

CACREP 2024 STANDARDS GUIDANCE DOCUMENT

Updated November 4, 2024

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CACREP'S VISION, MISSION, AND CORE VALUES

CACREP Vision

The vision of CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. CACREP is dedicated to:

1. encouraging and promoting the continuing development and improvement of preparation programs; and
2. preparing counseling and related professionals to provide services consistent with the ideal of optimal human development.

CACREP maintains collaborative relationships with other groups that focus on accreditation, licensing, certification, and the professional development of counselors and related practitioners.

CACREP Mission

The mission of CACREP is to promote the professional competence of counseling and related practitioners through:

- the development of preparation standards;
- the encouragement of excellence in program development; and
- the accreditation of professional preparation programs.

CACREP Core Values

In March 2002, the CACREP Board of Directors developed this Statement of Core Values to provide additional clarification and support for the existing Mission and Vision statements.

The CACREP Board of Directors believes in

- advancing the Counseling profession through quality and excellence in counselor education;
- ensuring a fair, consistent, and ethical decision-making process;
- serving as a responsible leader in protecting the public;
- promoting practices that reflect openness to growth, change and collaboration; and,
- creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices.

INTRODUCTION

The 2024 CACREP Standards

CACREP is excited to roll out its 2024 Standards. These standards represent the product of four years of work, spearheaded by an independent Standards Revision Committee, shaped by the input and comments of thousands within the counseling and counselor education profession, and finalized and ratified by the CACREP Board of Directors in 2023. Because CACREP's standards revision process takes place every seven years, we can expect these standards to take us into and beyond 2030. You can find the 2024 Standards and Glossary on the Programs page of the CACREP website. The standards are available there in a PDF format as well as in an HTML format. The 2024 Standards will go into effect on July 1, 2024. More information about the standards is available on the CACREP 2024 Standards Resource Page. The FAQs linked on that page include more information about the effective date and the requirement for all accredited programs to comply with the standards by July 1, 2026.

Why did CACREP create this Guidance Document?

We created this document to help CACREP stakeholders better understand the 2024 Standards and reporting requirements related to those standards. In doing so, our intention is to:

- Support accredited counselor education programs and those seeking accreditation as they transition to and report on the 2024 CACREP Standards

  and

- Provide a common understanding for the 2024 CACREP Standards not only for programs but also for the different types of reviewers who may view a program's materials – initial self-study report (SSR) reviewers, site team reviewers, and members of the CACREP Board of Directors.

Programs may be transitioning to the 2024 Standards to seek initial accreditation or reaffirmation of accreditation or to comply with CACREP's Policy A.3.m on the Use of New Standards, which requires that all programs come into compliance with new standards within two years of implementation (As noted above, there is more information about the requirements of the policy (previously identified as CACREP Policy 10.a) in the FAQs found on the 2024 Standards Resource Page).

This document should provide additional guidance on how to understand the standards as well as considerations related to compliance with and reporting on the standards.

That same content should also aid reviewers in the process of reviewing self-study reports (SSRs) or other reports provided by programs seeking to become accredited, reaffirm accreditation, or maintain accreditation.

Reviewers may have different aims. For instance, in reviewing SSRs, some reviewers look at SSRs to determine whether responses to standards are sufficiently clear and/or complete, while other reviewers (such as site team members or CACREP Board members) evaluate whether the SSR demonstrates compliance with the standards. In either case, the information here provides context for those determinations. And reviewers will know that programs have had the benefit of the same guidance.

This document has been designed to address key considerations and requirements in relation to the 2024 CACREP Standards. We've also worked to anticipate common questions. It's important to bear in mind, though, that no document can address every possible scenario that may arise as programs work to address the Standards. The review process ultimately relies on the professional judgment of peer reviewers who examine programs' information and documentation to determine compliance with the Standards. If you have a question about a specific scenario that is not addressed here, please reach out to your designated staff contact at the CACREP office -- or, if you do not have (or do not know) your designated contact, please reach out to the office at cacrep@cacrep.org, and we will put you in touch with someone who can help provide guidance.

How do I navigate this Guidance Document?

This document is not intended to be read cover-to-cover. Trying to take all of this in at once could prove overwhelming (and, to be honest, it would be a bit of a dry read).

Instead, we encourage you to use this as a resource for specific questions. The front material here (through page 13) includes general information about CACREP and about the document itself, as well as guidance on how to respond to CACREP standards. And the bulk of the document (from page 14 onward) offers guidance on specifics related to all of the 2024 CACREP Standards.

To aid you in navigating this document, there's a table of contents on pages 1-4 – you can click on any standard or any section of this introduction to jump to that part of the guide.

If you're using Adobe, you can also click on the bookmark icon -- it looks like this: 🔖 When you click on this icon, it should bring up a bookmark list in a window alongside the body of the document. This is effectively another version of the table of contents and it allows you to jump to any standard or section you're interested in. The bookmark list will stay open and visible as you move from place to place.

When you are using the bookmark list, you'll see little caret symbols that look like this: ⌄ or this: ›

These allow you to collapse (or re-open) sections of the bookmark list. When a caret points down ⌄ a section is 'open', and you can see all the entries in that section. If you click on the caret, it will collapse the section – the caret will point to the right › and you won't see entries in that section anymore. If you click on the right-facing caret, it will re-open the section. This can be helpful, for instance, if you're focused on the entries in Section 3 and just want to see those and not entries in other sections.

What's in this Guidance Document?

In this document you will find guidance for all of the 2024 CACREP Standards.

With the exception of the curricular standards (more on this below), there is an entry for each individual standard that includes the following elements:

- *The full text of standard*
  The actual language of each standard from the 2024 CACREP Standards is provided here so you'll have the standard alongside the related guidance.

- *"What is this standard about?"*
  This section appears directly beneath the full text of a standard and provides some quick context for and explanation about the standard's intents and requirements. Some standards seem fairly self-explanatory, so some language in this section tracks pretty closely with the standard itself.

- *"Things to consider when responding"*
  For each standard, this section includes discussion of elements that programs should include in a response to that standard. The section may also address elements that are helpful to include in a response.

  The discussion may address considerations for a narrative response to the standard and/or for the documentation that you'll provide.

  The discussion may include considerations related to program delivery types when those are embedded in the language of a standard. It will also present considerations related to specific circumstances that may pertain to a program – e.g., multiple program delivery types, etc.

  This section may be helpful to look at when conducting a self-study or when responding to a cited standard in another type of report, as the considerations may inspire thoughts on how to structure or evolve elements of your program.

- *"What kind of documentation should/can I provide?"*
  This section includes a two-column table that looks like this:

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.

  Programs should provide documentation for every standard to show how they address the standard's requirements.

  In some cases, there are specific types of materials you must provide as part of your documentation. The left-hand column identifies these materials. Please note that every standard requires documentation, but not every standard requires *specific* types of documentation.

  The right-hand column lists materials that you might consider as potential documentation but are not specifically required to submit. These lists come from our experiences of the types of documentation that programs have used to show how they address similar standards. You will need to consider the materials you use in your program and at your institution to determine which will most effectively show reviewers how you address a standard's requirements.

  Note that while materials identified in the left-hand column *must* be included, they may or may not be sufficient to fully document your approach to a standard. As a program, you will need to

judge whether required materials are sufficient or whether you need to provide further documentation to show fully how you address all of a standard's requirements.

See also the subsection on Documentation under "Responding to/reporting on Standards" below.

CACREP curricular standards and this document

CACREP's curricular standards are found in Sections 3, 5, and 6.B of the 2024 Standards, and each of those sections is addressed in this document.

That said, this document does not include the full text of every curricular standard – you'll need to go to the full 2024 CACREP Standards for that (As noted above, you can find the 2024 Standards on the Programs page of the CACREP website. The standards are available there in a PDF format as well as in an HTML format.)

This document does provide guidance on how to respond to curricular standards. In the sections of this guide that address Sections 3, 5, and 6.B of the Standards, you'll still find the elements "Things to consider when responding" and "What kind of documentation should/can I provide?"

In these sections, those elements provide general guidance for responding to curricular standards. They don't provide guidance on each individual curricular standard.

Responding to/reporting on Standards – Narrative and Documentation

Responses to CACREP Standards should all include two important elements – (1) a narrative response, and (2) supporting documentation. You can think of it as a show-and-tell format – or really, a tell-and-show format. The narrative response tells reviewers what you do; the documentation shows it. In this section, we'll outline some general guidance for each of these elements.

Narrative Response

A narrative response should explain or describe how the program addresses and meets the standard's requirements.

Narrative responses should be concise and speak directly to a standard's requirements. Many standards have multiple requirements (more on this below). Narrative responses should explain the program's approach to each requirement clearly. The guidance in this document should help make clear what those requirements are and the "Things to consider when responding" section for each standard provides helpful information on what to include in a narrative response for that standard.

Narrative responses are also an important tool for guiding reviewers through your supporting documentation. We sometimes use the metaphor of a "guided tour" to describe a self-study report (and this really applies to any standards-related report). The report guides reviewers through your program processes and materials to show how your program addresses each standard. Those program materials are your documentation. Your narrative response can and should both (a) point reviewers to the relevant parts of your documentation and (b) provide context to help reviewers understand the documentation materials. On point (b), remember that reviewers don't know your program like you do,

so it's important to explain any jargon or program-specific terms that may appear in your narrative response or your documentation.

Documentation

Supporting documentation should show that a program does what it says in the narrative response. So, for instance, if you *say* in response to Standard 4.T that you conduct group supervision for 3 hours every other week throughout practicum, you might provide your practicum syllabus and highlight a course calendar in the syllabus that *shows* 3 hours of group supervision every other week.

As we said above, narrative responses can add context to help reviewers understand documentation materials. This means that a piece of documentation may not show *every* detail of what you explain in the narrative response – but it should show clearly that you are doing the core action(s) you've described in the narrative as addressing a standard's requirement(s).

Programs should highlight the relevant content within your documentation. For instance, if you provide a handbook or graduate catalog as documentation, then, at a minimum, you should identify what page(s) a reviewer should look at to see relevant information. You can use your narrative response to identify relevant page numbers (this is one way to create that "guided tour"). You can also include a relevant excerpt in your narrative response. And it's helpful too if you put annotations or even literal highlights in the documentation itself – that way, when a reviewer looks where you tell them to look, they'll know from the highlights or annotations that they've found what you want them to find.

Many standards have multiple requirements (more on this below). Just as narrative responses should explain the program's approach to each requirement clearly, there should be documentation relevant to each requirement. It's OK if the same document addresses multiple requirements in a standard – just be sure to highlight the relevant content for each requirement.

Important considerations regarding the format of documentation:

1) CACREP requires that documentation be provided in a self-contained format. Links to external or live websites may not be used as documentation. If you want to provide documentation from your website, the webpage should be included in a static form – e.g., as a screenshot of the relevant information. While programs must provide documentation of web-based content in a static format, there are some instances noted in this guide where it can be helpful also to provide the link (e.g., links for annual evaluation-related reports).

2) PDF files are the preferred format for documentation. Plan to provide all documentation in the form of a PDF with the exception of Excel files. This may mean, for example, converting Word or other file types to PDF and putting screenshots from the program's website into a PDF format.

3) All documentation files should be named using a naming protocol that begins with the standard for which the documentation file is being provided (including the section number). So, documentation for Standard C in section 4 (i.e., Standard 4.C) , would start with "4.C".

   When you provide multiple files in response to one standard, you can add sub-numbers to identify the different files. So, taking the Standard 4.C example, if you provide three files in your

response, their filenames could start with 4.C.1, 4.C.2, and 4.C.3.

The number of the standard (and any sub-numbers) should be followed by a space, a dash, a space, and then a brief name for the document. So, for example, documentation for Standard A in Section 1 (i.e., Standard 1.A) might have filenames like these:

- 1.A.1 – 2024-25 Graduate Catalog
- 1.A.2 – 2024 Organizational Chart
- 1.A.3 – Website screenshots

You may want to use the same artifact as documentation for more than one standard. That's OK. But, each time you use that artifact as a documentation file, you should create a copy with a filename that is specific to the standard for which you are using it.

So, to take the Graduate Catalog from our Standard 1.A example above – if you also want to provide the catalog as documentation for Standard 1.B, you'd submit an additional copy in response to 1.B, named "1.B.X – 2024-25 Graduate Catalog" (where X becomes whatever sub-number you assign to this file in your submission).

Responding to multi-part standards

As we've said above, CACREP standards often have multiple requirements incorporated in a single standard. And there should be a narrative response and documentation to address each requirement.

Sometimes, the standards very clearly identify the separate requirements – they might be presented in a numbered or lettered list. But sometimes they're not broken out so explicitly.

Let's look at a standard that includes multiple requirements – including some that are explicitly broken out and some that aren't.

Standard 1.K says:

> *Before or at the beginning of the first term of enrollment in the counselor education program, the program provides a new student orientation for all delivery types during which:*
>
> 1. *the student handbook is discussed,*
> 2. *students' ethical and professional obligations are discussed,*
> 3. *personal growth expectations as counselors-in-training are explained, and*
> 4. *eligibility and requirements for licensure/certification are reviewed.*

So, there are four clearly numbered parts in this standard to respond to – but what might be less obvious is that the standard also includes three more requirements to address in your response.

Let's break the standard down, in color, to make all the pieces a little more obvious (each piece is a different color here):

> *Before or at the beginning of the first term of enrollment in the counselor education program, the program provides a new student orientation for all delivery types during which:*
>
> 1. *a student handbook is discussed,*
> 2. *students' ethical and professional obligations are discussed,*

3. *personal growth expectations as counselors-in-training are explained, and*
4. *eligibility for licensure/certification is reviewed.*

That's a rainbow of ~~fruit flavors~~, I mean, requirements. The colors help identify different elements of the standard that bear a response. In this case, we can think of those elements as defining what the program has to do, when it has to do it, how it has to do it:

WHAT:	*The program provides a new student orientation*
WHEN:	*before or at the beginning of the first term of enrollment in the academic unit*
HOW:	• *a student handbook is discussed* • *students' ethical and professional obligations are explained* • *students' personal growth expectations as counselors-in-training are explained* • *eligibility for licensure/certification is reviewed* • *for all delivery types*

When you respond to the standard, each requirement needs a response – the "what," the "when", and the five different pieces of "how." Your narrative response should describe each of these and you'll want to be able to show each one in your documentation.

The standards in this guide aren't color-coded like that, but the guidance is designed to help you break out the individual requirements within each standard and understand what should be addressed for each individual requirement.

Glossary entries

CACREP's 2024 Standards have an accompanying glossary. You can find it on page 32 of the PDF version of the standards, and it's linked here in the HTML version. As the preamble to the glossary says, the "terms listed [in the glossary] are used in the standards and have contextual meaning in relation to them. The Glossary does not provide definitions for terms and concepts used in counseling and counselor education." The HTML version of the standards is also designed to provide pop-up definitions when you hover over terms in the standards that are defined in the glossary.

So, the glossary is there to help you understand specific terms in the standards that have a specific meaning in the context of the standards.

In this Guidance Document, we've included glossary definitions for terms used in a given standard. You'll find them in the "Things to consider when responding" sections. And if you ever run across a term in a standard and you're not quite sure what it's supposed to mean in relation to the standard – check the glossary to see if it might be defined there.

Students' Personally Identifiable Information and Reporting

Programs are responsible for ensuring that students' personally identifiable information is redacted from documentation that they submit as part of written accreditation reports.

Future Plans

This document is subject to change. We expect that as programs and reviewers start to use the 2024 Standards and this Guidance Document, we'll learn more about what kinds of questions everyone has – and about how we can point programs and reviewers in the right direction. So, we will periodically update this document.

When we update the Guidance Document, we will update the date on the document, and we will save information about the changes online.

CACREP is also working to develop additional resources for the 2024 Standards, including training resources and materials to help programs and reviewers. Stay tuned to the News page on CACREP's website, the 2024 Standards Resource Page, and the monthly CACREP Bulletin (sent to liaisons of accredited programs) for more information and reminders about new and forthcoming resources.

Last, CACREP is developing and implementing on a rolling basis an accreditation management system (AMS) for use in our accreditation review processes. The AMS is multi-purpose. One key function of the AMS is to provide standard templates in which programs will complete required reports, including self-study reports (SSRs). See the AMS Resource Page for additional information.

Thank you for your commitment to the Counseling profession, to quality in your counselor education program, and to the CACREP accreditation process.

We hope you find this Guidance Document helpful as you navigate the 2024 standards.

VERSIONING INFORMATION

This is the April 2024 version of the 2024 CACREP Standards Guidance Document. It has been developed to serve as a useful resource for programs and individuals who may be reporting or reviewing in relation to the 2024 CACREP Standards or who may otherwise be seeking to better understand the Standards. Our plan is to periodically update this document based on learnings from the implementation of the standards and feedback from document users. We have set up a form available via this link for you to provide feedback. You may also contact CACREP Staff with questions or comments.

When updates are made to the Guidance Document, the updated version will be published with a new date on the cover page and in the footer. This section of the document will list previous versions and provide information about updates made in each version.

Version List

- DRAFT Version – October 2023
- April 2024 Version
  Updates include:
  - Updates for accuracy, clarity, and consistency and to respond to initial feedback (throughout)
  - Addressing considerations related to program delivery types where appropriate (throughout)
  - Adding information to address common questions from the 2016 Standards that remain applicable for the 2024 Standards (throughout)
  - Additional information on student PII considerations (p. 13)
  - Additional information on naming conventions for documentation files (p. 10-11)
- May 28, 2024 Version
  Updates include:
  - Updates to reflect CACREP's new Policy Document, effective July 1, 2024
- November 4, 2024 Version
  Updates include:
  - Updates to include the required Download-Complete-Upload (DCUF) forms as required documentation for select standards. Note: DCUFs are available for download through the SSR templates in the AMS. Copies are available on the AMS Resource Page.

SECTION 1: THE LEARNING ENVIRONMENT

The following standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified. Programs will need to provide evidence of meeting the standards for all program delivery types.

Standard 1.A

A. The counselor education program is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships between them must be clearly documented.

What is this standard about?

- This standard is about (1) demonstrating that the program is formally recognized by the institution as being responsible for offering graduate counselor education, and (2) clarifying who at the institution is involved in providing instruction to students in the counselor education program.

Things to consider when responding:

- If the counselor education program has *sole* responsibility for the preparation of students in the program, this should be clearly stated in the narrative response.

- If courses in the counseling curriculum/curricula are regularly taught by other academic units or programs, the second part of the standard - "the respective areas of responsibility and the relationships between them" must be addressed in the narrative. This primarily relates to required and elective courses that are taught by affiliate faculty in other academic units.

- Questions sometimes arise about whether degree programs in two (or more) specialized practice areas at an institution are part of the same counselor education program or, instead, constitute separate programs, necessitating separate applications for accreditation. In general, degree programs are considered to be part of a single counselor education program if all of the following apply:
    - The specialized practice area degree programs operate under a single budget and report to a unified counselor education program leadership (see Standard 1.FF). This generally requires the degree programs to be in the same college, school, department, and/or academic unit within their institution;
    - The core counselor education faculty share in the overall program curricular development (see also Standard 1.BB);
    - All counseling students are admitted and advised under the same general procedures and processes;
    - The program's comprehensive program evaluation plan (see also Standard 2.D) applies across all counseling specialized practice area degree programs;
      and
    - There is a single CACREP liaison to represent the counselor education program, inclusive of all counseling specialized practice area degree programs.

- Glossary Definitions:
    - *Counselor education program:* The academic department or specifically defined subsection of a department identified and defined in a college or university that has programmatic and operational responsibility for curricular and field experiences for which accreditation is sought. A counselor education program includes allocated faculty and resources.
    - *Core counselor education faculty*: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.Y and 1.Z. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.

