational decision-making				
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups				
12. ethical and legal issues relevant to career development and career counseling				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

SSR 3.D Foundational Counseling Curriculum

CAREER DEVELOPMENT

Add columns as needed (click into column, right-click and select "Insert Columns" to right or left).

D. CAREER DEVELOPMENT	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. theories and models of career development, counseling, and decision-making			
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors			
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems			
4. approaches for assessing the conditions of the work environment on clients' life experiences			
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development			
6. career development program planning, organization, implementation, administration, and evaluation			
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities			

SSR 3.D Foundational Counseling Curriculum

CAREER DEVELOPMENT

D. CAREER DEVELOPMENT	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
8. strategies for advocating for employment support for individuals facing barriers in the workplace			
9. strategies for facilitating client skill development for career, educational, and life-work planning and management			
10. career and postsecondary training readiness and educational decision-making			
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups			
12. ethical and legal issues relevant to career development and career counseling			

3. In the online Self Study Report, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 3.E Foundational Counseling Curriculum

COUNSELING PRACTICE AND RELATIONSHIPS

1. Complete the crosswalk below for the Counseling Practice and Relationships Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different specialty areas, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which specialty area the course is applicable.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left).

E. COUNSELING PRACTICE AND RELATIONSHIPS	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds				
2. critical thinking and reasoning strategies for clinical judgment in the counseling process				
3. case conceptualization skills using a variety of models and approaches				
4. consultation models and strategies				
5. application of technology related to counseling				
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities				

SSR 3.E Foundational Counseling Curriculum

COUNSELING PRACTICE AND RELATIONSHIPS

E. COUNSELING PRACTICE AND RELATIONSHIPS	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities				
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships				
9. interviewing, attending, and listening skills in the counseling process				
10. counseling strategies and techniques used to facilitate the client change process				
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences				
12. goal consensus and collaborative decision-making in the counseling process				
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans				
14. development of measurable outcomes for clients				
15. evidence-based counseling strategies and techniques for prevention and intervention				
16. record-keeping and documentation skills				
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources				
18. classification, effects, and indications of commonly prescribed psychopharmacological medications				
19. suicide prevention and response models and strategies				

SSR 3.E Foundational Counseling Curriculum

COUNSELING PRACTICE AND RELATIONSHIPS

E. COUNSELING PRACTICE AND RELATIONSHIPS	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies				
21. processes for developing a personal model of counseling grounded in theory and research				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left).

E. COUNSELING PRACTICE AND RELATIONSHIPS	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds			
2. critical thinking and reasoning strategies for clinical judgment in the counseling process			
3. case conceptualization skills using a variety of models and approaches			
4. consultation models and strategies			
5. application of technology related to counseling			

SSR 3.E Foundational Counseling Curriculum

COUNSELING PRACTICE AND RELATIONSHIPS

E. COUNSELING PRACTICE AND RELATIONSHIPS	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities			
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities			
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships			
9. interviewing, attending, and listening skills in the counseling process			
10. counseling strategies and techniques used to facilitate the client change process			
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences			
12. goal consensus and collaborative decision-making in the counseling process			
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans			
14. development of measurable outcomes for clients			
15. evidence-based counseling strategies and techniques for prevention and intervention			
16. record-keeping and documentation skills			
17. principles and strategies of caseload management and the referral process			

SSR 3.E Foundational Counseling Curriculum

COUNSELING PRACTICE AND RELATIONSHIPS

E. COUNSELING PRACTICE AND RELATIONSHIPS	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
to promote independence, optimal wellness, empowerment, and engagement with community resources			
18. classification, effects, and indications of commonly prescribed psychopharmacological medications			
19. suicide prevention and response models and strategies			
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies			
21. processes for developing a personal model of counseling grounded in theory and research			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 3.F Foundational Counseling Curriculum

GROUP COUNSELING AND GROUP WORK

1. Complete the crosswalk below for the Group Counseling and Group Work Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different specialty areas, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which specialty area the course is applicable.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left).

F. GROUP COUNSELING AND GROUP WORK	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. theoretical foundations of group counseling and group work				
2. dynamics associated with group process and development				
3. therapeutic factors of group work and how they contribute to group effectiveness				
4. characteristics and functions of effective group leaders				
5. approaches to group formation, including recruiting, screening, and selecting members				
6. application of technology related to group counseling and group work				
7. types of groups, settings, and other considerations that affect conducting groups				
8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups				

SSR 3.F Foundational Counseling Curriculum

GROUP COUNSELING AND GROUP WORK

F. GROUP COUNSELING AND GROUP WORK	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities				
10. direct experiences in which counseling 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				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left).