• *Graduate Catalog* (or equivalent) and/or excerpted entry/entries indicating the counselor education degree(s) as part of the institution's graduate degree offerings.
• Organization chart detailing the structure of the academic unit in counselor education within the Department, College/School, and Institution, including the names and titles of faculty leads and administrators
	• Communication(s) between the counselor education program and other academic units/programs teaching courses in the counseling degree programs, for example:
	  ○ Providing information regarding CACREP standards that have been mapped to those courses as well as any KPIs.
	  ○ Discussing assignments that would be relevant to capture KPI data
	  ○ Coordinating course offerings (e.g., day/time, delivery type, size)

Standard 1.B

B. The institutional media accurately describe the counselor education program, including:

1. **counselor education program faculty with full-time appointments;**
2. **CACREP specialized practice areas offered;**
3. **program delivery types, including geographic locations;**
4. **admission criteria;**
5. **accreditation status;**
6. **minimum degree requirements;**
7. **program costs; and**
8. **financial aid information.**

What is this standard about?

- This standard is about ensuring that the institutional media accurately describes the program and includes specific content.

Things to consider when responding:

- The program must provide documentation showing that each of the eight numbered items above is communicated accurately via institutional media.
- Glossary definitions:
    - *CACREP specialized practice area(s):* In the context of these standards, CACREP specialized practice area(s) are those delineated in Section 5.
    - *Institutional media:* Publicly available digital and print sources that provide information about the institution and the counselor education program(s).

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
The program must provide documentation of any/all of the following materials if they (a) are publicly available and (b) describe the counselor education program: ● Graduate catalogs/bulletins ● Manuals or handbooks including or pointing students to sources of information *(Note: If you provide manuals or handbooks as sources of the required information, you must demonstrate that those manuals/handbooks are publicly available)* ● Screenshots of webpage(s) showing relevant content (or, in relation to the previous bullet point, showing that a handbook is available publicly online) ● Program promotional materials	

Standard 1.C

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

What is this standard about?

- This standard is about the institution consistently and adequately providing financial and administrative support to the counselor education program to ensure its ongoing viability and enable its success. The support provided by the institution to the program should be sufficient to support the size of the program, the range of degree programs offered and students served, and the type(s) of program delivery.

Things to consider when responding:

- The program should provide documentation of both financial and administrative support provided by the institution specifically to the counselor education program.
- The program should explain how the support provided by the institution is sufficient to ensure the program's continuity, quality, and effectiveness – be sure that the response and supporting documentation address all three of these considerations. Does the support (both financial and administrative) meet current needs within the program? What provisions are made for planned (or unplanned) growth or other transitions?
- Financial support might include funding for things like:
    - adequate core and affiliate faculty resources (continuity/quality)
    - stipends or release time offered to support program administration - program directors, field experience coordinators (continuity/quality/effectiveness)
    - administrative assistants, graduate assistants, or others employed to support program operations (continuity)
    - faculty professional development (quality, effectiveness)
    - counseling-related learning resources (quality/effectiveness)
    - resources for clinical instruction (quality/effectiveness)
    - graduate assistants and clerical support (continuity/effectiveness)

    - hardware and software used for curriculum delivery in all program delivery types (effectiveness)

- Administrative support could refer to individuals employed to support program operations as well as individuals providing administrative oversight of some aspect of the program (program director, field experience coordinator, curriculum coordinator, etc.)

- If there are differences in financial or administrative support that correlate with program delivery types, the program should clearly describe those differences.

- If the program provides a budget document, consider either annotating it or using the narrative response to explain the budgeting/allocation process, the budget contents, and how the financial support reflected in the budget would ensure the program's continuity, quality, and effectiveness. If the budget document is for an administrative unit larger than the counseling program, use the narrative response to explain how allocations for the program are determined.

- If the program has concerns about the level of financial or administrative support relative to current or projected demands, this would be a place to identify those concerns.

- If some funding or administrative support is available to the program solely on a competitive, intermittent, or time-limited basis (e.g., grant, discretionary fund), this should be clearly explained

- Glossary definition:
    - *Program delivery type(s):* Programs may deliver curriculum in-person synchronous, digitally asynchronous and/or digitally synchronous.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● 1.C - Financial and Administrative Support Information (DCUF)	● Budget with relevant line items clearly identified

	● Signed memo from an administrator (e.g., the dean) describing: (1) the budgeting process, (2) how funding is allocated to the program, and (3) the sufficiency of the funding ● Other documents that show funding streams outside the main budgeting process

Standard 1.D

D. The institution provides support for counselor education program faculty assigned to the program to participate in professional activities, scholarly activities, and service to the profession.

What is this standard about?

- This standard is about the institution's provision of support for full-time counselor education program faculty to engage in activities of the Counseling profession, such as attending or presenting at professional counseling conferences, research and scholarly activities in counseling, and service to the profession such as committee work for professional counseling organizations or their branches (e.g., conference support, organizational leadership, review or editorial work for journals or newsletters, etc.)

Things to consider when responding:

- This standard is intended to address support for full-time faculty in the counselor education program specifically. It does not require this support for part-time or adjunct faculty, though institutions may choose to extend support to those faculty as well.

- The program should address the support provided by and/or available to counselor education program faculty related to participation in (1) professional activities, (2) scholarly activities, and (3) service to the profession.

- Note that this standard requires institutional support for the kinds of activities that would, in part, address requirements for core faculty engagement with the Counseling profession (see Standard 1.Z). While Standard 1.Z speaks to requirements for core faculty, support required under this standard should be provided to all full-time program faculty, including core faculty and full-time affiliate faculty.

- Support is not limited to monetary stipends or salary increases, but can take other forms as well, such as course release/reassigned time, clerical or graduate assistant support, sabbaticals, or support for faculty efforts related to grant-writing, or writing and/or publication of counseling-related research.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs

may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Department/program budget showing stipends or releases that allow faculty to participate in any of the designated areas ● List of internal grant funding received by counselor education program faculty ● *Faculty Handbook* sections or screen shots from institutional websites that show sources of support and/or processes to request resources and support for faculty activities Programs should ensure that supporting documentation illustrates support for each area of faculty engagement outlined in the standard: professional activities, scholarly activities, and service to the profession.

Standard 1.E

E. The institution provides technology for all counselor education program faculty assigned to the program. Technical support is provided to all faculty and students, for all program delivery types and geographic locations, to ensure comparable access to information systems for learning, teaching, and research.

What is this standard about?

- This standard requires the institution to provide: (1) technology to all full-time counselor education program faculty, including both core and full-time affiliate faculty) that are assigned to the program and of (2) technical support to all students and all faculty (including all core and all affiliate faculty across all locations and delivery types) to support learning, teaching, and research.

Things to consider when responding:

- With regard to providing technology, the intent of this standard is that institutions should provide technology to all full-time program faculty (including core and full-time affiliate faculty). The standard does not require the institution to provide technology to part-time or adjunct faculty, though institutions may choose to do so.

- With regard to providing technical support, the intent of the standard is that institutions should provide technical support to *all* program faculty (whether core or affiliate, full-time or part-time/adjunct) and all program students (in-person or distance).

- The program should describe any specific technology that is provided to full-time counselor education program faculty (core and affiliate), including software and/or hardware. It is helpful to address how faculty may request this (or other) technology and how frequently technology is provided or updated. Unique processes relevant to delivery type(s) or campus location(s) should be detailed.

- The program should describe types of technical support available (a) to faculty to support teaching and research and (b) to students to support learning and research, including descriptions of how they access that support. Unique processes relevant to any program delivery type or campus location should be detailed.

- The program should provide documentation showing that technical support is available for both in-person and digital learning (at whatever level digital learning may occur in the program). The documentation should show that technical support includes support for students and faculty to access relevant information system(s) both on campus and at a distance.

- Glossary definition:
    - *Faculty:*

      Affiliate faculty: Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.

      Core counselor education faculty: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.X and 1.Y. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Screenshots of web pages describing the technical support the institution provides to students and faculty ● Technical support guide for remote faculty and students ● Brochure or other informational materials on services offered by information technology service providers at the institution for students and faculty

Standard 1.F

F. For all program delivery types, the institution provides access to counseling skills training environments and necessary technology that are conducive to instruction and supervision of individual and group counseling while protecting counseling students' privacy and confidentiality.

What is this standard about?

- This standard requires the institution to provide access to physical and/or digital spaces and supportive technology to facilitate training and development of students' counseling skills, in all program delivery types. The standard requires the space(s) and technology to be conducive to providing instruction and supervision for developing individual and group counseling skills, and to protecting counseling students' privacy and confidentiality.

Things to consider when responding:

- This standard refers to resources provided by the institution. These resources, which include physical and/or digital space(s) and technology, might be maintained by and/or shared across multiple programs or departments. The counselor education program is not required to have its own unique spaces or resources but must have adequate and consistent access to the designated space(s) and technology to accommodate the training needs of the counseling program and students.

- Programs must address multiple things in this standard: (1) that the program has access to counseling skills training environment(s) and related supportive technology, (2) that those spaces/resources are conducive for both instruction and supervision, (3) that those spaces/resources are conducive for individual and group counseling, and (4) that students' privacy and confidentiality are maintained in those spaces/resources. In the process of addressing each of these things, programs should clearly describe their training environments.

- In this standard, the term "counseling skills training environments" refers primarily to facilities and/or digital learning management systems and support systems that the program utilizes for skill development *prior to practicum*. The skills training environments, including any digital video conferencing platforms, must comply with all legal and ethical standards.

- The program should clearly explain any differences that exist in the skills training environments and technology based on program delivery type (in-person synchronous, digital asynchronous and/or digital synchronous). The response should show how the standard is met for all students in each of the program's delivery types.

- The program should address procedures established for maintaining privacy and confidentiality in the in-person and/or online skills training environments as applicable (e.g., safeguarding of recordings and documentation, secure videoconferencing, informed consent procedures, etc.).

- Standard 1.X addresses requirements for maintaining privacy and confidentiality of all protected health information of clients and Standard 4.C addresses confidentiality and privacy relevant to practicum and internship. These considerations do not need to be discussed when responding to Standard 1.F.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Document or PowerPoint with pictures and descriptions of physical counseling instruction environments and the relevant components and safeguards ● Document or PowerPoint with descriptions of digital learning management and support system including a video conferencing platform, and the relevant components and safeguards ● Counseling instruction environment handbook, lab procedures manual, and/or student handbook addressing the procedures for maintaining privacy and confidentiality of recordings and records. ● Narrated video tour of in-person and/or digital counseling instruction environments, describing and showing relevant components and safeguards

Standard 1.G

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

What is this standard about?

- This standard specifies that degree programs for all entry-level CACREP specialized practice areas must require completion of 60 graduate-level semester credit hours or 90 graduate-level quarter credit hours.

Things to consider when responding:

- *Policy A.2.c: Equivalent Program Requirement (Less than Programs):* Counselor education programs may not run an alternative Counseling degree program in the same specialized practice area as that of a CACREP-accredited specialized practice area degree program that do not have equivalent requirements in terms of credit hours, core curriculum, and supervised clinical experiences.

- *Policy A.2.d: Graduate Level Coursework.* The Board will accept only graduate-level coursework to complete the CACREP curricular requirements.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Program of study for each entry-level specialty area	• Entries in *Graduate Catalog* (or a comparable document) detailing programs of study/required curriculum for the entry-level specialty area(s)

Standard 1.H

H. The counselor education program has a process for identifying underrepresented populations and makes continuous and systematic efforts to recruit, enroll, and retain students that enhance and support the diversity of the program.

What is this standard about?

- This standard is about counselor education programs being intentional in enhancing and supporting the diversity of their programs by (1) identifying underrepresented student populations and (2) working to enhance and support program diversity via efforts related to recruitment, enrollment, and retention. Programs may consider the missions of the institution and program when determining/identifying what populations are underrepresented. Likewise, programs may consider diversity in relation to any aspect (or multiple aspects) of intersectional and cultural group identity as discussed in the Glossary definition of diversity.

  See also Standards 2.D, 2.E.3, and 2.F, which require programs to collect, analyze, and report data related to efforts like these.

Things to consider when responding:

- This standard requires programs to address multiple things:
  1) The program's process for identifying underrepresented populations
  2) Sustained and systematic efforts made by the program to support and enhance the diversity of the program. The program must address these kinds of efforts in each of the following areas:
     i. Recruiting students
     ii. Enrolling students
     iii. Retention of students

- It can be helpful for the program to identify those populations it has determined are underrepresented and any goals and plans it has developed to enhance and support the program's diversity. In doing so, programs should consider the glossary definition of diversity. It's important to understand that the definition is multi-faceted. Keeping in mind the missions of the program and institution and the program's analysis of underrepresented groups, programs may determine which aspects of diversity their efforts will address.

- . The continuous and systematic efforts required by this standard may impact the demographic makeup of the counselor education program's students over time. However, the standard is not

about setting quotas. Nor would information about the program's demographic makeup serve to address this requirement. Rather, the standard is about work the program must do intentionally to enhance and support diversity in the program. The response must address the program's efforts (and their continuous, systematic nature) rather than specific demographic outcomes. The glossary definition of diversity is important in the context of responding to this standard.

- Efforts to enhance and support the program's diversity may include recruiting, enrolling, and retaining students from groups the program has identified as underrepresented. Such efforts may also include taking strategic steps related to recruitment, enrollment, and retention that creates a broader environment that enhances and supports diversity. The program should explain how its specific efforts in each area (recruitment, enrollment, retention) enhance and support the diversity of the program.

- This standard addresses efforts at the program level; not what the program's college, school or institution does. The program should describe its own intentional and sustained efforts to actively recruit, enroll, and retain students in a way that enhances and supports the diversity of the program. As part of program-level efforts, a program might tap into existing institutional support resources. If so, the response should describe and document the active steps that the program takes to connect with and leverage such resources.

- In light of changes in state legislation taking place at the time these standards are being implemented, some programs have noted restrictions on gathering data related to race, ethnicity, or other aspects of diversity. The standards do require programs to address diversity, but do not specify what aspects of diversity must be addressed. Keeping in mind the multi-faceted definition of diversity in the glossary, programs make that determination and should explain their approach clearly when responding.

- Programs should consider developing a plan related to this standard (and providing that plan as part of their documentation). As noted by the standard, a program's efforts are required to be systematic, and the glossary definition of systematic (below) refers to the "planned" nature of systematic efforts. So, a written plan can establish the systematic nature of a program's efforts. The program can frame their response in relation to the plan and can document the implementation of the stated activities/efforts described in the plan.

- Note also Standards 2.D and 2.E. Standard 2.E defines required "academic quality indicators," which include indicators related to a diverse learning community. Standard 2.D requires a comprehensive evaluation plan that addresses, in part, academic quality indicators aligned with the program objectives. Programs should consider aligning plans related to the efforts required by this standard with their evaluation plan that (per 2.D and 2.E) requires the program to evaluate itself in relation to such efforts.

- Glossary definitions:

- *Diversity*: All aspects of intersectional and cultural group identity, including age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status, among others.
- *Sustained*: Maintained or occurring consistently over an extended period of time.
- *Systematic*: In a regular, planned, and comprehensive manner.
- *Underrepresented*: Within the context of the program's mission, a student or faculty subset that holds a smaller percentage within the counselor education program than it does in the communities served.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● The counselor education program's written plan for recruiting, enrolling, and retaining a diverse student population ● Documentation of the activities detailed in the plan (e.g., correspondence or postings related to focused recruitment efforts; program advocacy efforts to support enrollment scholarships; documentation of program activities or events to help support student retention) ● Emails or flyers that document meetings, sessions, or webinars related to recruitment or retention efforts designed to enhance and support diversity. ● Program meeting minutes with relevant content highlighted

Standard 1.I

I. The counselor education program intentionally creates and effectively maintains an inclusive and equitable learning community that respects individual differences.

What is this standard about?

- This standard is about how the counselor education program ensures that a program culture of inclusiveness, equity, and respect for individual differences is both offered to and experienced by all students.

Things to consider when responding:

- This standard addresses efforts at the program level, not what the institution does. While the program might tap into existing institutional support resources, the program should describe their intentional efforts to create and maintain an inclusive and equitable learning community.
- It can be helpful (but is not explicitly required) for programs to develop a formal, written plan in this area and to provide that plan as documentation. Plans help establish intentionality. If the program does not have a formal plan, it must explain and document how its efforts in relation to this standard are intentional. The program can frame their response in relation to the plan and can document the implementation of the stated activities/efforts described in the plan as well as related outcomes.
- The program must address and document any differences related to program delivery type (e.g., how does the program create and maintain an inclusive community via in-person synchronous, digital asynchronous, and/or digital synchronous delivery).

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● The counselor education program's written plan for creating an inclusive and equitable learning community ● Documentation of activities implemented to create and/or maintain inclusivity and/or equity (e.g., correspondence or information shared with students, activities or events offered to students, climate surveys or other surveys conducted by the program, etc.) ● Program meeting minutes with relevant content highlighted

Standard 1.J

J. Entry-level admission decision recommendations are made by the counselor education program and include consideration of each applicant's

1. **career goals,**
2. **aptitude for graduate-level study consistent with program delivery type, and**
3. **potential success in forming effective counseling relationships with diverse populations.**

What is this standard about?

- This standard is about the role and authority of the counselor education program in the admissions process and considerations informing admissions to the program. It requires (1) that the counselor education program make recommendations regarding admission of students into their entry-level programs and (2) that the admission recommendations take into consideration specific factors.

Things to consider when responding:

- Programs should describe the process by which admission decisions are made and who is involved in making those decisions.
- Programs must provide documentation showing that the numbered items above are used as part of the admission decision process.
- Programs should specifically explain what they look for and how they assess aptitude for graduate-level study consistent with program delivery type. For example, are there specific aptitude-related indicators that a program looks for in potential students who will complete their programs via distance education versus those who will attend classes in person? What procedures does the program use to determine prospective students' aptitude to use technology and learn through the program's digital delivery systems and processes?
- Glossary definition:
    - *Diversity*: All aspects of intersectional and cultural group identity, including age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status, among others.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Entry in the *Graduate Catalog* or equivalent for the program's admissions requirements • Documentation of any program-specific requirements not included in the catalog entry (e.g., interviews, specific short-answer/essay prompts)	• Evaluation rubrics used for admissions decisions • Written charge given to the program's admission committee and committee membership • Admissions application materials with relevant items highlighted • Excerpt from a website detailing the program's admissions process for in-person and/or digitally delivered specialty areas • Interview questions

Standard 1.K

K. Before or at the beginning of the first term of enrollment in the counselor education program, the program provides a new student orientation for all program delivery types during which:

1. **the student handbook is discussed,**
2. **students' ethical and professional obligations are discussed,**
3. **personal growth expectations as counselors-in-training are explained, and**
4. **eligibility and requirements for licensure/certification are reviewed**

What is this standard about?

- This standard requires the program to provide orientation to all new students at the beginning of their first term of enrollment. It requires specific information to be covered as part of that orientation.

Things to consider when responding:

- This standard requires documentation of multiple things: (1) that the counselor education program provides an orientation before or at the beginning of students' first term of enrollment, (2) that the orientation is provided to all new students in all delivery types (including in-person synchronous, digital asynchronous, and/or digital synchronous), and (3) that the four numbered content areas above are covered as part of the orientation.

- Programs are not required to provide a new student orientation in any specific format, nor are they required to offer it synchronously.

- Programs should plan to describe when, where, and in what format the new student orientation is provided, with specific dates mentioned.

- Programs should explain how they ensure that students complete the orientation before or at the beginning of their first term of enrollment. Doing so might include providing clarification regarding when students typically start the program (e.g., fall only, or rolling admission) and when the new student orientation is provided for students in each of those start dates.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● New student orientation agenda detailing the content/topics addressed. If different meetings are held, include agendas for all versions. ● A copy of presentation materials (e.g. PowerPoint, module from the LMS) used for New Student Orientation, with relevant content highlighted	● Email or other communication inviting/requiring students to attend the orientation ● Attestation form that students complete indicating attendance at the New Student Orientation or their having received the Student Handbook at the orientation

Standard 1.L

L. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

What is this standard about?

- This standard requires active student identification with the Counseling profession through active participation in professional counseling organizations and active engagement in personal and professional growth activities.

Things to consider when responding:

- The program should consider describing and documenting how it communicates the requirements of this standard to students. For example, does the program have specific requirements that students must complete related to this standard? Do they promote opportunities relevant to this standard and help students find the resources to participate? Does the program provide personal and professional growth opportunities in which students can engage? etc.

- The intent of this standard is that students actively engage with the Counseling profession and in personal and professional development activities. While programs often include information in handbooks about professional organizations or require membership in professional organizations during clinical experiences to ensure student liability coverage, the program should consider methods it uses to encourage active student engagement, beyond memberships, in the areas listed. The program may want to consider how it identifies and informs students about opportunities that are accessible to students. How can the program facilitate student engagement in the profession?

- In addition to describing and documenting communication from the program, it is helpful to measure and show the extent to which students actually engage in the ways required by the standard. While there is not an expectation of 100% participation, it's helpful to consider and show how many students actively participate in professional counseling organizations (note that active participation goes beyond just membership)? When seminars, workshops or other activities are made available to students, how many actively participate? Programs may wish to set their own thresholds for student participation and engagement.

- Examples of active engagement in professional counseling organizations may include but are not limited to conference attendance, conference presentations, committee work, leadership positions, and volunteer work.

- In that vein, rather than only addressing memberships in professional counseling organizations, programs also should consider addressing ways in which students participate and the level of student participation in those organizations (e.g., perhaps a table listing various types of activities and corresponding numbers or percentages of students who engaged).

- It can be helpful for programs to present information in relation to the size of the counseling program's student population.

- Glossary definitions:

    - *Professional counseling organizations:* Organizations whose primary mission is to advocate and provide counseling development, support, and/or recognition for professional counselors across the specialized practice areas.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Copies of professional counseling organization conference programs highlighting student presentations ● Website screenshots or other documentation of student committee or leadership roles in professional counseling organizations ● Copies of emails or other communications highlighting students who attended a professional counseling organization conference or workshop ● Documentation (e.g., *student handbook* or syllabus) of any program requirements for students to attend a conference or workshop

	● Documentation of an active CSI chapter and workshops offered ● Materials from program-sponsored activities (e.g., in-person or virtual professional development opportunities in counseling; events with representatives from state or regional professional counseling organizations, etc.) ● Table listing various types of participation and corresponding numbers or percentages of students who engaged in each activity

Standard 1.M

M. The student handbook, for all program delivery types, includes:

1. **the mission statement and objectives of the counselor education program;**
2. **degree requirements;**
3. **expectations of students;**
4. **technology resources and competence needed to complete the program;**
5. **individual student assessment procedures, including key performance indicators and professional dispositions;**
6. **academic appeal policy, including potential outcomes;**
7. **policy for student retention, remediation, and dismissal from the program;**
8. **diversity, equity, inclusion, and accessibility policies;**
9. **information about disability services and reasonable accommodation processes at the institution;**
10. **information about personal counseling services provided by professionals other than counselor education program faculty and students;**
11. **information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students;**
12. **professional counseling certification and licensure requirements; and**
13. **written endorsement policy explaining the conditions for recommending students for credentialing and employment.**

What is this standard about?

- This standard requires (1) the program to have a student handbook that is specific to counselor education and (2) the handbook to include specific information.

Things to consider when responding:

- Programs may have unique handbooks based on delivery type (e.g., students enrolled in programs using digital asynchronous and/or digital synchronous delivery might have a different handbook than students enrolled in programs using in-person synchronous delivery), or degree type (master's versus doctoral), but documentation must be provided to show that each handbook meets the requirements in this standard.

- Programs that have one handbook addressing multiple delivery types should consider whether and the handbook needs to address the criteria of the standard differently for different delivery types. For instance, do students attending via digital asynchronous, and/or digital synchronous

delivery need different technology resources and competence to complete the program (criteria 4) than those attending via in-person synchronous delivery?

- Programs must provide documentation showing that each of the 13 numbered items above are included in the handbook(s).

- Programs should indicate in their response the page number(s) on which each required item can be found in the handbook(s), to help reviewers easily find the content.

- In relation to 1.M.12, programs should provide information in the handbook to students about what it takes to become licensed or certified in the specialized practice areas for which you offer degree programs and, in the locations where your students reside. This information should also address how the program prepares students for licensure and/or certification. Programs should also be aware of and attend to federal requirements around licensure/certification disclosures.

  Programs might also consider certification more broadly – e.g., providing information about national certifications (like the NCC or CRC) and the role of professional counseling organizations in relation to such certification. This kind of information could also relate to requirement 1.M.11 and speak to the professional identity of the program.

- Glossary definitions:

  - *Key performance Indicators (KPIs)*: Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.

  - *Professional counseling organizations:* Organizations whose primary mission is to advocate and provide counseling development, support, and/or recognition for professional counselors across the specialized practice areas.

  - *Professional dispositions:* The commitments, characteristics, values, beliefs, and behaviors that influence the counselor's professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Counselor education program student handbook(s) with relevant content highlighted	

Standard 1.N

N. Syllabi consistent with program delivery types are available to students enrolled in the course at the beginning of each academic term and include:

1. **content areas aligned with CACREP curricular standards;**
2. **key performance indicators and/or student learning outcome expectations;**
3. **methods of instruction;**
4. **required text(s), reading(s), materials, and technology;**
5. **student performance evaluation criteria and procedures;**
6. **diversity, equity, inclusion, and accommodation statement;**
7. **a disability accommodation policy, procedure statement, and institutional contacts; and**
8. **course schedule.**

What is this standard about?

- This standard is about the program providing students syllabi at the beginning of each academic term for all courses in which they are enrolled and that the syllabi all include specified content.

Things to consider when responding:

- Programs must provide documentation showing that each of the 8 numbered items above are included in every course syllabus. Programs should provide a syllabus for each course required in the programs of study for each entry-level specialty area and, if applicable, doctoral program.

- It's helpful for programs to attest that they have performed an intentional review of all syllabi to verify that they include the required content identified in the standard. (When CACREP makes a self-study report template available in the forthcoming AMS, an attestation will be required).

- If the program offers different versions of courses based on delivery type (e.g., in-person, digital), the program should document that this standard is met for each delivery type. Programs should show that syllabi are available in a way that is consistent with delivery type and should bear in mind any procedures that may differ by delivery type.

- Programs might consider indicating in their response the page number(s) on which each required item can be found in the documentation, to help reviewers easily find the content.

- This is not required by the standard, but programs may consider developing a syllabus template so that all syllabi for all courses have a consistent appearance and consistently include the required items.

- Glossary definitions:
    - *Academic term:* The institutionally defined unit of time of course delivery (e.g., quarter, semester).
    - *Key performance indicators (KPIs):* Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Current syllabi for all courses, with relevant content highlighted (include different versions for digitally-delivered versus in-person courses, or different versions targeting separate specialized practice areas, as applicable)	

Standard 1.O

O. Counselor education programs have and follow a written policy for student retention, remediation, and dismissal from the program consistent with institutional policies and procedures, the counseling profession's ethical codes, and standards of practice.

What is this standard about?

- This standard requires (1) that the counselor education program both have and follow a formal program policy that addresses retention, remediation, and dismissal, and (2) that the policy is consistent with institutional policies and procedures, counseling ethical codes, and standards of practice.

Things to consider when responding:

- The policy clearly should address (a) retention, (b) remediation, and (c) dismissal criteria and processes.

- The program should explain in some manner specifically how their policy is aligned with institutional policies and procedures as well as counseling ethical codes and standards of practice.

- When developing a retention, remediation, and dismissal policy, a program may draw upon ethical codes or standards of practice from multiple organizations in the Counseling profession. One potential way to align program policies in this area to ethical codes and standards of practice may be the program's identification of professional dispositions, assessment of each student's dispositions, and use of that data in relation to retention, remediation, and dismissal (as required by Standard 2.C.2).

- With regard to the requirement that these policies be "consistent with… the counseling profession's ethical codes," the intent is that programs adopt and adhere to the current American Counseling Association's (ACA) and/or its divisions' codes of ethics. The counseling program(s) must provide the knowledge and skills that enable students to fully comply with the ACA Code of Ethics. If a student engages in behavior(s) that violates these ethical codes while in the program, programs are expected to follow their due process policies in determining the basis for remediation and/or dismissal from the program.

- Standard 2.C requires KPIs and student professional dispositions to be reviewed and analyzed for the purpose of retention, remediation, and dismissal. Programs should consider clearly spelling out in their policy how KPI and professional disposition data will be used in relation to retention, remediation, and dismissal.

- Standard 1.M.7 requires the program's policy for retention, remediation, and dismissal to appear in the student handbook.

- For programs that utilize multiple delivery types, consideration should be given to differences in procedures for implementing the policy that may depend on whether students are located near or far away from the physical location of the program. Procedures for ALL students should be clearly stated.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• *Student Handbook* containing the counseling program's formal policy for student retention, remediation, and dismissal.	• Document that shows alignment or mapping between the program's policy and institutional due process policies, and with the Counseling profession's ethical codes and standards of practice • Redacted program meeting minutes or forms that document use of the retention, remediation, and dismissal policy.

Standard 1.P

P. Students in entry-level programs have an assigned academic advisor throughout the program who helps them develop and review a planned program of study.

What is this standard about?

- This standard is about (1) ensuring that all students in entry level programs have an assigned academic advisor while enrolled in the counseling program and (2) that the advisor helps student develop and review a formal, planned program of study.

Things to consider when responding:

- The program should describe when and how academic advisors are assigned to students, as well as at what points in the program the students develop and review their program of study with their advisor.

- If the assigned academic advisors are college/school or institutional academic advisors, the program should explain how the counselor education program faculty work with the academic advising unit to ensure the academic advisors have current information and understand program requirements.

- Programs should consider how students can contact/have access to their assigned advisor – and how this may be impacted by the program's delivery type(s).

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• List of advisors assigned to entry level students in the program (student names redacted) • Form or template used by advisors for developing planned programs of study	• Sample of communication sent to students prior to or at the beginning of their program of study about their assigned advisors. • Excerpt from *Student Handbook* describing that students have assigned advisors and the process for developing their planned programs of study during advising. • Excerpt from student handbook or other resource addressing process for changing or obtaining a new advisor. • Excerpt from *Faculty Handbook* or departmental documents delineating academic advisor responsibilities. • Samples of redacted advising meeting notes.

Standard 1.Q

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

What is this standard about?

- This standard is about students having regular, structured, and planned opportunities to provide feedback regarding their experiences with academic advisors.

Things to consider when responding:

- This standard requires that students receive opportunities to share feedback regarding both their experience with and their ability to access academic advisors. Programs with multiple delivery types may want to consider how to address feedback that differs by delivery type.
- Programs are not required to have a written plan for student evaluation of academic advising, but a formal plan can help demonstrate the incorporation of regular, systematic opportunities to evaluate academic advising.
- Glossary definition:
    - *Systematic*: In a regular, planned, and comprehensive manner.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Written procedures for student evaluation of academic advisors ● Copy of forms or questions used to evaluate academic advisors ● Email or other communication sent to students with instructions for providing feedback regarding academic advising

Standard 1.R

R. Students have regular, systematic opportunities to evaluate the counselor education program core and affiliate faculty. The written procedures are available to the faculty.

What is this standard about?

- This standard is about students having regular, structured, and planned opportunities to provide evaluative feedback on all faculty who teach in the counselor education program, and that written procedures for the student evaluations of faculty are available to the faculty.

Things to consider when responding:

- Programs should describe when and how students evaluate all counselor education program faculty.
- This standard requires there to be written procedures for student evaluations of faculty. These could be institutional procedures or departmental procedures. The program should explain how the written procedures are made available to the faculty. If procedures for student evaluations differ by program delivery type (or based on other factors), the response should address all relevant procedures.
- Programs should not provide actual course evaluation data for individual faculty when responding to this standard.
- Glossary definitions:
    - *Faculty:*
      Affiliate faculty: Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.

      Core counselor education faculty: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.X and 1.Y. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.
    - *Systematic:* In a regular, planned, and comprehensive manner.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Written procedures for student evaluation of faculty (e.g., highlighted copy of *Faculty Handbook*, screen shot of a website, etc.)	● Copy of forms or questions used to evaluate faculty ● Email or other communication sent to students with instructions for completing faculty course evaluations

Standard 1.S

S. The counselor education program identifies underrepresented populations and makes continuous and systematic efforts to recruit, employ, and retain faculty that enhance and support the diversity of the program.

What is this standard about?

- This standard is about counselor education programs being intentional in enhancing and supporting the diversity of their programs by (1) identifying underrepresented faculty populations and (2) working to address that underrepresentation via efforts related to recruitment, employment, and retention. Programs may consider the missions of the institution and program when determining/identifying what populations are underrepresented. Likewise, programs may consider diversity in relation to any aspect (or multiple aspects) of intersectional and cultural group identity as discussed in the Glossary definition of diversity.

  See also Standards 2.D, 2.E.3, and 2.F, which require programs to collect, analyze, and report data related to efforts like these.

Things to consider when responding:

- This standard requires programs to address multiple things:
  1) The program's process for identifying underrepresented populations
  2) Sustained and systematic efforts made by the program to support and enhance the diversity of the program. The program must address these kinds of efforts in each of the following areas:
     i. Recruiting faculty
     ii. Employing (aka hiring) faculty
     iii. Retention of faculty

- It can be helpful for the program to identify those populations it has determined are underrepresented and any goals and plans it has developed to enhance and support the program's diversity. In doing so, programs should consider the glossary definition of diversity. It's important to understand that the definition is multi-faceted. Keeping in mind the missions of the program and institution and the program's analysis of underrepresented groups, programs may determine which aspects of diversity their efforts will address.

- . The continuous and systematic efforts required by this standard may impact the demographic makeup of the counselor education program's faculty over time. However, the standard is not about setting quotas. Nor would information about the demographic makeup of the program's

faculty serve to address this requirement. Rather, the standard is about work the program must do intentionally to enhance and support diversity in the program. The response must address the program's efforts (and their continuous, systematic nature) rather than specific demographic outcomes. The glossary definition of diversity is important in the context of responding to this standard.

- Efforts to enhance and support the program's diversity may include recruiting, hiring, and retaining faculty from groups the program has identified as underrepresented. It may also include a strategy related to recruitment, hiring, and retention that creates a broader environment that enhances and supports diversity. The program should explain how its specific efforts in each area (recruitment, employment, retention) enhance and support the diversity of the program.

- This standard addresses efforts at the program level; not what the program's college, school or institution does. The program should describe its own intentional and sustained efforts to actively recruit, employ, and retain a diverse faculty in a way that enhances and supports the diversity of the program. As part of program-level efforts, a program might tap into existing institutional support resources. If so, the response should describe and document the active steps that the program takes to connect with and leverage these resources.

- In light of changes in state legislation taking place at the time these standards are being implemented, some programs have noted restrictions on gathering data related to race, ethnicity, or other aspects of diversity. The standards do require programs to address diversity, but do not specify what aspects of diversity must be addressed. Programs make that determination and should explain their approach clearly when responding.

- Programs should consider developing a plan related to this standard (and providing that plan as part of their documentation). As noted by the standard, a program's efforts are required to be systematic, and the glossary definition of systematic (below) refers to the "planned" nature of systematic efforts. So, a written plan can establish the systematic nature of a program's efforts. The program can frame their response in relation to the plan and can document the implementation of the stated activities/efforts described in the plan.

- Note also Standards 2.D and 2.E. Standard 2.E defines required "academic quality indicators," which include indicators related to a diverse learning community. Standard 2.D requires a comprehensive evaluation plan that addresses, in part, academic quality indicators aligned with the program objectives. Programs should consider aligning plans related to the efforts required by this standard with their evaluation plan that (per 2.D and 2.E) requires the program to evaluate itself in relation to such efforts.

- Glossary definitions:

    - *Diversity*: All aspects of intersectional and cultural group identity, including age and generational status, disability status, race, ethnicity, gender/gender identity,

affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status, among others.

- *Sustained:* Maintained or occurring consistently over an extended period of time.
- *Systematic:* In a regular, planned, and comprehensive manner.
- *Underrepresented:* Within the context of the program's mission, a student or faculty subset that holds a smaller percentage within the counselor education program than it does in the communities served.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● The counselor education program's written plan for recruiting, enrolling, and retaining a diverse faculty ● Documentation of the activities detailed in the plan (e.g., correspondence or job postings related to focused recruitment efforts; program advocacy efforts to support employment; documentation of program activities or events to help support faculty retention) ● Program meeting minutes with relevant content highlighted

Standard 1.T

T. The counselor education program has faculty resources of appropriate quality and sufficiency to meet the demands of the program and program delivery types. For entry-level programs, the counselor education program must employ a minimum of three full-time core counselor education faculty members who teach in the entry-level program. For doctoral programs, the counselor education program must employ at least two additional full-time core counselor education faculty members.

What is this standard about?

- This standard outlines requirements for sufficient faculty resources in an accredited counselor education program. Those requirements include a minimum number of core faculty – at least three for entry-level programs and at least five for doctoral programs. The requirements also include "sufficiency to meet the demands of the program." This means that the program should be able to demonstrate that there are enough faculty to meet the demands of the program. This may require more than the minimum required number of core faculty. Demands of the program may relate to the range of degree programs offered, the number students, the number of locations or delivery types, etc. With regard to delivery types specifically, the program should be able to show that faculty are appropriately equipped to deliver the program across all delivery types that the program uses.

Things to consider when responding:

- Programs should clearly and accurately indicate which faculty they consider core counselor education faculty.

- Programs should clearly explain how each core counselor education faculty member has full-time status in the counselor education program.

- Programs must be able to demonstrate that all faculty identified as core counselor education faculty members meet all of the requirements outlined in Standards 1.Y and 1.Z. Programs should address those requirements in responses for 1.Y and 1.Z rather than here. However, if questions come up regarding faculty qualifications for core designation, and those questions have ramifications for whether a program has the minimum required number of core faculty, that may be noted in feedback for this standard.

- Programs seeking initial accreditation sometimes encounter challenges in the review process when they do not have the minimum required number of core faculty members. If this is the case, it may be too early to submit a successful application for accreditation. The CACREP office can provide guidance in this area, but programs need to conduct their own self-assessment in relation to the standards to determine whether they are ready to apply.

- Faculty who are employed in full-time one-year/visiting positions are eligible to be designated as core counselor education faculty as long as they meet all requirements for that status as outlined in Standards 1.Y and 1.Z and the glossary definition of core counselor education faculty (found under the glossary entry for "Faculty").

- Core counselor education faculty must serve full-time appointments in the academic unit in counselor education, as opposed to splitting time between units or other areas, such as administrative positions.

- While the Chair of a department that is composed only of programs in counselor education may potentially be designated as core faculty, in *most* circumstances the Chair of an interdisciplinary department in which the counselor education program is housed (e.g., a department with counselor education, special education, and educational psychology) may not be designated a core counselor education faculty.

- Likewise, in most instances, an institutional administrator (e.g., Dean, Associate Dean) may not be designated as a core counselor education faculty member, because they would not have a full-time appointment in the counselor education program.

- It *may* be feasible under specific circumstances for the Chair of an interdisciplinary department or an institutional administrator to be considered core counselor education faculty. A program wishing to make this case must explain how the Chair or administrator is full-time to the counselor education program. In attempting to make such a case, the program should consider: To what extent is the Chair or administrator involved with counselor education students and the counselor education program? To what extent do they engage in administrative work for the multiple units housed in the department? Does the Chair or administrator teach any counselor education courses? In what ways and to what extent does the Chair maintain "touch" and investment in the counselor education program? Does the Chair regularly attend counselor education program meetings? Does the Chair meet the criteria outlined in Standards 1.Y and 1.Z and in the glossary definition of core counselor education faculty?