F. GROUP COUNSELING AND GROUP WORK	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. theoretical foundations of group counseling and group work			
2. dynamics associated with group process and development			
3. therapeutic factors of group work and how they contribute to group effectiveness			
4. characteristics and functions of effective group leaders			

SSR 3.F Foundational Counseling Curriculum

GROUP COUNSELING AND GROUP WORK

F. GROUP COUNSELING AND GROUP WORK	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
5. approaches to group formation, including recruiting, screening, and selecting members			
6. application of technology related to group counseling and group work			
7. types of groups, settings, and other considerations that affect conducting groups			
8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups			
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities			
10. direct experiences in which counseling 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			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 3.G Foundational Counseling Curriculum

ASSESSMENT AND DIAGNOSTIC PROCESSES

1. Complete the crosswalk below for the Assessment and Diagnostic Processes Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different specialty areas, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which specialty area the course is applicable.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left).

G. ASSESSMENT AND DIAGNOSTIC PROCESSES	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. historical perspectives concerning the nature and meaning of assessment and testing in counseling				
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments				
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations				
4. reliability and validity in the use of assessments				
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications				
6. ethical and legal considerations for selecting, administering, and interpreting assessments				

SSR 3.G Foundational Counseling Curriculum

ASSESSMENT AND DIAGNOSTIC PROCESSES

G. ASSESSMENT AND DIAGNOSTIC PROCESSES	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes				
8. use of assessments in academic/educational, career, personal, and social development				
9. use of environmental assessments and systematic behavioral observations				
10. use of structured interviewing, symptom checklists, and personality and psychological testing				
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems				
12. procedures to identify substance use, addictions, and co-occurring conditions				
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide				
14. procedures for assessing clients' experience of trauma				
15. procedures for identifying and reporting signs of abuse and neglect				
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders				
17. procedures for using assessment results for referral and consultation				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

SSR 3.G Foundational Counseling Curriculum

ASSESSMENT AND DIAGNOSTIC PROCESSES

Add columns as needed (click into column, right-click and select "Insert Columns" to right or left).

G. ASSESSMENT AND DIAGNOSTIC PROCESSES	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. historical perspectives concerning the nature and meaning of assessment and testing in counseling			
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments			
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations			
4. reliability and validity in the use of assessments			
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications			
6. ethical and legal considerations for selecting, administering, and interpreting assessments			
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes			
8. use of assessments in academic/educational, career, personal, and social development			

SSR 3.G Foundational Counseling Curriculum

ASSESSMENT AND DIAGNOSTIC PROCESSES

G. ASSESSMENT AND DIAGNOSTIC PROCESSES	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
9. use of environmental assessments and systematic behavioral observations			
10. use of structured interviewing, symptom checklists, and personality and psychological testing			
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems			
12. procedures to identify substance use, addictions, and co-occurring conditions			
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide			
14. procedures for assessing clients' experience of trauma			
15. procedures for identifying and reporting signs of abuse and neglect			
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders			
17. procedures for using assessment results for referral and consultation			

3. In the online Self Study Report, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 3.H Foundational Counseling Curriculum

RESEARCH AND PROGRAM EVALUATION

1. Complete the crosswalk below for the Research and Program Evaluation Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different specialty areas, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which specialty area the course is applicable.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left).

H. RESEARCH AND PROGRAM EVALUATION	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice				
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices				
3. qualitative, quantitative, and mixed methods research designs				
4. practice-based and action research methods				
5. statistical tests used in conducting research and program evaluation				
6. analysis and use of data in research				
7. use of research methods and procedures to evaluate counseling interventions				

SSR 3.H Foundational Counseling Curriculum

RESEARCH AND PROGRAM EVALUATION

H. RESEARCH AND PROGRAM EVALUATION	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy				
9. culturally sustaining and developmentally relevant outcome measures for counseling services				
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation				
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left).

H. RESEARCH AND PROGRAM EVALUATION	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. the importance of research in advancing the counseling profession,			

SSR 3.H Foundational Counseling Curriculum

RESEARCH AND PROGRAM EVALUATION

H. RESEARCH AND PROGRAM EVALUATION	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
including the use of research to inform counseling practice			
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices			
3. qualitative, quantitative, and mixed methods research designs			
4. practice-based and action research methods			
5. statistical tests used in conducting research and program evaluation			
6. analysis and use of data in research			
7. use of research methods and procedures to evaluate counseling interventions			
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy			
9. culturally sustaining and developmentally relevant outcome measures for counseling services			
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation			
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation			

SSR 3.H Foundational Counseling Curriculum

RESEARCH AND PROGRAM EVALUATION

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 4.N Faculty Supervisor Information

Include an entry for each core or affiliate faculty member who served as individual/triadic or group practicum/internship supervisors for students in the entry-level programs over the past 2 years