- The requirements for at least three core faculty members for programs that offer only entry-level degree programs and two additional (for a total of at least five) core faculty members for programs that also offer doctoral degree programs reflect a minimum expectation. Depending on program structure and enrollment, additional faculty resources may be needed to sufficiently meet the demands of the program. Those resources could include support from additional core counselor education faculty and/or affiliate faculty. So, a program might explain and provide documentation showing they meet the requirement for the appropriate minimum number of core faculty, and they also might describe other aspects of their program and the faculty resources they have. For example, an entry-level program that has 4 specialized areas of practice might indicate that they maintain at least four core counselor education faculty so that one person can coordinate each area (see also Standard 1.AA).

- Note that Standard 1.U requires core faculty to teach the majority of credit hours delivered in the program for any twelve continuous months. Programs may find that they need more than the minimum number of core faculty to meet the requirement of that standard.

- The standards allow for core and affiliate faculty with different credentials, experiences, and identities to coexist and mutually deliver a counseling program. For example, if a full-time, tenure-track faculty member does not meet CACREP's requirements for designation as core faculty, he or she can still teach in the program as an affiliate faculty member. Programs need to demonstrate that there are a sufficient number of core faculty to meet the minimum requirements, to ensure a professional counseling identity for the program, and to satisfy the requirement that the core faculty deliver more credit hours than affiliate faculty deliver in any continuous 12-month period. Further, programs should pay close attention to the requirements in the faculty standards and glossary definitions when making new hires and appropriately designate newly hired faculty as core or affiliate. For instance, if a program chooses to hire a faculty member who does not have a doctoral degree in counselor education and does not fully meet the prior employment provisions outlined in Standard 1.Y, this faculty member may not be designated as core faculty.

- Glossary definitions:

    - *Faculty:*
      Affiliate faculty: Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.

      Core counselor education faculty: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.X and 1.Y. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Updated CVs for each core faculty member (each CV should be current as of the time of self-study submission. CV should reflect full-time employment at the institution)	● An organizational chart showing all faculty distinguishing core and affiliate faculty and showing areas of responsibility

Standard 1.U

U. To ensure that students are taught primarily by core counselor education faculty, for any 12 continuous months, the combined number of course credit hours taught by core faculty must exceed the number of credit hours taught by affiliate faculty.

What is this standard about?

- This standard requires that, in any 12-month period, the majority (more than half) of course credit hours are taught by faculty members who meet the criteria for the core faculty designation. Meeting this requirement helps programs ensure that all students receive substantial exposure to and interaction with doctoral level faculty whose professional identity and active engagement is in counseling and counselor education.

Things to consider when responding:

- All core counselor education faculty referenced in the response to this standard must be clearly and accurately identified in 1.T.
    - Clear and accurate data provided in 1.T enables reviewers to verify whether credit hours in the table are accurately assigned to core or affiliate faculty.
- Sometimes, programs find themselves out of compliance with this standard for the most recent 12-month period due to unique or unforeseen circumstances (e.g., core faculty retire or go on leave and the program is temporarily unable to fill the position). Programs should still report the most recent calendar year in the table provided and provide a narrative explaining the situation.
    - Programs also can provide a supplemental table showing core and non-core credit delivery in previous 12-month periods, if those periods of time reflect the program's "typical" levels of credit hour delivery. Please use the table format in the response template as a model for additional documentation of this type.
    - For programs that choose to provide this type of response, it is helpful to indicate for how long they anticipate being out of compliance and share their plan for returning to their typical status along with indicating any relevant institutional support or commitment to get back into compliance. This can be done in the optional narrative response field or via documentation (e.g., a statement from the chair or an administrator supporting future hires or evidence of a job advertisement being posted).
- This standard refers to presenting data reflecting a period of 12 continuous months, and the program should provide data reflecting the most recent 12-month period for which data are available prior to submission of the self-study.

- The program should clearly indicate the time period for which they are providing data and also clarify during which academic terms courses were offered. Data must then be provided for each of those terms (e.g., summer, fall, short winter 2-week session, and spring) as well as for the full 12-month period.

- This standard requests data about course credit hours, *not* student credit hours generated by a course. For example, a 3-credit hour course in which 15 students are enrolled should be recorded as 3 credits; the number of students enrolled in the course is not relevant to this standard.

- If a program is uncertain about whether a designated core faculty member actually qualifies for that designation, they may prepare and submit a supplemental table showing the program's totals if that faculty member is redesignated as an affiliate faculty member.

- Glossary definitions:

    - *Academic term*: The institutionally defined unit of time of course delivery (e.g., quarter, semester)

    - *Faculty:*
      Affiliate faculty: Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.

      Core counselor education faculty: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.X and 1.Y. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

    - *Course credit hours*: The number of credit hours of the course, ***not*** the number of student credit hours generated by the course.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also “Documentation” under “Responding to/reporting on Standards” in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
A table listing: ● all courses taught in the most recent 12-month period ● The number of credit hours assigned to each course ● The faculty member who taught each course ● That faculty member's core or affiliate designation	● Supplemental tables to illustrate alternate calculations with faculty designated differently (e.g., if there is some question about whether one or more faculty members can qualify for designation as core faculty – see also above under “Things to consider”) ● Supplemental table(s) illustrating compliance for previous but recent years (e.g., if the program is out of compliance in the most recent year because of a loss of core faculty, but previous years show what credit delivery would look like when all core lines are filled – see also above under “Things to consider”).

Standard 1.V

V. Utilizing the institution's definitions of full-time, the ratio of full-time equivalent (FTE) graduate students to FTE core and affiliate faculty must not exceed 12:1 for any 12 continuous months.

What is this standard about?

- This standard is about maintaining a student to faculty ratio appropriate to enable faculty to: provide quality instruction, advisement, and supervision to students; sufficiently monitor student performance; engage in gatekeeping; and, attend to program operations and maintenance.

  More broadly, this standard can be considered a "resource standard." In other words, the FTE ratio offers a measure of the program's overall faculty resources (including both core and affiliate faculty) in relation to the overall student demands on those resources.

Things to consider when responding:

- This standard refers to a period of 12 continuous months, and the program should provide data reflecting the most recent 12-month period for which data is available.

- Programs should clearly indicate the period for which they are providing data. Calculations should be provided for each academic term within the 12-month period (e.g., summer, fall, short winter 2-week session, and spring). The ratio for the 12-month period would then be the average of the per-term ratios. If your program has an unusual term structure that makes providing term-by-term data impossible or unwieldy, you should explain that structure and clearly explain the data and calculations that you provide to address the requirements of the standard.

- For faculty FTE calculations:
  - All faculty, both core and affiliate, should be included in the program's calculations when determining FTE ratios. All full-time and part-time faculty who teach, supervise, advise or otherwise serve in the program should be included.
  - Programs should clearly explain how full-time equivalency for faculty is determined and outline calculations used in this process.
  - Programs should identify each faculty member included in the ratio and show how each faculty member's individual FTE value is calculated.

- If faculty FTE are determined based on an individual's teaching load in relation to a standard full-time load, programs should document the institution's teaching load expectations for full-time faculty. If teaching loads differ by rank and status (e.g., a clinical faculty member has a 4:4 teaching load while a tenure track faculty member has a 2:2 load), those differences should be described.

- If full-time faculty teaching loads are classified differently during summer sessions or other short academic terms, an explanation should be provided. Programs also might clarify what activities beyond teaching a faculty member with full-time status might engage in during the summer months or other short academic terms. For example, what FTE equivalent would be assigned to a faculty member teaching 1 course and serving as counselor education department chair?

- No individual faculty member may be counted as more than 1.0 FTE. If a faculty member teaches a load that exceeds their stated contract or a standard full-time load, the program must count them as no more than 1.0 FTE.

- Because core faculty are, by definition, full-time to the counselor education program, core faculty may each typically be counted as 1.0 FTE without specific calculations.

- CACREP recognizes that faculty responsibilities go beyond teaching. When a program determines FTE figures based on teaching load, but wants to reflect responsibilities other than teaching in a faculty member's FTE figure, the program should clearly indicate what those responsibilities are and how they factor into the faculty member's FTE figure. This could include receiving release time for grant work, field experience coordination, or program director responsibilities.

- CACREP also recognizes that not all programs/institutions will calculate full-time equivalency for faculty members based on teaching load. CACREP will accept an institution's method of calculation for FTEs (both faculty and student FTEs) as long as the program can document that the method is institutionally utilized and it is presented in a transparent manner and clearly explained in reporting.

- For student FTE calculations:

  - Programs must document the institution's definition of full-time graduate student enrollment.

  - Programs should explain clearly how student FTE figures are calculated, show the calculations, and provide documentation of the data used in those calculations.

  - FTE student figures are intended to reflect students in the counselor education program. Student FTE calculations should reflect *all* students enrolled in the counselor education program who are taught and advised or supervised by the counselor education program faculty, even if those students are not enrolled in the CACREP-accredited program. For example, if the counselor education program has a counseling certificate program or

specialized area of practice that does not fall under CACREP accreditation, all students enrolled in those programs must also be included in the FTE ratio.

- Graduate students from programs outside the counselor education program who are enrolled in counselor education courses (or cross-listed courses that are part of the counselor education curriculum) but who are advised/supervised and whose degree program is administered by faculty in other program areas generally do *not* need to be included in the counselor education program's FTE calculations.

  The program, however, may determine in some cases that the demands on the program's faculty resources are significant enough that such students should be reflected in the FTE calculations and ratios. If this is the case, the program should explain why such students are included and show how FTE figures for such students are calculated.

- In general regarding calculations:

  - Programs must include required supplemental documentation (see below) for both faculty and student FTE calculations. Documentation for faculty FTEs should detail who is included in the faculty FTE calculation and at what FTE level. Documentation for student FTEs should clearly show how student FTE figures were determined and document the underlying data used in the calculations. Data presented for this standard should be consistent with data presented for Standard 1.U.

  - Programs that use a methodology determined by the institution's registrar, research office, or other institutional unit for calculating the program's student and faculty FTE figures must still explain the calculation method and document the data used in the calculation.

- Glossary definitions:

  - *Academic term*: The institutionally defined unit of time of course delivery (e.g., quarter, semester)

  - *Faculty:*
    Affiliate faculty: Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.

    Core counselor education faculty: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards

1.X and 1.Y. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Institutional policy defining full-time graduate student status • for faculty FTE - a breakdown by academic term and site (if relevant) of individual faculty (named) and their FTE levels (including, as appropriate, teaching loads (# courses taught) • for student FTE - a breakdown by academic term and site (if relevant) of the number of FTE students, explaining and showing how the FTE figures were calculated • Documentation showing the source of data used in the FTE calculations • Table showing FTE ratio calculations by academic term and overall for the 12-month period	• Excerpt from the *Faculty Handbook* or other institutional document detailing teaching loads for graduate faculty, if applicable to faculty FTE calculations • If applicable, documentation from the Registrar's office explaining how the FTE ratio was calculated for the 12-month period and providing underlying data

Standard 1.W

W. The teaching and advising loads, scholarship, and service expectations of core counselor education faculty members are comparable to those of faculty in other graduate programs at the institution that incorporate clinical supervision.

What is this standard about?

- This standard is about the counselor education program being held to institutional expectations in relation to teaching, advising, scholarship, and service that are comparable to expectations for faculty teaching in other graduate programs that incorporate clinical supervision.

Things to consider when responding:

- Programs should provide information regarding the institution's expectations for faculty in relation to teaching, advising, scholarship, and service. If differences exist for certain types of faculty (e.g., tenure track versus non-tenure track, graduate versus undergraduate, etc.), it is helpful to explain those differences.
- Programs should identify any other graduate programs at their institution that incorporate clinical supervision. If there are none, programs should indicate that.
- Programs may consider providing information regarding any specific ways the institution provides support for or acknowledgment of the time-intensive demands of providing clinical supervision.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.

	● Excerpt from the program's faculty handbook (or similar) describing graduate faculty workloads in relation to teaching, advising, scholarship, and supervision. ● Chart comparing expectations for counselor education faculty with expectations for faculty in other graduate programs where faculty provide clinical supervision.

Standard 1.X

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

What is this standard about?

- This standard is about the program having established policies and procedures in place to maintain client privacy and confidentiality.

Things to consider when responding:

- Programs should provide copies of relevant policies and procedures.
- If differences in policies or procedures exist across delivery types or specialized areas of practice, programs should clarify those differences.
- Programs should consider indicating the points throughout the program where protected health information (PHI) is collected (and for which specialized areas of practice) as well as how and when students are provided information about privacy and confidentiality expectations, policies, and procedures.
- Programs are responsible for ensuring that their practices maintain compliance with applicable institutional, state, federal, international, and legal requirements. CACREP does not require specific details or documentation related to this compliance to be provided in a Self-Study report. However, should information come to light about non-compliance, CACREP reserves the right to investigate at a greater level of detail and to take appropriate action in relation to the program's compliance with this standard.

  If your program operates in multiple states or other jurisdictions, including internationally (e.g., through operations at multiple sites or through online operations), you should be aware of and in compliance with applicable regulations in all states/ jurisdictions where the program operates.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will)

need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also “Documentation” under “Responding to/reporting on Standards” in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Copies of relevant program policies and procedures	● Copies of student handbooks (e.g., program or specialty-specific, clinical) with relevant information highlighted

Standard 1.Y

Y. Core counselor education faculty must have full-time appointment to the counselor education program. Core faculty must meet <u>one</u> of the following qualifications:

1. **have an earned doctoral degree in counselor education, preferably from a CACREP-accredited program; or**
2. **have a related doctoral degree and have been employed as a full-time faculty member in a counselor education program for a minimum of one full academic year before July 1, 2013; or**
3. **have been employed as a full-time doctoral-level faculty member in a CORE-accredited master's program prior to July 1, 2017; or**
4. **have graduated from a rehabilitation doctoral program prior to January 1, 2018.**

What is this standard about?

- This standard is one of the qualification standards for the core faculty designation. It specifies that individuals designated as core faculty must be employed in full-time positions, have full-time appointments to the counselor education program, and either have doctoral degrees in counselor education or qualifications as outlined in one of clauses 2, 3, or 4.

Things to consider when responding:

- Programs should provide a complete list of the faculty they consider core counselor education faculty and their qualifications in relation to this standard. The list of faculty members provided for this standard should be consistent with the information provided for Standard 1.T.

- For each faculty member designated as core faculty, it is sufficient to show that they qualify for the core designation based on any one of the numbered qualification options listed above.

- In relation to qualification option #1, this standard does *not* require core faculty to have graduated from a CACREP-accredited doctoral program. It *does* require that the doctoral degree is in counselor education.

- In relation to option #2, "related" doctoral degrees include, but are not limited to, areas such as counseling psychology, marriage and family therapy, social work, or educational administration.

- Also in relation to option #2, programs should provide detailed information regarding where and when a faculty member served as a full-time faculty member in a counselor education program for at least one full academic year before July 1, 2013. This prior employment requirement can be met through employment in the current program applying for accreditation (if the current

program existed as a counselor education program for at least one academic year prior to July 1, 2013) or through earlier employment in a counselor education program at another institution.

- In relation to option #3, the multi-part expectation is that the faculty member (1) worked as faculty in a CORE-accredited program prior to July 1, 2017, (2) was employed in a full-time position at that time, and (3) had a doctoral degree at that time.

- In relation to option #4, a rehabilitation doctoral program is one that focused on the preparation of rehabilitation counselors and on generating research related to the rehabilitation counseling specialty area. This included doctoral programs with titles such as rehabilitation counseling, rehabilitation psychology, rehabilitation science, and rehabilitation psychiatry.

- Programs should specifically explain how/in what way each faculty member they listed meets one of the numbered qualifications above. For example, programs might indicate that Dr. Rhea Habb meets criteria under #4 because she completed her doctoral degree in rehabilitation psychology in 2016.

- Documentation should verify the explanations provided. For example, Dr. Rhea Habb's CV, listing her doctoral degree year of completion, program area, and institution could be provided as documentation to support the sample statement in the previous bullet.

- Faculty members designated as core faculty must meet the requirements of this standard. If a faculty member designated as core faculty is found not to meet the requirements of the standard, this may impact how the program would calculate its core and affiliate faculty credit hour delivery totals, as required by Standard 1.U.

- Glossary definitions:

    - *Core counselor education faculty*: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.Y and 1.Z. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

    - *Counselor education:* A distinct academic discipline that has its roots in educational and vocational guidance and counseling, human development, supervision, and clinical practice. The primary focus of counselor education programs is the training and preparation of professional counselors who are competent to practice, abide by the ethics of the Counseling profession, and hold strong professional counselor identities. At the doctoral level, counselor education programs may focus on the preparation and training of future academic professionals who will teach the curriculum of counseling theory and practice and include specialized practice areas.

    - *Counselor education program*: The academic department or specifically defined subsection of a department identified and defined in a college or university that has programmatic and operational responsibility for curricular and field experiences for

which accreditation is sought. A counselor education program includes allocated faculty and resources.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● 1.Y+Z - Core Faculty Profile (for each core faculty member) (DCUF) ● Updated CVs for each core faculty member (each CV should be current as of the time of self-study submission. CV should reflect full-time employment at the institution). Each CV should clearly list the faculty member's doctoral degree, the year it was completed, and any relevant work experience including position titles, program, and dates of employment. Note: The information and documentation provided for this standard should be consistent with that provided for Standard 1.T	● A table supporting the narrative response that lists each faculty member designated as core and the means by which they satisfy one of the qualifications specified in this standard.

Standard 1.Z

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

1. **have sustained memberships in professional counseling organizations;**
2. **relevant professional counseling credentials; and**
3. **show evidence of sustained professional engagement through at least <u>two</u> of the following:**
   - **a) professional development and renewal activities related to counseling,**
   - **b) professional service and advocacy in counseling,**
   - **c) ongoing counseling practice, or**
   - **d) research and scholarly activity in counseling commensurate with their faculty role.**

What is this standard about?

- This standard is one of the qualification standards for the core faculty designation. It specifies that individuals designated as core faculty must demonstrate active engagement in activities specific to the Counseling profession and counselor education on an ongoing basis. This engagement is considered to reflect evidence of a clear professional counselor identity.

  Note that this standard is related to Standard 1.U, which requires core faculty to teach the majority of course credit hours in any calendar year. Standard 1.U promotes interaction between students and core faculty, and this standard requires engagement by core faculty with the Counseling profession. The combination ensures that counseling students are exposed to and taught in the context of a professional counseling identity.

Things to consider when responding:

- Programs should provide a complete list of the faculty they consider core counselor education faculty, and it should be consistent with the information provided in 1.T.

- Programs should explain specifically and concretely how/in what way each faculty member they listed designated as core faculty meets each of the numbered qualifications above.

- Programs provide documentation of each faculty member's current and sustained efforts. This can be done by providing current CVs. It is also helpful to provide a summary of relevant activities from the past 3-4 years and to highlight recent (i.e., the past year) activity in each area.

- Typically, activities within your institution would not count toward meeting this standard, as the idea is to contribute to and interact with the broader Counseling profession.

- For part Z.1 the glossary definition of professional counseling organizations is important.

- Part Z.2 refers to maintaining a professional counseling license or a certification related to counseling (including certifications related to a specific counseling specialty area). This part of the standard does *not* require core counselor education faculty to hold licenses specifically in the states where they are employed. If any faculty member is in the process of obtaining a counseling credential, it is helpful for programs to share the status.

- Sometimes faculty members may have challenges in meeting the requirement outlined in Part Z.2. Examples include, but are not limited to the following:
    - A core faculty member may live in a state that will not grant a licensure or certification as a school counselor to someone who is not working in a school setting.
    - A core faculty member may hold a doctoral degree in a related discipline (see Standard 1.Y.2) and as a result cannot hold a counseling license but can and does hold the applicable license or national certification specific to that degree.

  In such circumstances, programs should address these issues clearly and transparently in their response to the standard. In general, for cases where core faculty are eligible to maintain licenses or credentials appropriate to their degrees, but do not, programs should outline plans for resolving these issues.

- More generally, reviewers will review all individuals designated by a program as core faculty with respect to the standard's stated expectations. Programs should address any unique circumstances that may impact whether any of those individuals meet the stated criteria.

- For part Z.3.a, professional development and renewal activities might include attending professional counseling conferences or completing counseling CEUs through workshops or online options. Documentation of these activities should be provided. Entries in CVs are acceptable as documentation.

- For part Z.3.b, professional service and advocacy in counseling can include various types of professional service (e.g., editorial boards, professional organization committee work) as well as targeted advocacy efforts. These activities must be in support of the Counseling profession. Documentation of these activities should be provided. Entries in CVs are acceptable as documentation.

- For part Z.3.c, a description and documentation of ongoing counseling or supervision practice should be provided.

- For part Z.3.d research and scholarly activity could include publications in professional counseling journals, books, chapters specifically on counseling topics, presentations at counseling conferences, and/or grant work related to counseling topics. Documentation of these

activities should be provided. Entries in CVs are acceptable as documentation. The glossary definition of professional counseling organizations is important.

- For part Z.3, if a faculty member's engagement is with an organization or publication that would fall outside the definition of professional counseling organizations, it would be incumbent on the program to explain how that engagement is in "counseling" as required by the standard.

- This standard does not preclude core counselor education faculty from engaging in activities that are peripheral to the Counseling profession (e.g., attending an American Psychological Association conference or publishing in an education journal). However, all core counselor education faculty must provide evidence that they identify and engage with the Counseling profession actively and in a sustained manner in the areas identified in the standard.

- Programs sometimes encounter challenges demonstrating the professional Counseling identity of designated core faculty members. For example, programs in which there are faculty members who align with a very specific focus area (e.g., medical applications, educational research) or whose professional activities are similarly exclusive (e.g., involvement only in faith-based organizations) should consider ways that their faculty members can demonstrate active engagement and involvement with the broader Counseling profession. This can be accomplished through active involvement with professional Counseling and Counselor Education organizations such as ACES, ACA, ASCA, AMHCA, ARCA, CRCC, Chi Sigma Iota, and others.

- CACREP recognizes that some faculty may maintain a "dual identity" – i.e., they actively engage with more than one profession. Core faculty must, at a minimum, demonstrate engagement and identification with the Counseling profession as outlined in this standard.

- This standard outlines minimum requirements for individual core faculty identification with the Counseling profession. Programs should also be aware of CACREP Policy A.2.a on Counseling Program Identity, which outlines requirements related to the counseling identity of programs as a whole. Note that it may be possible for a scenario to arise where the individual faculty members in a program meet the minimum requirements of this standard, but questions arise related to core faculty identification with the Counseling profession for the program as a whole. Such questions may arise, for instance, if many or most of a program's faculty members maintain dual identities that skew toward another profession such that the primary professional identity of the faculty as a whole and therefore the program does not clearly appear to align with the Counseling profession.

- Programs transitioning from a different program identity (e.g., counseling psychology) to a Counseling identity aligned with CACREP Standards must consider requirements outlined in CACREP's policy on Counseling Program Identity. This includes demonstrating that individuals identified as core faculty have appropriate memberships, credentials and are working actively to engage with the Counseling profession as required by the standard. The level of progress or extent to which this has been achieved may be a determining factor for the program in considering when it would be appropriate to submit an application for CACREP accreditation.

- Glossary definitions:
    - *Core counselor education faculty*: Faculty employed by the institution and who hold a full-time academic -appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.Y and 1.Z. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.
    - *Professional counseling organizations*: Organizations whose primary mission is to advocate and provide development, support, and/or recognition for professional counselors across the specialized practice areas.
    - *Sustained*: Maintained or occurring consistently over an extended period of time.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• 1.Y+Z - Core Faculty Profile (for each core faculty member) (DCUF) • Core faculty profiles. The program should provide a profile document for each core faculty member that identifies the faculty member and their qualifications in relation to each requirement of the standard. Please indicate dates for presentations, papers, and other activities. To demonstrate sustained engagement, the	

profile should show that credentials are active and should identify relevant activities in each area from the most recent 3-4 years. ● Updated CVs for each core faculty member (each CV should be current as of the time of self-study submission. CV should reflect full-time employment at the institution). Each CV should highlight the information relevant to this standard. Note: Profiles and CVs provided for this standard should address the same individuals who are identified as core faculty in the program's response to Standard 1.T	

Standard 1.AA

AA. For each CACREP specialized practice area offered by the program, at least one core counselor education faculty member must identify with the specialized practice area. A faculty member can identify with more than one CACREP specialized practice area. The identified faculty member for the area must:

1. **have relevant professional counseling credentials related to the CACREP specialized practice area and**
2. **show evidence of sustained professional engagement through at least two of the following:**
   - **a) professional development and renewal activities related to the CACREP specialized practice area,**
   - **b) professional service and advocacy in the CACREP specialized practice area,**
   - **c) ongoing counseling practice in the CACREP specialized practice area, or**
   - **d) research and scholarly activity in the CACREP specialized practice area commensurate with their faculty role.**

What is this standard about?

- This standard is about the program ensuring they have core counselor education faculty with knowledge and expertise specific to each specialized practice area offered by the program. Faculty members identified with a specialized practice area, must demonstrate that they are actively engaged in the Counseling profession in relation to that specialized practice area.

Things to consider when responding:

- Any faculty members identified in this standard must also be listed as core counselor education faculty in 1.T and clearly meet the criteria outlined in 1.Y and 1.Z
- Programs should explain specifically and concretely how/in what way each faculty member they listed meets each of the numbered qualifications above.
- If one faculty member is identified in connection with more than one specialized practice area, information should be provided separately to clearly distinguish their qualifications in relation to each area.
- Programs may identify more than one core counselor education faculty member in connection with any specialized practice area, but minimally they must provide information about one faculty member per specialized practice area.
- Glossary definitions:

- *CACREP specialized practice area(s):* In the context of these standards, CACREP specialized practice areas are those delineated in Section 5.

- *Core counselor education faculty*: Faculty employed by the institution and who hold a full-time academic -appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.Y and 1.Z. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● 1.AA - Core Faculty Identification with Specialized Practice Areas (DCUF) ● Core faculty profiles. The program should provide a profile document for each core faculty member that identifies the faculty member and their qualifications in relation to each requirement of the standard. Please indicate dates for presentations, papers, and other activities. To demonstrate sustained engagement, the profile should show that credentials are active and should identify relevant activities in each area from the most recent 3-4 years. ● Updated CVs (as of the time of self-study submission; CV should reflect full-time employment at the institution) for all	● Table highlighting the experiences and activities of the identified core faculty in relation to the specialized practice area with which they have been primarily identified within the counseling program.

core counselor education faculty mentioned in the response to this standard - to include highlighted information supporting the narrative response. Note: The information in the documentation provided should match the documentation provided for Standard 1.T	

Standard 1.BB

BB. Within the structure of the institution's policies, the core counselor education faculty have the authority to determine program curricula and to establish operational policies and procedures for the program for all program delivery types.

What is this standard about?

- This standard addresses the ability of the core counselor education faculty to determine and initiate approval processes for curricular, operational, and procedural changes to the program's accredited degree programs, whether they are delivered in-person, digitally, or both.

Things to consider when responding:

- It is understood that each institution has various intra-institutional review and approval processes for curricular changes and potentially program policies and procedures. Programs should describe the process(es) at their institution for modifying program curricula and developing program operating policies and procedures, and the core counselor education faculty's role(s) within this process.

- Programs should explain – within the context of the program's delivery type(s) and overall structure – how core faculty engage in this process (this may bear particular attention when core faculty are not all in the same physical location).

- Programs sometimes encounter challenges in the review process due to a lack of autonomy for counselor education program faculty within the overall structure of a program/department. While it is acceptable for counseling programs to be housed in joint interdisciplinary departments or even in a department primarily identified with another discipline, this may not be the ideal structure for an effective accredited counseling program. Regardless of the overall department structure, it is incumbent on an applicant program to demonstrate that core faculty counselor education program faculty are able to make appropriate administrative and curricular decisions for the counseling program.

- Glossary definition:

    - *Core counselor education faculty:* Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.Y and 1.Z. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Excerpt from *Faculty Handbook* or its equivalent detailing the institution's policies and process(es) in relation to program faculty and the determination of program curricula, policies, and procedures	• Faculty meeting minutes including work done, votes taken, etc. on curricular and/or policy/procedures modifications.

Standard 1.CC

CC. Affiliate faculty may be employed who support the mission, goals, and curriculum of the counselor education program. All affiliate faculty must have graduate and/or professional degrees in a field that supports the mission of the program.

What is this standard about?

- This standard is about affiliate faculty who teach in the counselor education program being adequately prepared for and committed to supporting the program mission, goals, and curriculum.

Things to consider when responding:

- The program should clearly indicate all affiliate faculty for the program, describing their role (e.g., full-time counselor education faculty member, faculty member in a different program at institution, part-time counselor education faculty member, adjunct faculty member, clinical faculty, etc.), courses they teach, and what graduate and/or professional degrees they have.

- Glossary definition:

    - *Affiliate faculty*: Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.

● 1.CC - Affiliate Faculty (DCUF)	● Table listing all affiliate faculty for the program, describing their role (e.g., full-time counselor education faculty member, faculty member in a different program at institution, part-time counselor education faculty member, adjunct faculty member), courses they teach, and what graduate and/or professional degrees they have ● CVs or abbreviated résumés for all affiliate faculty utilized by the program ● Program policy explaining criteria used for how affiliate faculty are selected

Standard 1.DD

DD. The counselor education program orients affiliate faculty to program and accreditation requirements relevant to the courses they teach, program delivery types, and to program and institutional policies and procedures.

What is this standard about?

- This standard is about the core counselor education faculty actively orienting affiliate faculty regarding program and institutional requirements.

Things to consider when responding:

- Programs should describe the process and materials used to orient affiliate faculty to (1) program and accreditation requirements relevant to the courses they teach, (2) course delivery types and related requirements, and (3) program and institutional policies and procedures.
- Programs should indicate the frequency that the orientations are offered and the means by which the orientation sessions are delivered.
- Glossary definition:
    - *Affiliate faculty:* Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Agenda for affiliate faculty orientation session ● Program material describing formal orientation and mentoring structure for affiliate faculty ● PowerPoint and/or other orientation materials/resources used during affiliate faculty orientation sessions ● Adjunct faculty handbook

Standard 1.EE

EE. All core and affiliate counselor education program faculty have relevant preparation and/or experience in relation to the: (a) course content they teach and (b) delivery types.

What is this standard about?

- This standard requires all core and affiliate counselor education program faculty to be adequately prepared to teach the courses to which they are assigned in relation to both the content of the courses and the course delivery format(s).

Things to consider when responding:

- Relevant preparation applies not only to content expertise and experience, but also preparation to deliver the course through the applicable delivery type (i.e., in-person or digital).
- Programs should consider describing the criteria used to select and assign all faculty to teach courses.
- If a program provides specialized training to faculty in relation either to content or delivery type, that training should be described and documented.
- Glossary definitions:
    - *Faculty:*
      Affiliate faculty: Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.

      Core counselor education faculty: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.X and 1.Y. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Updated CVs for each core faculty member (each CV should be current as of the time of self-study submission. CV should reflect employment at the institution in the applicable faculty role). Each CV should highlight the information relevant to this standard (e.g., degree area, prior teaching experience, training in digital teaching, etc.) Note: The information in the documentation for this standard should be consistent with that provided for Standards 1.T and 1.CC.	● Listing of internal (e.g., training provided by institution's teaching and learning center) and external trainings attended by core and affiliate faculty in relation to digital course development and delivery

Standard 1.FF

FF. The counselor education program has clearly defined leadership that is coordinated by one or more core counselor education faculty. Written job description(s) for faculty providing this leadership include:

1. **having responsibility for the coordination of the counselor education program,**
2. **responding to inquiries regarding the overall counselor education program,**
3. **providing input and making recommendations regarding the development of budget and expenditures,**
4. **providing or delegating year-round leadership to the operation of the program(s), and**
5. **receiving release time from faculty member responsibilities to administer the counselor education program.**

What is this standard about?

- This standard is about the counselor education program having a formally designated leader who is a core counselor education faculty member and has a professional counselor identity, and that the institution provides support to acknowledge the time needed to serve in that role.

Things to consider when responding:

- A department chair is not necessarily the leader for the counselor education program, in relation to this standard, but they can be.

- When the counselor education program is housed within a joint department, the counselor education leader is the core faculty member (or members) in the joint department who fulfills the specified responsibilities for the academic unit in counseling and/or for one or more specialized practice areas (e.g., one coordinator for the whole counselor education program, or separate coordinators for entry-level and doctoral degree programs respectively, or separate coordinators for respective delivery types, , or for each respective specialized area of practice, etc.).

- This standard specifies that counselor education program leaders must be core faculty members, and therefore they must meet all applicable requirements for the core faculty designation (see also Standards 1.T, 1.Y, and 1.Z).

- In instances where the counselor education program is led by multiple core faculty members, the program should indicate how the identified individuals coordinate leadership activities for consistency.

- Release time (FF.5) does not necessarily mean course release time but can come in other forms such as release time from faculty member committee or advisement responsibilities with appropriate service recognition at the institution for the leadership roles and responsibilities.

- Glossary definition:

    - *Core counselor education faculty*: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.X and 1.Y. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Written job description for the counselor education program leader(s) that specifically addresses specifications 1-5 in this standard.	• Descriptions from Dean or Department Chair describing the budgeting process for the counselor education program, including how the counselor education program leadership provides input and recommendations • Sample emails that show input from counselor education program leadership regarding the budget

Standard 1.GG

GG. The counselor education program has identified one or more program faculty and/or staff as practicum and internship coordinator(s). Individual(s) serving in this role must:

1. **have written job description(s),**
2. **be responsible for the coordination of practicum and internship experiences in designated CACREP specialized practice areas,**
3. **be responsible for responding to inquiries regarding practicums and internship, and**
4. **have a master's degree in counseling or related profession if hired after July 1, 2024.**

What is this standard about?

- This standard is about the counselor education program having a designated person (or designated persons) with an understanding of the clinical training requirements coordinating the practicum and internship processes.

Things to consider when responding:

- This standard clarifies that either a counselor education program faculty member or staff member may serve in this role, as long as they meet all of the numbered criteria.
- This standard permits more than one person to serve in this role. That is, programs might have different practicum and internship coordinators for different specialized practice areas.
    - In instances where more than one person serves in the role of practicum and internship coordinator, the program should indicate how the identified individuals coordinate their activities for consistency.
- Related profession, for the purposes of GG.4, refers to other degree areas that require clinical supervision (e.g., social work, marriage and family therapy, counseling psychology, etc.)
- Practicum and internship coordinators serving continuously in this role prior to July 1, 2024 are exempt from GG.4.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and

submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also “Documentation” under “Responding to/reporting on Standards” in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Written job description for the practicum and internship coordinator(s) that addresses specifications 1-3 in the standard ● If GG.4 applies, programs must provide a current résumé/CV for the practicum and internship coordinator(s), clearly indicating the coordinator’s degree and area of study	● Excerpt from the program’s student handbook and/or practicum and internship manual identifying the practicum and internship coordinator and their responsibilities

SECTION 2: ACADEMIC QUALITY

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

Counselor education programs must be committed to attaining the highest quality in their preparation of students and must demonstrate the process, tools, and thresholds used to measure quality. Academic quality is determined by evaluation of program mission and objectives and assessment of students' knowledge, skills, and professional dispositions.

The purpose of student evaluation is for counselor education program faculty to continuously monitor student demonstration of key knowledge, skills, and dispositions to prepare them for practice as a counselor. The purpose of program evaluation is for counselor education program faculty to comprehensively evaluate overall program effectiveness across specific dimensions and to use findings to inform program modifications.

Standard 2.A

A. PROGRAM MISSION
The counselor education program has a mission statement that:

1. **defines and outlines the fundamental purpose of the program;**
2. **reflects input from persons involved in the conduct of the program: counselor education program faculty, current and former students, and community partners;**
3. **reflects counseling practice in a diverse, multicultural, and global society with marginalized populations; and**
4. **is on the program website in a location accessible to the public.**

What is this standard about?

- This standard requires programs to work with specified stakeholders to develop a meaningful mission statement that will serve as the foundation for the program objectives. The mission statement must reflect the multi-faceted nature of our world that is the context for counseling practice. The mission statement must also be accessible to the public via the program's website.

Things to consider when responding:

- The mission statement must be specifically for the counselor education program and not for a broader constituent group (e.g., interdisciplinary department).
- All 4 numbered components must be addressed individually in the narrative response.
- A program should explain which part(s) of its mission statement address components A.1 & A.3.
- Component A.2 requires programs to reflect stakeholder input in the mission statement. It is important to connect the dots from the input to the language of the mission statement itself.

  To show that input from each specified stakeholder group is reflected in the current formulation of the mission statement, a program should first identify and document specific relevant input gathered from each stakeholder group (program faculty, current students, alumni, and community partners). The program should then show how/where that input is reflected in the current mission statement.

- A description of how, when, and how often the program gathers input from each stakeholder group may also helpful. The program could describe a formal plan addressing how often and via what process the mission statement will be reviewed and updated, if you have such a plan.

- While there is no requirement for gathering feedback from a specific/minimum number of individuals from each stakeholder group, the program might consider the benefits of having more than just one representative from each group provide input.
- Both Standard 2.A and Standard 2.B require the use of input from the same set of stakeholders for different but related purposes (2.A for developing the program mission statement; 2.B for developing the program objectives). Programs may consider seeking input from the specified stakeholders on both the mission statement and objectives at the same time.
- A description of how someone accesses the mission statement via the website can help confirm accessibility to the public (e.g., the content is on the program home page versus a link that is buried many layers deep).
- Programs should provide a screenshot of the mission statement on the program's website, as documentation must be provided in a static format. That said, it can be helpful also to provide the link for direct access by reviewers.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Screenshot of the counselor education program website showing the counselor education program mission statement	• Advisory council meeting minutes, including date, reflecting that the mission statement was discussed, including names and stakeholder group affiliation (i.e., program faculty, current student, alumni, community partner) of everyone in attendance. Specific feedback ultimately reflected in the mission statement should be highlighted – this may include feedback that indicates approval of a mission statement or

	feedback that the program can show was used to formulate the statement. ● Copy of email(s) distributing a survey sent to required stakeholder groups requesting feedback regarding the mission statement. The documentation should somehow clarify which group(s) the email was sent to (e.g., one email subject heading might be “Alumni feedback for Mission Statement”). ● Survey results from required stakeholder groups, highlighting feedback that was ultimately used to formulate the mission statement.

Standard 2.B

B. The PROGRAM OBJECTIVES

The program objectives:

1. **reflect current knowledge and projected needs concerning counseling practice in a diverse, multicultural, and global society with marginalized populations;**
2. **reflect input from persons involved in the conduct of the program: counselor education program faculty, current and former students, and community partners;**
3. **are written in measurable terms so they can be evaluated; and**
4. **are on the program website in a location accessible to the public.**

What is this standard about?

- This standard requires programs to work with specified stakeholders to develop timely and relevant objectives. These objectives must be attuned to preparing counselors for practice in a diverse, multicultural society. The objectives must be measurable, as they will serve as the basis for program evaluation (see also Standards 2.D, 2.E, and 2.F). They must also be accessible to the public via the program's website.

Things to consider when responding:

- All 4 numbered components must be addressed individually in the narrative response.
- The program's narrative response should highlight which program objective(s) are intended to address component B.1.
- The phrase, "reflect current knowledge and projected needs" in component B.1 suggests that programs should explain how they ensure the program objectives are current. Indicating when the existing program objectives were adopted or last revised is a good starting point.
- Component B.2 requires programs to reflect stakeholder input in the program objectives. It is important to connect the dots from the input to the language of the program objectives.