Add rows as need (right click in cell – select “Insert” – choose “Insert rows above” or “Insert rows below”)

Faculty Supervisors				
Supervisor Name	Type(s) of Supervision Provided <small>Indicate whether the supervision was Individual/Triadic (I/T) and/or Group (G), whether it was provided for Practicum (P) and/or Internship (I), and whether it was in-person or distance supervision.</small>	Relevant Certifications and/or Licenses	Relevant Training for In-person and/or Distance Supervision	Relevant Training in the Technology Utilized for Supervision
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

SSR 4.N Faculty Supervisor Information

SSR 4.O Doctoral Student Supervisor Information

Add rows as need (right click in cell – select “Insert” – choose “Insert rows above” or “Insert rows below”)

Doctoral Student Supervisors				
Doctoral Student Supervisor Name or Indicator <i>(e.g. Doctoral Student Supervisor 1)</i>	Doctoral Program Name <i>(e.g., Counselor Education)</i>	Type(s) of Supervision Provided Indicate whether the supervision was Individual/Triadic (I/T) and/or Group (G), whether it was provided for Practicum (P) and/or Internship (I), and whether it was in-person or distance supervision.	Preparation in Counseling Supervision Indicate whether the preparation in counseling supervision is complete (C) or In-process (I) and what type of preparation in counseling supervision the doctoral student has (e.g., counseling supervision course)	Name of Doctoral Student Supervisor’s Faculty Supervisor
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

SSR 4.P Fieldwork Site Supervisor Information

Include entries for all fieldwork site supervisors for the last 12 months.

Add rows as need (right click in cell – select “Insert” – choose “Insert rows above” or “Insert rows below”)

Fieldwork Supervisors						
Supervisor Last Name	Specialized Practice Area for which Supervision was Provided	Graduate Degree and Major	Active Certifications and/or Licenses Include information on which state issued the certification/license and the expiration date	Years of Experience in Relation to Specialized Practice Area for which Supervision was Provided	Type(s) of Relevant Training in Counseling Supervision and in the Technology Utilized for Supervision	When Last Orientation to or Provision of Program’s Expectations, Requirements, and Evaluation Procedures Occurred
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						

SSR 5.A Addiction Counseling Curriculum

ADDICTION COUNSELING

1. Complete the crosswalk below for the Addiction Counseling Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.A Addiction Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others				
2. risk and protective factors for substance use disorders				
3. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal				
4. strategies for enhancing client motivation to change, managing cravings, and preventing relapse				
5. abstinence and harm reduction models of addiction recovery				
6. evaluating and identifying individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery				
7. pharmacological interventions used to address substance use withdrawal, craving, and relapse prevention				
8. substance use recovery service delivery modalities and networks within the continuum of care, such as primary				

SSR 5.A Addiction Counseling Curriculum

ADDICTION COUNSELING

5.A Addiction Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare				
9. recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process				
10. culturally and developmentally relevant education programs that raise awareness and support addiction and substance use prevention and the recovery process				
11. regulatory processes, continuum of care, and service delivery in addiction counseling				
12. strategies for interfacing with the legal system and working with court-referred clients				
13. third-party reimbursement and other practice and management issues in addictions counseling				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.A Addiction Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. neurological, behavioral, psychological, physical, and social effects of psychoactive			

SSR 5.A Addiction Counseling Curriculum

ADDICTION COUNSELING

5.A Addiction Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
substances and addictive disorders on the user and significant others			
2. risk and protective factors for substance use disorders			
3. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal			
4. strategies for enhancing client motivation to change, managing cravings, and preventing relapse			
5. abstinence and harm reduction models of addiction recovery			
6. evaluating and identifying individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery			
7. pharmacological interventions used to address substance use withdrawal, craving, and relapse prevention			
8. substance use recovery service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare			
9. recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process			

SSR 5.A Addiction Counseling Curriculum

ADDICTION COUNSELING

5.A Addiction Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
10. culturally and developmentally relevant education programs that raise awareness and support addiction and substance use prevention and the recovery process			
11. regulatory processes, continuum of care, and service delivery in addiction counseling			
12. strategies for interfacing with the legal system and working with court-referred clients			
13. third-party reimbursement and other practice and management issues in addictions counseling			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 5.B Career Counseling Curriculum

CAREER COUNSELING

1. Complete the crosswalk below for the Career Counseling Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.B Career Counseling	[Course]	[Course]	[Course]	[Course]
1. factors that affect clients’ attitudes toward work and their career decision-making processes				
2. the unique needs and characteristics of diverse clients with regard to career exploration, employment expectations, and socioeconomic issues				
3. implications of gender roles and responsibilities for employment, education, family, and leisure				
4. impact of globalization on careers and the workplace				
5. 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				
6. approaches and resources relevant to diverse clients acquiring a set of career planning, employability, job search, job creation, and life-work role transition skills				
7. strategies to assist clients in the appropriate use of technology for career information and planning				