  The program should show that input from each specified stakeholder group is reflected in the current formulation of the program objectives. To show this, the program should identify and document specific relevant input gathered from each stakeholder group (program faculty, current students, alumni, and community partners). The program should then show how/where that input is reflected in the language of the current program objectives.
- It's helpful to describe how, when, and how often the program reviews its objectives and gathers input from each of the stakeholder groups listed above (program faculty, current

students, alumni, and community partners). If the program has a formal plan for how and how often the program objectives are reviewed and updated, that also could be described/provided.

- Both Standard 2.A and Standard 2.B require the use of input from the same set of stakeholders for different but related purposes (2.A for developing the program mission statement; 2.B for developing the program objectives). Programs may consider seeking input from the specified stakeholders on both the mission statement and objectives at the same time.

- While there is no requirement to gather input from a specific/minimum number of people from each stakeholder group, the program might consider the benefits of gathering input from more than one representative from each group.

- Although the standard does not explicitly require this, it would make sense for the program's objectives to expand on and support the aims of the program's mission statement (see Standard 2.A).

- A description of how someone accesses the program objectives via the website can help confirm accessibility to the public (e.g., the content is on the program home page following the mission statement, versus a link that is buried many layers deep).

- Programs should provide a screenshot of the program objectives on the program's website, as documentation must be provided in a static format. That said, it can be helpful also to provide the link for direct access by reviewers.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Screenshot of the counselor education program website showing the counselor education program objectives	• Advisory council meeting minutes, including date, reflecting that the program objectives were discussed, including names and stakeholder group affiliation (i.e., program faculty, current student, alumni, community partner) of

	everyone in attendance. Specific feedback ultimately used to formulate the program objectives should be highlighted. This may include feedback that indicates approval of the objectives or feedback that the program can show was used to formulate the objectives. ● Copy of email(s) distributing a survey sent to required stakeholder groups requesting feedback regarding the program objectives. The documentation should clarify in some manner to which group(s) the email was sent (e.g., one email subject heading might be "Alumni feedback for Program Objectives"). ● Survey results, highlighting specific feedback that was ultimately used to formulate the program objectives ● Anonymous survey responses that show individuals from required stakeholder groups provided feedback regarding the program objectives.

Standard 2.C

C. Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.

1. **The counselor education program faculty systematically assess each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes the following:**
    a) **key performance indicators in each of the eight foundational curricular areas and each CACREP specialized practice area (for doctoral programs, each of the five doctoral curriculum areas);**
    b) **minimum performance expectations for each of the key performance indicators;**
    c) **measurement of each key performance indicator is conducted (1) using multiple measures and (2) across multiple points in time;**
    d) **for a minimum of one KPI, one measurement must be taken during fieldwork; and**
    e) **review or analysis of individual student data for the purpose of retention, remediation, and dismissal.**

2. **The counselor education program faculty systematically assess each student's professional dispositions throughout the program. The assessment process includes the following:**
    a) **identify and define professional dispositions to be assessed;**
    b) **measurement of student professional dispositions over multiple points in time; and**
    c) **review or analysis of individual student data for the purpose of retention, remediation, and dismissal.**

3. **The counselor education program has a systematic process in place for communicating feedback to students about individual assessments of knowledge, skills, and professional dispositions.**

What is this standard about?

- This standard requires programs to develop and implement processes for program faculty to monitor *each* student's performance (knowledge, skills, and dispositions) and provide feedback regularly and consistently. The standard provides a mechanism for gatekeeping because it requires individual student assessment data to be reviewed in relation to retention, remediation, and dismissal.

Things to consider when responding:

- Programs must address each component above (1.a-e, 2.a-c, and 3). Consider breaking the response into three sub-sections, to address parts 1.a-e, parts 2.a-c, and part 3 respectively.

- For parts 1.a-e, the response should include a table that lists the program KPIs and identifies assessment points when each KPI is measured, related measures, and performance expectations (see Documentation section below). The response should also include a narrative response that explains the overall process for assessing individual student progress, including the process for reviewing or analyzing KPI-related data for retention, remediation, and dismissal. The narrative should also provide context to help reviewers understand and interpret information in the table.

- For parts 2.a-c, the response format should be similar to that for 1.a-e. It should include a table listing the professional dispositions to be assessed and identify the measure(s) used to assess dispositions as well as the assessment points at which they will be measured. The response should also include a narrative explanation of the program's overall process for assessing individual students' professional dispositions, including review or analysis of disposition-related data for retention, remediation, and dismissal.

- For part 3, the response should explain how the program provides feedback to individual students based on results from the assessments described in parts 1 and 2. If a program uses multiple delivery types and the process for providing feedback differs by delivery type, the response should explain both/all processes for providing feedback to students.

- Regarding requirements related to retention, remediation, and dismissal, keep in mind that programs must articulate minimum performance expectations for KPIs – and should consider doing the same for dispositions. Ideally, a program's retention, remediation, and dismissal policy or plan would map out next steps for students falling below those expectations – including processes for feedback, monitoring, and/or remediation of some sort.

- Keep in mind that Standard 1.O requires programs to have and follow a written policy for student retention, remediation, and dismissal that is consistent with institutional policies and procedures and the Counseling profession's ethical codes and standards of practice. Standard 1.M.7 requires this policy to appear in the student handbook. This standard (2.C) requires KPIs and dispositions to be reviewed and analyzed for the purpose of retention, remediation, and dismissal. To address requirements from all three standards, programs should consider clearly spelling out in the policy that appears in the student handbook how KPI and professional disposition data will be used in relation to of retention, remediation, and dismissal.

- Each KPI and disposition must be measured at least two times - across at least two different academic terms. Programs may measure more often but are only required to measure a given KPI or disposition twice. In determining appropriate points for measurement, programs should consider the standard's language that speaks to assessment "throughout the program."

- There should be at least one unique KPI aligned with each core curricular area or specialized practice area. A program with *n* specialized practice areas should have a minimum of 8+*n* unique entry-level KPIs (one for each of eight core areas + one for each specialized practice area).

- At least one KPI must be measured during practicum or internship. For each curricular and specialized practice area, programs might consider how learning and development occurs over time and whether/why it might be beneficial to measure any given knowledge and/or skill identified in the program KPIs during practicum or internship. For example, a student might be able to demonstrate knowledge acquired by describing a counseling theory during their first semester, but the program might want to see them *apply* that knowledge with a client during practicum. Similarly, a student might demonstrate basic counseling skills through role play in an introductory skills course. The program can then monitor *growth* over time and assess their skills again during internship with a client.

- Each KPI must be measured using at least two different types of measures. Programs might consider scaffolding measures to align with more advanced levels of learning. Referring to the examples from the previous bullet, a KPI looking for students to understand and apply counseling theories might assess student progress via a first measure such as a short answer exam in which students can describe a theory, and then via a second measure such as a recording and case summary in which they demonstrate and explain how they applied that theory with a client. Or, counseling skills could be measured first via written feedback provided by the instructor after a role play in class and later, as a second measure, via a site supervisor evaluation conducted via a Likert-type scale.

- Dispositions, on the other hand, can be assessed using the same type of measure multiple times. Many programs have developed disposition assessment tools or use standardized tools available for purchase.

- Programs should ensure that the tools they use to measure KPIs accurately and specifically capture the KPI. For example, using the CPCE as one measure to assess the ability to understand and apply counseling theories would NOT be appropriate, as programs do not have the ability to drill down to individual exam items to know whether or not a student correctly answered items related to that KPI. In contrast, a multiple-choice exam or case-based comprehensive exam developed by the program that contains questions specifically about theories could be used as a measure, if the program identifies the specific questions related to theories and measures KPI performance based on only those questions, rather than a total score for the exam.

- Programs must provide ongoing performance feedback to each student regarding KPIs and dispositions. It is helpful to describe what that process looks like. How often is feedback provided? Via what format is feedback provided (bearing in mind any variations in program delivery types)? Is the timing and process of providing feedback the same for KPIs and dispositions, or is there a difference? Programs may consider outlining the process(es) for student assessment and feedback in the student handbook.

- Measuring KPIs only in required courses, versus elective courses, ensures that ALL students will be assessed. Linking KPIs to measures in elective courses can make individual student assessment more challenging for programs to monitor. It would also require the program to explain how all students are assessed in relation to the measures that are linked to elective courses.
- Glossary definitions:
    - *Continuous and systematic efforts:* Efforts that occur in a regular, ongoing, and planned manner.
    - *Key performance indicators (KPIs)*: Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.
    - *Multiple measures*: The use of two or more different types of measures per assessment area.
    - *Multiple points in time:* Data collected at two or more points in at least two different academic terms throughout students' program of studies.
    - *Professional dispositions*: The commitments, characteristics, values, beliefs, and behaviors that dispositions influence the counselor's professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations.
    - *Student assessment*: The systematic gathering of information for decision-making about individuals, groups, programs, or processes. Assessment is the measurement of an individual student's level of attainment of knowledge, skills, and dispositions. Student assessment is distinct from program evaluation that includes aggregating the individual student data into the overall student assessment data used in the process of program evaluation.
    - *Systematic*: In a regular, planned, and comprehensive manner.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● 2.C - KPIs and Dispositions Information (DCUF) ● A KPI assessment table that includes: ○ each KPI to be assessed (clarifying the curricular or specialized practice area with which each KPI is aligned) ○ when each KPI is assessed (which course and term in a student's program of study) ○ how each KPI is assessed (via what measure) *Note – if a KPI is measured as part of a course, this measure should appear in the syllabus for that course.* ○ the minimum performance expectation for each KPI. ● Disposition assessment table to include: each disposition to be assessed, when assessed (which course and/or term), how assessed (via what measure), and the minimum performance expectation.	● Copy of the program's student handbook with content about the student assessment and feedback process(es) highlighted (including content that explains how KPI and disposition assessments tie in with processes for retention, remediation, and dismissal) ● Complete map of KPI and disposition assessment across a student's program of study ● Copies of assessment measures and rubrics for KPIs and/or dispositions ● Syllabi for courses that include KPI-related measures (with descriptions of those measures highlighted) ● Program meeting minutes demonstrating the review or analysis of individual students' KPI and/or disposition data, with any identifying information redacted (parts C.1.e and C.2.c) ● Redacted email communicating feedback to a student, or templates of emails to be sent to students with feedback

Standard 2.D

D. CONTINUOUS AND SYSTEMATIC IMPROVEMENT OF THE PROGRAM

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

1. **academic quality indicators aligned with program objectives;**
2. **minimum thresholds for academic quality indicators, as determined by counselor education program faculty;**
3. **the data that will be collected;**
4. **a procedure for how and when data will be collected;**
5. **a method for how and when data will be reviewed or analyzed;**
6. **a process for addressing unmet minimum thresholds;**
7. **a procedure for identifying and analyzing trends in the data across multiple years; and**
8. **an explanation for how data will be used for curriculum and program improvement.**

What is this standard about?

- To foster processes that support continuing development and improvement in counselor education programs, this standard requires programs to have a written comprehensive evaluation plan that directs the activities they will engage in each year to evaluate, monitor, and report on the program's progress in achieving its objectives, as identified in Standard 2.B. The standard outlines eight elements that must be included in a program's plan.

Things to consider when responding:

- Programs must present a written evaluation plan that is specific to the counselor education program. The program should have a document that outlines this evaluation plan. The narrative response to this standard can provide context to help reviewers navigate and understand the plan document, but the narrative response should not be the plan itself. The idea is that programs should maintain a plan document that will guide evaluation activities, that they can revise as needed, and that they can share with incoming faculty or other stakeholders.

- Because the plan document is required as documentation, an extensive narrative response should typically not be necessary.

- Each numbered element above needs to be clearly addressed in the plan. Your narrative response should identify where/how each element is addressed within the plan document.

- Evaluation, monitoring, and reporting of the program's progress in meeting its objectives must occur on an annual basis; the plan should reflect this.

- The evaluation plan should lay out a clear schedule for when all program evaluation activities, including the review and analysis of the results, will occur. Note that Standard 2.E identifies specific academic quality indicators for which data must be collected and analyzed every year. That said, while programs are required to collect such data and to systematically evaluate, monitor, and report on the achievement of program objectives on an annual basis, it is not necessary for every program evaluation activity to be done every year.

- Even if the college/school in which the academic unit in counselor education is housed has program evaluation requirements, you must present a plan document specific to the counselor education program that directly addresses the requirements outlined in this standard.

  Your plan document may also align program processes with college/school requirements, but you should make clear to reviewers how your plan addresses the standard's requirements.

- The program's plan document should map the program's academic quality indicators to specific program objectives (requirement D.1; see standard 2.E for more on academic quality indicators). A table or crosswalk can be a useful way to do this mapping and to address items D.2-8 for each academic quality indicator.

- For the section of the plan document that explains how evaluation data will be used for curriculum and program improvement (D.8), it can be helpful to articulate when data are reviewed each year and by whom. Portions of a program's plan that address requirement D.8 may overlap with or refer back to information related to requirements D.6 and D.7, which deal with addressing unmet minimum thresholds (D.6) and analyzing multi-year trends (D.7).

- The program's plan should apply to all delivery sites and program delivery types.

- If any program evaluation processes vary based on program delivery type(s) or delivery sites, the plan document should address these variations.

- Responding to this standard involves providing and explaining the program's comprehensive evaluation plan. It does not involve providing actual data (data is required when responding to Standard 2.E).

- Glossary definitions:

    - *Academic Quality Indicators*: Outcomes that the faculty have chosen to demonstrate the program's achievement of its critical functions and purposes. Indicators are used to evaluate program objectives. Faculty determine minimum thresholds.

    - *Systematic*: In a regular, planned, and comprehensive manner.

- *Thresholds*: Minimum performance outcomes for acceptable results associated with program performance, including student achievement, consistent with program mission and objectives.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Written comprehensive evaluation plan document	• A timeline that visually presents the schedule for when the various program evaluation activities occur • A table that summarizes the evaluation plan, listing plan elements (and where to find them in the plan document) in relation to the standard's requirements (You may consider including such a summary table in the plan document itself)

Standard 2.E

E. ACADEMIC QUALITY INDICATORS

At minimum, programs must collect and analyze the following data annually as part of their comprehensive evaluation process:

1. **Aggregate Assessment of Student Success:**
   The program provides trend analysis of student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for:
   - **a) all key performance indicators for entry-level programs for which data were collected that year,**
   - **b) (if applicable) all key performance indicators for doctoral programs for which data were collected that year,**
   - **c) professional dispositions for entry-level students, and**
   - **d) (if applicable) professional dispositions for doctoral students.**

2. **Graduate Outcomes:**
   The program analyzes graduate outcomes and reports in aggregate, by program delivery type and CACREP specialized practice area, the achievement of minimum thresholds determined by the program for each of the following:
   - **a) pass rates on credentialing examinations,**
   - **b) degree completion rates, and**
   - **c) employment and doctoral admission rates.**

3. **Diverse Learning Community:**
   As part of identifying underrepresented populations and the continuous and systematic efforts to recruit, enroll, and retain a diverse group of students and faculty, the counselor education program analyzes, by program delivery type and CACREP specialized practice area, demographic data with regard to:

   - **a) Students:**
     - **1) applicants,**
     - **2) enrolled students, and**
     - **3) degree completion rates.**

   - **b) Full-Time Faculty:**
     - **1) (if applicable) applicants for open faculty positions,**
     - **2) employed faculty, and**
     - **3) retention rates.**

4. **Fieldwork:**
   The program reports in aggregate the achievement of minimum thresholds for student placement rates at practicum and internship sites.

What is this standard about?

- This standard requires programs to collect and analyze specific types of data each year as part of comprehensively evaluating their achievement of their program objectives (see also Standard 2.D). Essentially this standard is about programs demonstrating that they implement the plan they presented in 2.D; and it *does* require actual, aggregate data to be shared. Also, for E.1.a-d. information about trends in student learning and dispositions over time must be shared. The standard also requires programs to examine outcomes and demographic data by program delivery type and specialized practice area.

Things to consider when responding:

- Programs must collect and analyze data addressing *each* of the numbered items 1-4 and *all* of their components each year.

- This standard (Standard 2.E) outlines requirements for collecting and analyzing data related to specified academic quality indicators (AQIs). Standard 2.F includes a related requirement for programs to create an annual report that includes a summary of the program evaluation results, including achievement of AQIs (see also Standard 2.F.3.a).

  Therefore, the annual report may function as useful documentation for this standard (2.E) as well as for Standard 2.F. The summary of evaluation results in the report should include aggregate data, so programs should be able to point to the relevant section of that report to document the collection of AQI data. Assuming the report also includes analysis of that AQI data, programs can also point to those sections to address the analysis requirement in this standard.

  If a program uses its annual report as documentation for this standard, the narrative response should point reviewers to the relevant sections of the report and provide any context that would be needed to understand the content of those sections in relation to the standard's requirements.

  Any requirements of the standard not addressed in the program's annual report(s) would need to be addressed through additional narrative response and documentation.

- For E.1.a-d., Aggregate Assessment of Student Success, programs should aggregate the individual student data they collected for Standard 2.C (KPIs and dispositions) and clearly indicate the achievement of thresholds defined by the program. This could involve, for example, reporting the percentage of students who met the program's minimum performance expectations for each KPI and disposition at each point of measurement. Another option could involve determining aggregate (e.g., average) scores and reporting whether those meet an aggregate threshold set by the program. Tables can be useful for sharing/reporting this data.

- If a program has a course rotation and/or program evaluation schedule where not every KPI is assessed every year, that should be clearly indicated with a reference to when collection and analysis of aggregate data would occur for all KPIs. For such scenarios, if the program uses its annual report for documentation, it would be necessary to provide multiple years of reports (or

some other supplemental documentation) to show collection and analysis of aggregate data related to all KPIs.

- To address the trend analysis for E.1.a-d, programs should provide information regarding performance trends over time (e.g., a multi-year comparison) for aggregate outcomes related to KPIs and dispositions. This could be a narrative discussion of trends or a table showing detailed trends over time.

- For E.2.a, pass rates on credentialing examinations, programs should provide a brief narrative overview in which they explain which credentialing exams are taken for which CACREP specialized practice areas and information regarding how pass rates are determined as well as how they gather the data (e.g., do students self-report? Is a summary sent by the exam publisher?). Examples of credentialing examinations include (but are not limited to): NCE, NCMHCE, Praxis, CRC examination, MAC exam. Comprehensive exams (such as the CPCE or those developed by programs themselves) are not considered to be credentialing examinations.

  Programs should clearly indicate the program's pass rate threshold and whether or not it was met. Programs should also provide aggregate data, broken down by delivery type and CACREP specialized practice area. It is helpful to see both the number of students who took any given exam as well as the percentage who passed. Although not required, it may be helpful, when possible, to collect and analyze pass rates for multiple attempts (i.e., students who passed on their first attempt versus second, etc.).

- For E.2.b, degree completion rates, programs should describe their program timeframe (e.g., it is a 3-year full-time-only program) and student population (e.g., number of full-time and part-time students). Programs should also clearly state their degree completion threshold (this could be a % or a timeframe or both – e.g., 90% of students will complete the degree within 3 years) and whether it was met. Then, detailed aggregate data should be provided, broken down by delivery type and CACREP specialized practice area. Although not required, it can be helpful to see data reported separately for full-time and part-time students.

- For E.2.c, employment and doctoral admission rates, programs should provide information regarding their threshold for employment and doctoral program admission, clarifying what type of employment they will count (e.g., ideally should be related to the degree program). Then, the program should provide detailed aggregate data, including numbers and percentages of students employed and/or admitted to doctoral programs, broken down by delivery type and CACREP specialized practice area.