SSR 5.B Career Counseling Curriculum

CAREER COUNSELING

5.B Career Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
8. strategies to market and promote career counseling resources and services				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.B Career Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. factors that affect clients’ attitudes toward work and their career decision-making processes			
2. the unique needs and characteristics of diverse clients with regard to career exploration, employment expectations, and socioeconomic issues			
3. implications of gender roles and responsibilities for employment, education, family, and leisure			
4. impact of globalization on careers and the workplace			
5. education, training, employment trends, and labor market information and resources that provide information about job			

SSR 5.B Career Counseling Curriculum

CAREER COUNSELING

5.B Career Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations			
6. approaches and resources relevant to diverse clients acquiring a set of career planning, employability, job search, job creation, and life-work role transition skills			
7. strategies to assist clients in the appropriate use of technology for career information and planning			
8. strategies to market and promote career counseling resources and services			

- 3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.**

SSR 5.C Clinical Mental Health Counseling Curriculum

CLINICAL MENTAL HEALTH COUNSELING

1. Complete the crosswalk below for the Clinical Mental Health Counseling Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.C Clinical Mental Health Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders				
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare				
3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling				
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management				
5. techniques and interventions for prevention and treatment of a broad range of mental health issues				
6. strategies for interfacing with the legal system regarding court-referred clients				
7. strategies for interfacing with integrated behavioral healthcare professionals				

SSR 5.C Clinical Mental Health Counseling Curriculum

CLINICAL MENTAL HEALTH COUNSELING

5.C Clinical Mental Health Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions				
9. third-party reimbursement and other practice and management issues in clinical mental health counseling				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.C Clinical Mental Health Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders			
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare			

SSR 5.C Clinical Mental Health Counseling Curriculum

CLINICAL MENTAL HEALTH COUNSELING

5.C Clinical Mental Health Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling			
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management			
5. techniques and interventions for prevention and treatment of a broad range of mental health issues			
6. strategies for interfacing with the legal system regarding court-referred clients			
7. strategies for interfacing with integrated behavioral healthcare professionals			
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions			
9. third-party reimbursement and other practice and management issues in clinical mental health counseling			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 5.D Clinical Rehabilitation Counseling Curriculum

CLINICAL REHABILITATION COUNSELING

1. Complete the crosswalk below for the Clinical Rehabilitation Counseling Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.D Clinical Rehabilitation Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. effects of the onset, progression, and expected duration of disability on clients’ holistic functioning				
2. environmental, attitudinal, and individual barriers for people with disabilities				
3. impact of disability on sexuality				
4. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs				
5. clinical rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, integrated behavioral healthcare, and the rehabilitation counseling services networks				
6. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities				

SSR 5.D Clinical Rehabilitation Counseling Curriculum

CLINICAL REHABILITATION COUNSELING

5.D Clinical Rehabilitation Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
7. role of family, social networks, and community in the provision of services for and treatment of people with disabilities				
8. assistive technology to reduce or eliminate barriers and functional limitations				
9. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities				
10. strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence				
11. third-party reimbursement and other practice and management issues in clinical rehabilitation counseling				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.D Clinical Rehabilitation Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. effects of the onset, progression, and expected duration of disability on clients’ holistic functioning			

SSR 5.D Clinical Rehabilitation Counseling Curriculum

CLINICAL REHABILITATION COUNSELING

5.D Clinical Rehabilitation Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
2. environmental, attitudinal, and individual barriers for people with disabilities			
3. impact of disability on sexuality			
4. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs			
5. clinical rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, integrated behavioral healthcare, and the rehabilitation counseling services networks			
6. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities			
7. role of family, social networks, and community in the provision of services for and treatment of people with disabilities			
8. assistive technology to reduce or eliminate barriers and functional limitations			
9. intake interview, mental status evaluation, biopsychosocial			

SSR 5.D Clinical Rehabilitation Counseling Curriculum

CLINICAL REHABILITATION COUNSELING

5.D Clinical Rehabilitation Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities			
10. strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence			
11. third-party reimbursement and other practice and management issues in clinical rehabilitation counseling			

- 3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.**

SSR 5.E College Counseling and Student Affairs Curriculum

COLLEGE COUNSELING AND STUDENT AFFAIRS

1. Complete the crosswalk below for the College Counseling and Student Affairs Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.E College Counseling and Student Affairs	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. principles of student development and the effect on life, education, and career choices				
2. organizational, management, and leadership theories relevant in higher education settings				
3. organizational culture, budgeting and finance, and personnel practices in higher education				
4. current trends in higher education				
5. diversity of higher education environments				
6. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education				
7. policies, programs, and services that are equitable, preventative, and responsive to the unique needs of students in higher education settings				
8. higher education resources to improve student learning, personal growth, professional identity development, and mental health				

SSR 5.E College Counseling and Student Affairs Curriculum

COLLEGE COUNSELING AND STUDENT AFFAIRS

5.E College Counseling and Student Affairs	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
9. models of threat assessment and violence prevention in higher education settings				
10. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.E College Counseling and Student Affairs	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. principles of student development and the effect on life, education, and career choices			
2. organizational, management, and leadership theories relevant in higher education settings			
3. organizational culture, budgeting and finance, and personnel practices in higher education			
4. current trends in higher education			

SSR 5.E College Counseling and Student Affairs Curriculum

COLLEGE COUNSELING AND STUDENT AFFAIRS

5.E College Counseling and Student Affairs	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
5. diversity of higher education environments			
6. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education			
7. policies, programs, and services that are equitable, preventative, and responsive to the unique needs of students in higher education settings			
8. higher education resources to improve student learning, personal growth, professional identity development, and mental health			
9. models of threat assessment and violence prevention in higher education settings			
10. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 5.F Marriage, Couple, and Family Counseling Curriculum

MARRIAGE, COUPLE, AND FAMILY COUNSELING

1. Complete the crosswalk below for the Marriage, Couple, and Family Counseling Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.

Add columns as needed (on a PC, click into column, right-click mouse and select “Insert Columns” to right or left).

5.F Marriage, Couple, and Family Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. sociology of the family, family phenomenology, and family of origin theories				
2. aging and intergenerational influences and related family concerns				
3. impact of interpersonal violence on marriages, couples, and families				
4. interactions of career, life, and gender roles in marriages, couples, and families				
5. impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families				
6. the impact of migration on family functioning				
7. theories and models of marriage, couple, and family counseling				
8. principles and models of assessment and case conceptualization from a systems perspective				
9. family assessments, including genograms and family mapping				

SSR 5.F Marriage, Couple, and Family Counseling Curriculum

MARRIAGE, COUPLE, AND FAMILY COUNSELING

5.F Marriage, Couple, and Family Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
10. techniques and interventions of marriage, couple, and family counseling				
11. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling				
12. service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare				
13. strategies for interfacing with the legal system relevant to marriage, couple, and family counseling				
14. third-party reimbursement and other practice and management issues in marriage, couple, and family counseling				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.F Marriage, Couple, and Family Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. sociology of the family, family phenomenology, and family of origin theories			

SSR 5.F Marriage, Couple, and Family Counseling Curriculum

MARRIAGE, COUPLE, AND FAMILY COUNSELING

5.F Marriage, Couple, and Family Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
2. aging and intergenerational influences and related family concerns			
3. impact of interpersonal violence on marriages, couples, and families			
4. interactions of career, life, and gender roles in marriages, couples, and families			
5. impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families			
6. the impact of migration on family functioning			
7. theories and models of marriage, couple, and family counseling			
8. principles and models of assessment and case conceptualization from a systems perspective			
9. family assessments, including genograms and family mapping			
10. techniques and interventions of marriage, couple, and family counseling			
11. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling			
12. service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment,			

SSR 5.F Marriage, Couple, and Family Counseling Curriculum

MARRIAGE, COUPLE, AND FAMILY COUNSELING

5.F Marriage, Couple, and Family Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
inpatient, integrated behavioral healthcare, and aftercare			
13. strategies for interfacing with the legal system relevant to marriage, couple, and family counseling			
14. third-party reimbursement and other practice and management issues in marriage, couple, and family counseling			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 5.G Rehabilitation Counseling Curriculum

REHABILITATION COUNSELING

1. Complete the crosswalk below for the Rehabilitation Counseling Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.G Rehabilitation Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. individual response to disability, including the role of families, communities, and other social networks				
2. strategies to enhance adjustment and adaptation to disability				
3. effects of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability				
4. principles of independent living, self-determination, and informed choice				
5. rehabilitation counseling services and organizational settings, including independent living, community rehabilitation, and public/proprietary vocational rehabilitation programs				
6. 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				
7. classification, terminology, etiology, functional capacity, and prognosis of disabilities				

SSR 5.G Rehabilitation Counseling Curriculum

REHABILITATION COUNSELING

5.G Rehabilitation Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
8. career- and work-related assessments, including job analysis, worksite modification, transferable skills analysis, job readiness, and work hardening				
9. evaluation and application of assistive technology with an emphasis on individualized assessment and planning				
10. career development and employment models and strategies for achieving and maintaining meaningful employment for people with disabilities				
11. strategies to analyze work activity and labor market data and trends to facilitate the match between an individual with a disability and targeted jobs				
12. case management strategies that facilitate rehabilitation and independent living planning				
13. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including Americans with Disabilities Act adherence, accommodations, universal design, and workplace disability prevention				
14. strategies to promote self-advocacy skills of individuals with disabilities				
15. facilitating client knowledge of and access to community and technology services and resources				
16. strategies to advocate on behalf of people with disabilities as related to disability and disability legislation				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