- With regard to the data outlined in E.3, programs should use this data to help them understand the effects of the efforts required by Standards 1.H and 1.S.

- As noted in the guidance for Standards 1.H and 1.S, the glossary definition of diversity is multi-faceted. Keeping in mind the missions of the program and institution and the program's analysis of underrepresented groups, programs may determine which aspects of diversity their efforts will address. In light of changes in state legislation taking place at the time these standards are being implemented, some programs have noted restrictions on gathering data related to race,

ethnicity, or other aspects of diversity. The standards do require programs to address diversity, but do not specify what aspects of diversity must be addressed. Programs make that determination and should explain their approach clearly when responding.

- Programs may also consider describing (and documenting) how they collect demographic data for students/applicants and faculty/applicants as well as any limitations with regard to the type of data they can or cannot collect. Then, the program should provide aggregate data, ideally numbers and percentages, broken down by delivery type (student and faculty data) and CACREP specialized practice area (student data only). This part of the standard does not require the analysis of data in relation to thresholds -- though programs may want to consider the desired effects of their efforts.

- For E.4, programs should monitor student success obtaining placements for practicum and internship sites (see also Standard 4.A, which requires the program to provide ongoing support to help students find fieldwork sites). The program's threshold (e.g., 100% of students have an approved site placement by the start of the semester in which they want to enroll in the course) should be provided, and then detailed aggregate data should be provided, ideally numbers and percentages, broken down by delivery type and CACREP specialized practice area. Although not required, it can be helpful for programs to break down data for practicum and internship separately.

- E.1, 2, and 4 speak to reporting on achievement of minimum thresholds. Therefore, CACREP Policy A.2.j on Degree Program Pathways would apply:
  j. Degree Program Pathways. Counselor education programs offering different degree program completion options (i.e., pathways) consisting of variances and/or combinations in location and/or delivery methods, must identify the different pathways and determine the achievement of established minimum thresholds for each pathway and analyze trends over time.

- Glossary definitions:

    - *Academic quality indicators:* Outcomes that the faculty have chosen to demonstrate the program's achievement of its critical functions and purposes. Indicators are used to evaluate program objectives. Faculty determine minimum thresholds.

    - *CACREP Specialized Practice Area(s):* delineated in Section 5 of the 2024 Standards.

    - *Continuous and systematic efforts*: Efforts that occur in a regular, ongoing, and planned manner.

    - *Diversity*: All aspects of intersectional and cultural group identity, including age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status, among others.

    - *Key Performance Indicators*: Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.

- *Professional dispositions*: The commitments, characteristics, values, beliefs, and behaviors that dispositions influence the counselor's professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations.
- *Program delivery type(s):* Programs may deliver curriculum in-person synchronous, digitally asynchronous and/or digitally synchronous.
- *Thresholds*: Minimum performance outcomes for acceptable results associated with program performance, including student achievement, consistent with program mission and objectives.
- *Underrepresented*: Within the context of the program's mission, a student or faculty subset that holds a smaller percentage within the counselor education program than it does in the communities served.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● 2.E - Academic Quality Indicators (DCUF)	● A copy of the program's most recent annual evaluation report (see also Standard 2.F.3) with content relevant to the requirements of this standard (2.E) highlighted. If the program's most recent report does not include all required AQIs (e.g., because not all KPIs or dispositions were assessed in a given year), the program should provide reports from previous years or other documentation that shows collection and analysis of data for all AQIs

	● Outcomes charts from the evaluation of aggregated KPI and disposition data ● Tables presenting exam pass rates, degree completion rates, and employment/doctoral admission rates ● Tables and/or charts showing demographic data for applicants, students, and graduates as well as faculty applicants, employed faculty, and faculty retention ● Tables showing practicum and internship placement rates

Standard 2.F

F. COMMUNITY PARTNER ENGAGEMENT AND ACCOUNTABILITY
The purpose of community partner engagement is to solicit and use feedback from parties outside of the counselor education program faculty who are knowledgeable about the counseling profession and the communities the program serves.

1. **The program collects and analyzes systematic follow-up studies to analyze the extent to which the program is achieving its objectives by collecting data from community partners that include:**
    a) **graduates,**
    b) **fieldwork site supervisors, and**
    c) **employers of program graduates.**

2. **The counselor education program solicits feedback from a designated advisory committee regarding proposed curriculum modification and program improvement. The advisory committee comprises representatives from the program and community partners with diverse identities and perspectives.**

3. **Counselor education program faculty create an annual report for entry and doctoral (if applicable) levels that includes:**
    a) **a summary of the program evaluation results, including achievement of academic quality indicators;**
    b) **subsequent curriculum modifications and program improvement informed by program evaluation; and**
    c) **any other significant program changes.**

4. **The annual report is published on the program website in a location accessible to the public.**

What is this standard about?

- This standard is about counselor education programs engaging community partners in intentional and planned efforts to evaluate the program and about reporting the program's evaluation results and related actions back to those partners and the public. This standard requires programs to conduct follow-up studies with community partners to evaluate the program's success in achieving its objectives. The standard also requires programs to form and seek feedback from an advisory committee for the purpose of modifying the program curriculum and improving the program generally. The standard also identifies specific content that programs must publish in an annual program evaluation report, which must be made available via the program website.

Things to consider when responding:

- Data from systematic follow-up studies must be collected from each community partner listed (i.e., graduates, fieldwork site supervisors, and employers of program graduates. The term 'systematic' indicates that there should be a regular and planned approach to collecting data from each group; it does not mean that data must be collected from each group every year. Establishing a rotation for follow-up studies whereby data is gathered from any one group every 2-3 years, often works well. All data collected in a given year should be summarized in a program's annual evaluation report (see also discussion of F.3 and F.4 below).

- For F.1, programs' narrative responses should describe when and how they collect data from each required stakeholder group. If the program has a formal data collection plan, it is helpful to share that plan as part of this response.

- For F.1, programs should also explain how the data collected from follow-up studies relates to the program's achievement of its objectives. If a program surveys stakeholders, for instance, it is helpful to provide copies of the surveys and to explain how the questions relate to the program's objectives.

- For F.2, programs should describe how they form their advisory committee, including how they ensure that it includes representatives from the program and community partners that reflect diverse identities and perspectives. Information regarding current members of the advisory committee should be provided in enough detail to clearly show how the program addresses these requirements in practice. The program should also outline how often and in what way they solicit feedback from the advisory committee regarding proposed curriculum modifications and program improvement.

- A program's annual report must include content addressing each lettered item (a-c) in 2.F.3.

- Note that for 2.F.3.a, the report's summary of program evaluation results should include aggregate data and context to explain the meaning of that data. This must include a summary of the program's performance in relation to academic quality indicators (AQIs) – see Standard 2.E for data collection and analysis requirements related to AQIs.

- For 2.F.3.b, a program's annual evaluation report must describe curricular modifications or program improvements that are informed by the program's evaluation data. These descriptions should make clear how the modifications/improvements respond to the data. For instance, a program may decided to change its instructional approach to counseling theories based on findings from aggregate KPI data.

- 2.F.3.c speaks to other significant changes that a program may make – that are *not* driven by the program evaluation data. For instance, the program may make changes related to legislative or accreditation requirements or related to new streams of grant funding.

- For 2.F.3.b and/or 2.F.3.c, if no program changes were made in the most recent year, the program's evaluation report should state this clearly. If this is the case for either data-driven

changes (F.3.b) or other significant changes (F.3.c), the program should submit an additional recent report that documents changes of that type.

- Programs should explain when the annual report is updated and posted on the program website each year.

- If the program includes a doctoral program, the report should include separate sections (or there should be separate reports) for the entry-level specialty areas and the doctoral program.

- Programs are welcome to include additional information in their annual report beyond what the standard requires. This standard outlines minimum requirements. For example, programs may include institution- or college level content in their annual report, but they must also include all content required by CACREP in Standards 2.F.3.a-c.

- To confirm that the annual report is accessible to the public, the program may describe how someone would access the report via the website (e.g., the report is on the program home page via a link labeled 2024 annual report, versus a link that is buried many layers deep).

- Programs should provide a screenshot showing where the annual report can be found on the program's website, as documentation must be provided in a static format. That said, it can be helpful also to provide a link for direct access by reviewers.

- Whereas in previous CACREP Standards programs were required to actively notify stakeholders when the annual report was published, this is *not* a requirement now.

- Glossary definitions:

    - *Academic quality indicators:* Outcomes that the faculty have chosen to demonstrate the program's achievement of its critical functions and purposes. Indicators are used to evaluate program objectives. Faculty determine minimum thresholds.

    - *Community Partners*: Individuals and organizations who employ, consult, or otherwise engage with a program and/or its graduates.

    - *Systematic*: In a regular, planned, and comprehensive manner.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also “Documentation” under “Responding to/reporting on Standards” in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● The program’s most recent annual evaluation report. For this standard, programs should highlight content in the report that addresses each of 2.F.3.a-c. ● Screenshot of the program website showing the posting of the most current annual program evaluation report	● Formal plan for collecting and analyzing data from follow-up studies of community partners, indicating how, when, and how often data are collected ● Surveys or tools used to collect data from community partners ● Summary/aggregate data from follow up studies of community partners ● Advisory committee charter document, highlighting information about the committee’s make-up and responsibilities ● Advisory committee meeting minutes identifying members and roles, and including evidence that feedback was gathered from the committee on curriculum modifications and program improvements. ● An additional recent annual report showing that modifications were made based on program evaluation data, in instances where no data-based modifications were made and reported in the most recent annual report.

SECTION 3: FOUNDATIONAL COUNSELING CURRICULUM

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

The curriculum for entry-level programs provides for obtaining essential knowledge and skills necessary to function effectively as a professional counselor across service delivery modalities. Curriculum knowledge domains and outcome expectations are frequently interrelated and not mutually exclusive. Ethical behavior, diversity, equity, inclusion, and critical thinking are integral to counselor preparation and should be infused throughout the curriculum. Diversity refers to all aspects of intersectional and cultural identity. Counselor preparation programs address culturally sustaining content and strategies across the eight foundational curriculum areas. The eight foundational curriculum areas represent the knowledge required of all entry-level counselor education graduates. Counselor education programs must document where and in what manner each of the numbered standards listed below is covered in the curriculum.

Foundational Curriculum Areas 3.A-H

All numbered standards in Curriculum Areas A-H
The eight foundational curriculum areas represent the knowledge required of all entry-level counselor education graduates. Counselor education programs must document where and in what manner each of the numbered standards listed below is covered in the curriculum.

The information in this section is applicable to all entry-level specialized practice areas (Section 5) and the doctoral curricular standards (Section 6 B).

What is this standard about?

- This is a once-every-eight-years comprehensive look under the hood of the program's curriculum and its coverage of the specific content required by these standards.

Things to consider when responding:

- Programs must document *where* and *how* your required curriculum covers, for every entry-level student, the content outlined in each foundational curricular standard found in this section. The section is divided into eight subsections, lettered A through H, which represent the eight core content areas:

    A. Professional Counseling Orientation and Ethical Practice
    B. Social and Cultural Identities and Experiences
    C. Lifespan Development
    D. Career Development
    E. Counseling Practice and Relationships
    F. Group Counseling and Group Work
    G. Assessment and Diagnostic Processes
    H. Research and Program Evaluation

    Each of the eight core content areas has between ten and twenty-one associated curricular standards that require responses.

- To address both "where" and "how" content is covered, it's important to identify not only what course provides primary coverage (the "where"), but also the specific learning activity within

that course that provides coverage (the "how"). Learning activities may include readings, lectures, assignments, etc.

By "primary" coverage we mean the course that most directly and clearly covers the relevant content. If part of a standard is covered in one course and the rest is covered in another course, a program may indicate this. However, it is not necessary to identify every course that provides coverage.

If you offer degree programs in multiple specialized practice areas and primary content coverage occurs in a different course for, say, CMHC than it does for SC, you should indicate the course that provides primary coverage in each specialized practice area.

- Primary coverage of curricular content should occur in a required program course and through required assignments or activities. If coverage is indicated via elective coursework or optional assignments, you should explain how the program ensures that the required content is covered for every student.

- The curricular content required by the standards in this section is specific and detailed. Please note that while syllabi are important to document coverage, syllabi tend to provide only broad indicators of coverage. You should be prepared, throughout the accreditation review process, to provide additional detailed information about how the program covers the specified content.

- While course objectives can be helpful in identifying the course(s) in which a program intends to cover certain content, they are not considered proxy indicators for content coverage.

- Similarly, an assignment rubric may not be a sufficient indicator of content coverage if it simply lists standards without some indication of how those standards relate to and are addressed by the assignment itself. This sort of connection is usually better made clear by an assignment description (e.g., from the syllabus, other course material, and/or in a narrative response).

- To help facilitate and standardize how programs address the questions of "where" and "how" curricular content is covered, CACREP is developing "Foundational Counseling Curriculum Worksheets" for programs to complete.

    - There will be a separate worksheet for each core content area and these worksheets will be made available online for download.

    - The worksheets include two curricular tables for programs to complete *(examples of completed tables appear below starting on p. 122)*:

        1) In the first table programs should create a content-area-specific curriculum crosswalk that maps the courses that provide coverage for standards in each content area subsection. This crosswalk provides an at-a-glance overview of "where" each standard in the subsection is covered.

           The standards in the core content area define this table's rows.

Across the top of the table, programs should fill the course prefix, number, and title for each course that provides primary coverage for a standard in the respective content area.

Then, programs should identify where primary coverage for each standard occurs by placing an X in the corresponding cell in the crosswalk where the row for that standard intersects with the column for the course in which primary coverage takes place.

2) In the second table programs should identify and explain, for each standard, the relevant learning activities found in the syllabi for the courses. This table explains "how" each standard in the content area subsection is covered.

   Again, in this table, the standards in the core content area define the table's rows.

   In each row, the cell in the first column lists the text of the standard.

   In the next column, you would list the course providing primary coverage (you can add columns in cases where coverage is split across multiple courses or where primary coverage differs by specialized program area– but as noted above, it is not necessary to identify every course that provides coverage).

   In the last column, you would enter a narrative response in the last cell, identifying the learning activity that covers the required content, describing how that activity covers the content (in your own words – don't repeat the language of the standard), and specifying where to find the activity in the syllabus for the identified course.

- Programs should upload a current syllabus for each course indicated in a worksheet. If a course is delivered via multiple methods (e.g., in-person, digitally delivered), and the syllabi differ by course delivery type, please provide a syllabus for each delivery type.

Examples of Completed Tables

Table 1

Crosswalk for Core Content Area 3.A, Professional Counseling Orientation and Ethical Practice

(Note: final version may differ in appearance)

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE				
Standard	**COUN 500 Orientation to the Counseling Profession**	**COUN 520 Professionalism and Ethical Practice in Counseling**	**COUN 540 Multicultural Counseling**	*Etc. Actual crosswalk may include more courses*
1. history and philosophy of the counseling profession and its specialized practice areas	**X**			
2. the multiple professional roles and functions of counselors across specialized practice areas	**X**			
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		**X**		
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			**X**	
…Etc. (actual crosswalk will include all 12 standards from Section 3.A)				

Table 2

Narrative Explanations for Standards in Core Content Area 3.A

(Note: final version may differ in appearance)

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE			
Standard	**Course**	**Additional course (if necessary)**	**Narrative Response**
1. history and philosophy of the counseling profession and its specialized practice areas	**COUN 500 Orientation to the Counseling Profession**		Chapter 1 of the text in this course looks at the evolution of counseling as a helping profession, including considerations related to professional identity for counselors generally and for specific counseling practice areas (mental health, school, addiction, rehabilitation, career, etc.) This content is reinforced in class discussion week 2. See week 2 of Course Calendar on p. 14 of the syllabus; includes assigned reading.
2. the multiple professional roles and functions of counselors across specialized practice areas	**COUN 500 Orientation to the Counseling Profession**		As part of our Week 2 in-class discussion around counseling practice areas and professional identity, we discuss roles and functions in each of the practice areas identified in the CACREP Standards See week 2 of Course Calendar on p. 14 of the syllabus

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	**COUN 520 Professionalism and Ethical Practice in Counseling**		Week 4 of this course includes readings and discussion of counselor collaboration and consultation with other counselors as well as those from other professions. Students also are required to interview a practicing counselor. This assignment includes required interview questions on outreach and emergency response. See week 4 of Course Calendar on p. 16 of syllabus. See interview assignment description on p.6 and required interview questions in Appendix A on p. 19
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	**COUN 540 Multicultural Counseling**		In weeks 8-10 of this course, we discuss counselors' roles as advocates in relation to systemic issues and social justice. Students have an assignment that required them to develop an advocacy plan. See wks 8-10 of Course Calendar on p. 17 of syllabus. Advocacy Plan assignment description on p. 5
…Etc. (actual table will include all 12 standards from Section 3.A)			

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• 3.A - Foundational Counseling Curriculum – POAEP (DCUF) • 3.B - Foundational Counseling Curriculum – SACIAE (DCUF) • 3.C - Foundational Counseling Curriculum – LD (DCUF) • 3.D - Foundational Counseling Curriculum – CD (DCUF) • 3.E - Foundational Counseling Curriculum – CPAR (DCUF)	

● 3.F - Foundational Counseling Curriculum – GCAGW (DCUF) ● 3.G - Foundational Counseling Curriculum – AADP (DCUF) ● 3.H Foundational Counseling Curriculum – RPE (DCUF) *Note 1: As of November 2024, DCUF versions of the curriculum worksheets are available on the AMS Resource page and for download in the SSR template.* *Note 2: Remember to save completed worksheets as PDFs before uploading* ● Current syllabi for all courses identified in worksheets ○ Please title the file for each syllabus using prefix, course number, and course title (e.g., "3.A.1 - COUN 520 - Professionalism and Ethical Practice in Counseling.pdf")	

SECTION 4: PROFESSIONAL PRACTICE

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

Standard 4.A

A. The counselor education program provides on-going support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.

What is this standard about?

- This standard is about the counselor education program actively providing support and assistance to students to identify and secure appropriate field placements for practicum and internship.

Things to consider when responding:

- Programs should explain the specific role the counselor education program plays in supporting and assisting students as they identify and secure fieldwork placements. This might include a description of the information shared with students, the timeframe for sharing information, and information regarding who in the counselor education program assists students in identifying and securing appropriate fieldwork sites.

- If different people are responsible for supporting different groups of students (e.g., one person helps students in addiction counseling and a different person helps students in school counseling; one person helps students completing the program via distance delivery who are seeking placements in other states and a different person helps students living locally, etc.) details should be provided to clarify those differences.

- Programs may describe how they assist students who encounter challenges securing a fieldwork placement and/or what they do to ensure students seeking placements are successful.

- Glossary definition:

    - *CACREP specialized practice areas*: are those delineated in Section 5.

What kind of documentation should/can I provide?

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submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also “Documentation” under “Responding to/reporting on Standards” in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard’s requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Copies of information and/or resources provided to students regarding the process for identifying and securing fieldwork sites (e.g., deadlines for completing specific steps in the process of securing a placement, lists of previously used sites and supervisors, descriptions of what to look for in an acceptable placement site, contacts for persons in the program available to help students, etc.). ● Copy of the program’s fieldwork handbook with relevant content highlighted.

Standard 4.B

B. Students are covered by individual professional counseling liability insurance while enrolled in practicums and internships.

What is this standard about?

- This standard requires students to have individual professional counseling liability insurance in which they are named while enrolled in fieldwork.