SSR 5.G Rehabilitation Counseling Curriculum

REHABILITATION COUNSELING

Add columns as needed (click into column, right-click and select "Insert Columns" to right or left)

5.G Rehabilitation Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. individual response to disability, including the role of families, communities, and other social networks			
2. strategies to enhance adjustment and adaptation to disability			
3. effects of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability			
4. principles of independent living, self-determination, and informed choice			
5. rehabilitation counseling services and organizational settings, including independent living, community rehabilitation, and public/proprietary vocational rehabilitation programs			
6. 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			
7. classification, terminology, etiology, functional capacity, and prognosis of disabilities			
8. career- and work-related assessments, including job analysis, worksite modification,			

SSR 5.G Rehabilitation Counseling Curriculum

REHABILITATION COUNSELING

5.G Rehabilitation Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
transferable skills analysis, job readiness, and work hardening			
9. evaluation and application of assistive technology with an emphasis on individualized assessment and planning			
10. career development and employment models and strategies for achieving and maintaining meaningful employment for people with disabilities			
11. strategies to analyze work activity and labor market data and trends to facilitate the match between an individual with a disability and targeted jobs			
12. case management strategies that facilitate rehabilitation and independent living planning			
13. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including Americans with Disabilities Act adherence, accommodations, universal design, and workplace disability prevention			
14. strategies to promote self-advocacy skills of individuals with disabilities			
15. facilitating client knowledge of and access to community and technology services and resources			

SSR 5.G Rehabilitation Counseling Curriculum

REHABILITATION COUNSELING

5.G Rehabilitation Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
16. strategies to advocate on behalf of people with disabilities as related to disability and disability legislation			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 5.H School Counseling Curriculum

SCHOOL COUNSELING

1. Complete the crosswalk below for the School Counseling Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.

Add columns as needed (click into column, right-click and select “Insert Columns” to right or left)

5.H School Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
1. models of school counseling programs				
2. models of PK-12 comprehensive career development				
3. models of school-based collaboration and consultation				
4. development of school counseling program mission statements and objectives				
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies				
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools				
7. qualities and styles of effective leadership in schools				
8. advocacy for comprehensive school counseling programs and associated school counselor roles				
9. school counselor roles and responsibilities in relation to the school crisis and management plans				

SSR 5.H School Counseling Curriculum

SCHOOL COUNSELING

5.H School Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources				
11. skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement				
12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders				
13. strategies for implementing and coordinating school-based interventions				
14. techniques of social-emotional and trauma-informed counseling in school settings				
15. evidence-based and culturally sustaining interventions to promote academic development				
16. approaches to increase promotion and graduation rates				
17. interventions to promote postsecondary and career readiness				
18. strategies to facilitate school and postsecondary transitions				
19. strategies to promote equity in student achievement and access to postsecondary education opportunities				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

SSR 5.H School Counseling Curriculum

SCHOOL COUNSELING

Add columns as needed (click into column, right-click and select "Insert Columns" to right or left)

5.H School Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
1. models of school counseling programs			
2. models of PK-12 comprehensive career development			
3. models of school-based collaboration and consultation			
4. development of school counseling program mission statements and objectives			
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies			
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools			
7. qualities and styles of effective leadership in schools			
8. advocacy for comprehensive school counseling programs and associated school counselor roles			
9. school counselor roles and responsibilities in relation to the school crisis and management plans			
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources			

SSR 5.H School Counseling Curriculum

SCHOOL COUNSELING

5.H School Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
11. skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement			
12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders			
13. strategies for implementing and coordinating school-based interventions			
14. techniques of social-emotional and trauma-informed counseling in school settings			
15. evidence-based and culturally sustaining interventions to promote academic development			
16. approaches to increase promotion and graduation rates			
17. interventions to promote postsecondary and career readiness			
18. strategies to facilitate school and postsecondary transitions			
19. strategies to promote equity in student achievement and access to postsecondary education opportunities			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 6.B.1 CES Curriculum

COUNSELING

1. Complete the crosswalk below for the CES Counseling Standards.

- Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different program curricular options, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which program curricular option the course is applicable.

Add columns as needed (click in a column, right-click and select “Insert Columns” to right or left)

6.B.1 Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
a) scholarly examination of the evidence base for counseling processes and theories				
b) integration of theories relevant to counseling				
c) conceptualization of clients from multiple theoretical perspectives				
d) scholarly examination of culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities				
e) methods for evaluating counseling effectiveness				

SSR 6.B.1 CES Curriculum

COUNSELING

6.B.1 Counseling	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
f) legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

Add columns as needed (click in a column, right-click and select “Insert Columns” to right or left)

6.B.1 Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
a) scholarly examination of the evidence base for counseling processes and theories			
b) integration of theories relevant to counseling			
c) conceptualization of clients from multiple theoretical perspectives			
d) scholarly examination of culturally sustaining counseling practice across multiple settings,			

SSR 6.B.1 CES Curriculum

COUNSELING

6.B.1 Counseling	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
contexts, and across service delivery modalities			
e) methods for evaluating counseling effectiveness			
f) legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 6.B.2 CES Curriculum

SUPERVISION

1. Complete the crosswalk below for the CES Supervision Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different program curricular options, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which program curricular option the course is applicable.

Add columns as needed (click in a column, right-click and select “Insert Columns” to right or left)

6.B.2 Supervision	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
a) purposes of counseling supervision				
b) theoretical frameworks and models of counseling supervision				
c) roles and relationships related to counseling supervision				
d) skills of counseling supervision across multiple settings and across service delivery modalities				
e) opportunities for developing a personal style of counseling supervision grounded in theory and research				

SSR 6.B.2 CES Curriculum

SUPERVISION

6.B.2 Supervision	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
f) assessment of supervisees’ developmental level and other relevant characteristics				
g) modalities of counseling supervision, including individual, triadic, and group supervision				
h) the use of technology in counseling supervision				
i) administrative procedures and responsibilities related to counseling supervision				
j) evaluation, remediation, and gatekeeping in counseling supervision				
k) legal and ethical issues and responsibilities in counseling supervision				
l) culturally sustaining strategies for conducting counseling supervision				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

SSR 6.B.2 CES Curriculum

SUPERVISION

Add columns as needed (click in a column, right-click and select "Insert Columns" to right or left)

6.B.2 Supervision	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
a) purposes of counseling supervision			
b) theoretical frameworks and models of counseling supervision			
c) roles and relationships related to counseling supervision			
d) skills of counseling supervision across multiple settings and across service delivery modalities			
e) opportunities for developing a personal style of counseling supervision grounded in theory and research			
f) assessment of supervisees' developmental level and other relevant characteristics			
g) modalities of counseling supervision, including individual, triadic, and group supervision			
h) the use of technology in counseling supervision			
i) administrative procedures and responsibilities related to counseling supervision			

SSR 6.B.2 CES Curriculum

SUPERVISION

6.B.2 Supervision	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
j) evaluation, remediation, and gatekeeping in counseling supervision			
k) legal and ethical issues and responsibilities in counseling supervision			
l) culturally sustaining strategies for conducting counseling supervision			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 6.B.3 CES Curriculum

TEACHING

1. Complete the crosswalk below for the CES Teaching Standards.

- **Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.**
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- **In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.**
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different program curricular options, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which program curricular option the course is applicable.

Add columns as needed (click in a column, right-click and select “Insert Columns” to right or left)

6.B.3. Teaching	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
a) roles and responsibilities related to educating counselors				
b) andragogy and adult learning theories				
c) teaching methods relevant to counselor education				
d) curriculum design and instructional delivery				
e) the use of technology in instructional design and program delivery types				

SSR 6.B.3 CES Curriculum

TEACHING

6.B.3. Teaching	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
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 for all program delivery types				
l) culturally sustaining strategies for counselor education				
m) the role of mentoring in counselor education				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

SSR 6.B.3 CES Curriculum

TEACHING

Add columns as needed (click in a column, right-click and select "Insert Columns" to right or left)

6.B.3. Teaching	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
a) roles and responsibilities related to educating counselors			
b) andragogy and adult learning theories			
c) teaching methods relevant to counselor education			
d) curriculum design and instructional delivery			
e) the use of technology in instructional design and program delivery types			
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			

SSR 6.B.3 CES Curriculum

TEACHING

6.B.3. Teaching	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
j) assessment of student learning and professional dispositions			
k) legal and ethical issues and responsibilities in counselor education for all program delivery types			
l) culturally sustaining strategies for counselor education			
m) the role of mentoring in counselor education			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 6.B.4 CES Curriculum

RESEARCH AND SCHOLARSHIP

1. Complete the crosswalk below for the CES Research and Scholarship Standards.

- Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different program curricular options, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which program curricular option the course is applicable.

Add columns as needed (click in a column, right-click and select “Insert Columns” to right or left)

6.B.4. Research and Scholarship	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
a) research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses				
b) quantitative data analysis methods				
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				

SSR 6.B.4 CES Curriculum

RESEARCH AND SCHOLARSHIP

6.B.4. Research and Scholarship	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
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				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

SSR 6.B.4 CES Curriculum

RESEARCH AND SCHOLARSHIP

Add columns as needed (click in a column, right-click and select “Insert Columns” to right or left)

6.B.4. Research and Scholarship	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
a) research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses			
b) quantitative data analysis methods			
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			

SSR 6.B.4 CES Curriculum

RESEARCH AND SCHOLARSHIP

6.B.4. Research and Scholarship	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
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			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 6.B.5 CES Curriculum

LEADERSHIP AND ADVOCACY

1. Complete the crosswalk below for the CES Leadership and Advocacy Standards.

- Across the top row, enter the required courses where the primary content coverage for these standards occurs. Only include courses that are required in the curriculum.
 - Indicate course prefix, course number, and course title (e.g., COUN 500 *Orientation to Professional Counseling*).
- In the intersecting cell in the table, place an “X” for where the primary content coverage for each individual standard occurs. You do not need to indicate every course where content coverage occurs for the standard, just the primary course where it occurs.
 - If some of the specified content for a standard is covered in one class and some in another, then place an X under both and provide a brief indicator in the cell of which part of the standard is covered in each.
 - Specifics on content coverage for these standards will be provided in the section that follows the crosswalk.
 - If there are differences in where these standards are covered for different program curricular options, indicate that in the crosswalk by including the applicable courses. Then place an X under both and provide a brief indicator in the cell as to which program curricular option the course is applicable.

Add columns as needed (click in a column, right-click and select “Insert Columns” to right or left)

6.B.5. Leadership and Advocacy	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
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				

SSR 6.B.5 CES Curriculum

LEADERSHIP AND ADVOCACY

6.B.5. Leadership and Advocacy	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>	<i>[Course]</i>
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 counselor 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				

2. For each individual standard, indicate in which course the specified content coverage occurs (please ensure this information aligns with the information provided in the crosswalk above; indicate course prefix, course number, and course title) and provide a short narrative response in the corresponding “Narrative” cell that explains in detail how the content is addressed.

- See example in *2024 Standards Guidance Document*

SSR 6.B.5 CES Curriculum

LEADERSHIP AND ADVOCACY

Add columns as needed (click in a column, right-click and select "Insert Columns" to right or left)

6.B.5. Leadership and Advocacy	[Course]	[Course]	Narrative Response
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			

SSR 6.B.5 CES Curriculum

LEADERSHIP AND ADVOCACY

6.B.5. Leadership and Advocacy	<i>[Course]</i>	<i>[Course]</i>	Narrative Response
the profession and professional counselor 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			

3. In the online Self Study Report template, upload copies of current syllabi for each course referenced in the crosswalk, including versions for different delivery methods (e.g., online, digital), if applicable.

SSR 6.C.6 Doctoral Internship Site Supervisor Information

Include entries for all doctoral internship site supervisors for the last 12 months.

Add rows as needed (right click in cell – select “Insert” – choose “Insert rows above” or “Insert rows below”)

Faculty Supervisors					
Supervisor Last Name	Site Name/ Information	Doctoral Curricular Area for which Supervision was Provided	Supervisor’s Graduate Degree and Major	Brief Description of Specialized Expertise to Advance the Students Knowledge and Skills in this Curricular Area	When Last Orientation to or Provision of Program’s Expectations, Requirements, and Evaluation Procedures Occurred
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

SSR 6.D.3 Faculty Supervisor Information

Include entries for all core and affiliate faculty supervisors who served as individual/triadic or group internship supervisors for doctoral students over the past 2 years.

Add rows as need (right click in cell – select “Insert” – choose “Insert rows above” or “Insert rows below”)

Faculty Supervisors				
Supervisor Name	Type(s) of Supervision Provided <small>Indicate whether the supervision was Individual/Triadic (I/T) and/or Group (G)</small>	Relevant Certifications and/or Licenses	Relevant Training for In-person and/or Distance Supervision	Relevant Training in the Technology Utilized for Supervision
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

SSR 6.D.4 Fieldwork Site Supervisor Information

Include entries for all fieldwork site supervisors for doctoral *counseling* internships for the last 12 months.

Add rows as need (PC: Right click in cell – select “Insert” – choose “Insert rows above” or “Insert rows below”)

Fieldwork Supervisors					
Supervisor Last Name	Graduate Degree and Major	Active Certifications and/or Licenses	Years of Independent Professional Counseling Experience	Type(s) of Relevant Training in Counseling Supervision and in the Technology Utilized for Supervision	When Last Orientation to or Provision of Program’s Expectations, Requirements, and Evaluation Procedures Occurred
1.		Include information on which state issued the certification/license and the expiration date			
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					