Things to consider when responding:

- Barring state regulations contrary to such a requirement, students must have their own separate, individual liability insurance policy. These policies are usually available at low or no cost through student memberships in counseling organizations.
- College/university/institutional group liability insurance policies that cover individual students enrolled in practicum and/or internship courses are not sufficient for meeting this requirement.
- Students do not have to maintain individual liability insurance throughout their entire enrollment in the counseling program, but it must be in place by the first day of their enrollment in Practicum and Internship and be maintained through the completion of these courses.
- Programs should explain and document how they verify that ALL students have the requisite liability policy prior to and through completion of Practicum and Internship.
- If state regulations do not allow the program to require that students have individual professional counseling liability insurance, the program should provide documentation of the relevant regulation. Note that, in such a case, a program may still be able to recommend that students have individual professional counseling liability insurance.
- Glossary definitions:
    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.
    - *Practicum*: a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Sampling of copies of student liability insurance maintained by the program for Practicum and Internship *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	• Copy of or excerpt from the program's fieldwork handbook with content highlighted related to professional liability insurance requirements. • Copy of Practicum and Internship eligibility/enrollment forms requiring verification of the student having individual professional liability insurance. • Checklists or other forms used by the program to document student attainment of individual professional liability insurance. • Copy of the Practicum and Internship course syllabi with content highlighted related to professional liability insurance requirements.

Standard 4.C

C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

What is this standard about?

- This standard is about someone (university or site supervisor) being able to observe (directly or indirectly) and monitor students' application of clinical skills with actual clients while also ensuring client privacy is maintained.

Things to consider when responding:

- Programs should clearly describe expectations regarding audio/video recordings or live observation of students. This might include outlining the required or acceptable format(s), the frequency with which students must record or be observed, and any minimum number of recordings/observations required in both practicum and internship.

- It is helpful when programs clarify who is responsible for reviewing/observing (e.g., university supervisor requires 3 recordings per semester, and site supervisor must observe at minimum 4 sessions).

- If different requirements exist for Practicum and Internship, these differences should be described.

- Programs should clearly describe and document any policies they have regarding the security and destruction of recordings in connection with legal expectations. For example, what guidelines are shared with students about acceptable recording technology, and transportation or dissemination of recordings (physical or virtual)? At what point in the term are students expected to destroy recordings, and what process must they use to do so, etc.?

- Programs are encouraged to identify all relevant institutional, state, federal, and international, and legal requirements that serve as the foundation for the policies and/or procedures the program has developed for supervision and client privacy and security of transmission of recordings and explain how they comply each.

- Programs that use a digital communication platform to conduct supervision during which recordings are shared should explain how they ensure maintenance of privacy and confidentiality for students and their clients.

- Glossary definitions:
    - *Internship:* a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.
    - *Live supervision:* Direct observation of the counseling session with in-vivo communication from the supervisor influencing the work of the supervisee during the session.
    - *Practicum:* a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Copy of the program's fieldwork handbook. Programs should highlight content related to audio/video recording and live observation requirements as well as maintaining security of recordings. ● Copy of the Practicum and Internship course syllabi. Programs should highlight content related to audio/video recording and live observation requirements as well as maintaining security of recordings. ● Copy of instructions/guidelines provided to students on how to maintain privacy during supervision using a digital platform (e.g., including technology requirements, location considerations, etc.).

	● Supervision contracts that outline requirements for recording and/or live supervision ● Recording or live supervision feedback forms used by the program (blank forms are sufficient)

Standard 4.D

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

What is this standard about?

- This standard is about demonstrating that the program is intentional about monitoring the types of opportunities (i.e., professional activities and resources) students have access to at their fieldwork sites and that they are appropriately comprehensive in scope.

Things to consider when responding:

- CACREP does not require specific activities or resources. Programs determine what types of professional activities and resources are appropriate and important.
- If the program requires students to engage in specific activities, the response should identify those activities.
- It can be helpful to describe how the program screens sites to ensure appropriate (or required) activities are available to students and how the program monitors student engagement in and completion of such activities. If documentation is maintained regarding student engagement in specific activities or use of resources, the program can include this as evidence.
- Examples of professional activities may include but are not limited to: in-service/professional development training, team meetings, and use of certain assessments, to name a few.
- Examples of technological resources include but are not limited to: computer assisted career guidance programs, digital note and record keeping platforms, and systems or software used for telehealth counseling.
- At minimum, the program should describe the common types of activities and resources that students are exposed to during their fieldwork.
- If differences exist across Practicum and Internship, across specialized practice areas, or across program delivery types, please describe those differences.
- Glossary definitions:
    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

- *Practicum*: a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

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See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Copy of the program's fieldwork handbook with content highlighted that addresses relevant requirements. ● Copy of the Practicum and Internship course syllabi with content highlighted that addresses relevant requirements. ● Communication to site supervisors detailing the types of professional activities and resources with which Practicum and Internship students should gain familiarity ● Blank Practicum and Internship log forms that specify the types of professional activities and resources for which entries can be made ● Data documenting engagement with specific activities and resources. (Note: this likely would be provided to the site review team during the visit; if providing in self-study report be sure to redact any personally identifiable information)

Standard 4.E

E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

What is this standard about?

- This standard is about students in entry level programs gaining at least some experience leading a counseling or psychoeducational group during their supervised fieldwork.

Things to consider when responding:

- CACREP does not delineate exactly how, when, or in what way this standard must be met; programs determine those details.
- Students are permitted to co-lead a group. They must assume an active leadership role. Observing a group will not fulfill this requirement.
- A program's narrative response should provide details of their group leadership requirement, including any specific criteria they have developed (e.g., can only be completed during internship; must be a minimum of 4 sessions, etc.).
- Programs should explain how they document completion of this requirement to ensure all students meet it (e.g., is it a separate item in the student practicum or internship log).
- If alternate options for meeting this standard are available to students whose fieldwork sites might limit their opportunities to lead a group, programs should describe those options and how students might access them in the narrative response.
- Glossary definitions:
    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.
    - *Practicum*: a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Sampling of copies of student Practicum or Internship logs reflecting experience leading a group. *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	• Copy of or excerpt from the program's fieldwork handbook. Programs should highlight content that addresses group leadership requirements. • Copy of or excerpt(s) from the Practicum and/or Internship course syllabi. Programs should highlight content that addresses group leadership requirements.

Standard 4.F

F. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

What is this standard about?

- This standard is about students being provided with feedback addressing their knowledge and skills throughout their fieldwork in a manner that (a) enables them to make adjustments over time and also (b) assesses their outcomes in relation to the program's learning goals. In combination, these types of evaluative feedback enable students and faculty to identify areas of strength and growth and determine if desired learning goals have been attained.

Things to consider when responding:

- This standard requires formative and summative feedback to be provided to students in both Practicum and Internship.
- While not limited to the following, the formative and summative evaluations each must address the student's counseling performance *and* their ability to integrate and apply knowledge.
- Programs should provide a narrative in which they explain their formative and summative evaluation process. This might include details regarding when, how, and by whom the formative and summative evaluations are completed and shared with students. Blank copies of evaluation forms used can be included as documentation for the SSR – though completed copies (with personal identifying information redacted) should be available for review during the site review.
- While ongoing formative feedback is provided to students during supervision, this standard requires formal, written formative and summative evaluation processes. The form that this takes may vary from program to program, but for the student and faculty member, the ongoing feedback should be memorialized in some formal, written way. This is especially important when issues arise in practicum and internship that have not come up during academic coursework.
- The response should describe any variations in processes based on specialized practice area, program delivery type, etc.
- Note that Standard 2.C.1.d requires that a measurement be taken during fieldwork for at least one KPI. Programs may consider building that measure into their formative and/or summative evaluation processes.
- Glossary definitions:

- *Formative and Summative Evaluations*: Formative evaluation examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions. Summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistently with a professional standard.

- *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills.

- *Practicum:* a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

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See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Copy of the program's fieldwork handbook. The program should highlight content that describes the Practicum and Internship evaluation procedures and requirements (see also 4.G).	• Practicum and Internship syllabi that include descriptions of the formative and summative evaluations. • Formative and summative evaluation forms used for Practicum and Internship.

Standard 4.G

G. Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:

1. **CACREP standards and definitions related to supervised practicums and internships;**
2. **supervision agreement;**
3. **evaluation procedures and requirements; and**
4. **policy for student retention, remediation, and dismissal from the program.**

What is this standard about?

- This standard is about programs developing a dedicated document that provides contextual information on program requirements related to Practicum or Internship including specific expectations developed for students and supervisors participating in those experiences.

Things to consider when responding:

- A specific fieldwork handbook must be developed that is separate from the counselor education program handbook (see 1.M).
- The fieldwork handbook must, at minimum, address the four numbered items above, though its contents need not be limited to those items.
- Programs should identify specifically where in the handbook each content area is covered (e.g., "The supervision agreement for Clinical Mental Health Counseling is on pp. 7-10").
- The program's fieldwork handbook must be provided to both students and site supervisors.
- Programs should provide a brief narrative in which they identify when and how they share the fieldwork handbook with all students and site supervisors. If different processes are used for different program delivery types, those differences should be clearly explained.
- Glossary definitions:
    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

- *Practicum:* a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

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See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Copy of the program's fieldwork handbook with content highlighted that addresses the numbered items above.	• Copies of emails sent to students and/or site supervisors in which the fieldwork handbook was shared or information was provided about where/how to access the handbook.

Standard 4.H

H. Written supervision agreements:

1. **define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicums and internships;**
2. **include emergency procedures; and**
3. **detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.**

What is this standard about?

- This standard requires programs to develop and use written supervision agreements that provide students and supervisors (faculty and/or site) directly involved in Practicum or Internship with concrete information regarding their roles and responsibilities. This allows students and supervisors to make informed decisions about their involvement and also to be held accountable. Supervision agreements must also include information about emergency procedures and communication throughout the semester between the program and placement site.

Things to consider when responding:

- The formal written supervision agreements must address the roles and the responsibilities of the following individuals: 1) the faculty supervisor, 2) the field experience site supervisor, and 3) the student. If different roles and responsibilities exist for Practicum and Internship, those should be clearly explained and/or separate forms used for each course. Similarly, if different roles and responsibilities exist for different specialized areas of practice, different forms should be used for each area.

- The agreements must also include emergency procedures to be followed by all parties (student, site supervisor, and faculty supervisor) in the event of an emergency with any parties in the supervisory triad or with a client or at the fieldwork site.

- Item 3 in this standard requires programs' supervision agreements to detail the format and frequency of consultation between the program and site to monitor student learning. As indicated in Standard 4.J, consultation between the counselor education program and fieldwork site supervisor is required for all students in practicum or internship. Standards 4.S and 4.W also speak to consultation requirements that apply in practicum or internship when the site supervisor provides individual and/or triadic supervision. Programs' expectations for the format and frequency of consultation might differ depending on the context and purpose(s) of the consultation and depending on who provides individual/triadic supervision.

- Programs should describe when and how supervision agreements are completed (e.g., At what point prior to or at the start of the term are they completed? Who initiates them? etc.).
- Glossary definitions:
    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.
    - *Practicum:* a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

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See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• The program's supervision agreement form(s). If different versions are used for different specialized practice areas or delivery formats, a copy of each should be included and clearly labeled. Note that the fieldwork handbook must include a supervision agreement (see Standard 4.G). It may be appropriate to provide a copy of the manual with the agreement(s) highlighted. • Sampling of copies of completed supervision agreements. *[Note: the program should provide completed copies to the site review team during the visit; do not include this documentation in the self-study report]*	•

Standard 4.I

I. The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.

What is this standard about?

- This standard is about the counselor education program actively orienting site supervisors to the program's fieldwork requirements and expectations.

Things to consider when responding:

- The program should explain how they ensure *all* site supervisors are oriented to the program's fieldwork requirements and expectations.
- It is helpful for the program to describe when site supervisors are oriented, what materials are shared, and how often the program requires them to be re-oriented.
- CACREP does not require programs to re-orient site supervisors every year, if they have continuously served as site supervisors and nothing has changed regarding program requirements and expectations, but it might be beneficial for programs to do so. Similarly, it might be beneficial to establish a re-orientation schedule for site supervisors.
- CACREP does not require that orientation be conducted synchronously or in-person. Programs should determine the best method(s) for conducting their orientation activities, providing that the program is able to ensure that all site supervisors receive the necessary orientation.
- Programs that use multiple delivery types should address any differences in orientation processes for supervisors that are in the program's geographic area vs those who are not.

What kind of documentation should/can I provide?

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See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Agenda for site supervisor orientation ● Materials shared with site supervisors during the orientation. Programs should highlight where/how these materials show that the orientation addresses both program fieldwork requirements and expectations ● Attendance logs or other documents to track site supervisor attendance at orientation meetings

Standard 4.J

J. During entry-level professional practice experiences, the counselor education program engages in consultation with the fieldwork site supervisor to monitor student learning and performance in accordance with the supervision agreement.

What is this standard about?

- This standard is about a counselor education program faculty engaging in planned consultation with site supervisors to monitor student learning and performance in accordance with the supervision agreement.

Things to consider when responding:

- The term "professional practice" in the standard is drawn from the title of Section 4 of the 2024 Standards and refers to practicum and internship.

- Whether or not site supervisors formally provide individual/triadic supervision during practicum or internship, counselor education program faculty are expected to have a plan for consultation with site supervisors. This is important because site supervisors have more opportunities to directly observe and monitor student performance, so their feedback and observations are critical to help counselor education program faculty effectively monitor learning and performance. As noted above under Standard 4.H, a program's expectations for the format and frequency of consultation may differ depending on contextual factors, including whether or not site supervisors provide individual/triadic supervision.

- The standard refers to "consultation… to monitor student learning and performance." There is an expectation that consultation for this purpose will involve a substantive dialog and exchange of information about individual students and their learning/performance. One-way communications (e.g., email bulletins from programs to site supervisors) would not be sufficient to address the requirement for consultation.

- With regard to consultation to monitor student learning and performance, bear in mind that at least one of the program's KPIs must be measured during practicum and/or internship. Consultation between site supervisors and faculty may benefit the assessment process.

- CACREP does not dictate the frequency, duration, or format of consultation required between the counselor education program and site supervisors and does not require that all program faculty members who engage in consultation with site supervisors do so in the exact same ways or on the same schedule. If differences exist across different faculty or site supervisors, the program should describe the process for how a consultation format and/or schedule is determined. Overall, the program should describe and document the program's minimum

expectations for frequency, duration, and format of consultation between the counselor education program and site supervisors.

- The standard does not specify how consultation must be conducted, but programs should ensure appropriate privacy and confidentiality in whatever modality they use, including use of digital communication platforms.

- Glossary definition:

    - *Entry-level*: In the context of these standards, entry-level refers to a minimum of a master's degree program.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Supervision agreement (see also Standard 4.H) that includes detailed information regarding the consultation schedule. If different versions are used for different specialized practice areas or delivery formats, copies of each version should be shared and clearly labeled.	● Logs documenting meetings between counselor education program faculty and site supervisors (with any student references redacted)

Standard 4.K

K. The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types.

What is this standard about?

- This standard is about the counselor education program actively providing professional development opportunities to practicum and internship site supervisors.

Things to consider when responding:

- This standard requires programs to be active in providing professional development opportunities. This could mean that the program presents professional development sessions; that they subsidize or otherwise facilitate site supervisors' participation in sessions presented elsewhere; that they open up sessions presented at their home institution (e.g. CSI-sponsored sessions) for site supervisor participation, etc. Simply promoting the availability of activities offered by other entities is not sufficient to address the requirement to provide opportunities.

- CACREP does not require that all site supervisors participate in professional development opportunities provided by the counselor education program; just that the program makes those opportunities available to site supervisors.

- When a counselor education program develops and offers its own professional development sessions/activities to site supervisors, CACREP does not require that these be offered free of charge. However, offering a free or reduced rate to site supervisors can be a nice gesture of thanks.

- Glossary definition:

    - *Counselor education program:* The academic department or specifically defined subsection of a department identified and defined in a college or university that has programmatic and operational responsibility for curricular and field experiences for which accreditation is sought. A counselor education program includes allocated faculty and resources.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will)

need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Calendar of site supervisor professional development opportunities provided by the counselor education program ● Materials used for professional development (e.g., agendas, PowerPoints, etc.) ● Emails or other communication sent to site supervisors with information about professional development opportunities provided by the counselor education program and how to access them

Standard 4.L

L. Students have opportunities to evaluate their experience with the practicum and internship placement process.

What is this standard about?

- This standard is about students being provided a formal opportunity to share feedback regarding their experience securing a practicum or internship site. This might include feedback related to things such as the assistance they received from the counselor education program in identifying and screening potential sites, the clarity of information they received regarding when and how to secure a site, or other areas the program wants to monitor.

Things to consider when responding:

- The program should describe when and how students provide feedback regarding their experience with the practicum and internship placement process.

- CACREP does not dictate at what point in the program students must be able to provide evaluative feedback regarding their experience with the practicum and internship placement process. Students could be asked for feedback at the completion of practicum and again at the end of internship, or just once prior to graduation, for example.

- This standard relates to Standard 4.A, which requires programs to provide ongoing support to help students find fieldwork sites. The data gathered from student evaluations that address this standard may also be relevant to the program evaluation process outlined in Standard 2.E.4, which requires programs to report in aggregate the achievement of minimum thresholds for student placement rates at practicum and internship sites.

- Glossary definitions:

    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

    - *Practicum:* a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Forms/surveys used to solicit student evaluations of the practicum and internship placement process	● Emails or other communications sent to students inviting them to evaluate their experience with the practicum and internship placement process ● Descriptions in the program's fieldwork handbook outlining the process for evaluating the practicum and internship placement process

Standard 4.M

M. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.

What is this standard about?

- This standard is about practicum and internship students being provided formal opportunities to evaluate their sites and their site supervisors.

Things to consider when responding:

- The program should describe their systematic plan for when and how students evaluate their practicum and internship site and site supervisor. Information must be provided regarding the evaluation of both the site and the site supervisor.
- The program might have students evaluate the site and the site supervisor at the same time, or at different times. CACREP does not dictate at what point in the program students must evaluate their sites and site supervisors.
- Glossary definitions:
    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.
    - *Practicum:* a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.
    - *Systematic*: In a regular, planned, and comprehensive manner.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Forms/surveys used to solicit student evaluations of their site and site supervisor	● Emails or other communications sent to students inviting them to evaluate their site and site supervisor ● Descriptions in the program's fieldwork handbook outlining the process for evaluating sites and site supervisors

Standard 4.N

N. Counselor education program core or affiliate faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:

1. **relevant certifications and/or licenses,**
2. **relevant training for in-person and/or distance counseling supervision, and**
3. **relevant training in the technology utilized for supervision.**

What is this standard about?

- This standard outlines the qualifications required for counselor education program faculty who provide individual/triadic and/or group supervision to students in entry-level programs. Faculty supervisors must have: (1) relevant certifications or licenses, (2) relevant training for the modality they use for supervision, and (3) relevant training in the use of any technology they use for supervision.

Things to consider when responding:

- The program should clearly indicate all counselor education program faculty who provide supervision to students in entry-level programs.
- The program should clearly indicate the type of supervision provided by each faculty member (group, or individual/triadic) and the modality or modalities used for that supervision (in-person and/or distance).
- The program should clearly describe any technology used by each faculty member during supervision., including technology/software used for recordkeeping.
- For each faculty member who serves as a supervisor, the program should provide detailed information regarding: (1) their relevant certifications or licenses, (2) the type of supervision they provide (in-person and/or distance supervision) and the training they have completed related to that modality, and (3) the type of technology they use during supervision and the training they have completed related to that technology.
- Relevant certifications and/or licenses could include a credential related to a specialized area of practice (e.g., CRC, LPC, school counselor license) or a counseling supervisor credential (e.g., ACS).
- Glossary definitions:

- *Affiliate faculty:* Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.

- *Core counselor education faculty:* Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.X and 1.Y. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

- *Entry-level*: In the context of these standards, entry-level refers to a minimum of a master's degree program.

- *Group supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.

- *Individual supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and one counseling student.

- *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

- *Practicum:* a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

- *Triadic supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and two counseling students.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● 4.N - Faculty Supervisor Information (DCUF) ● Table that identifies each faculty member who serves as an individual/triadic or group supervisor in practicum or internship. The table should also detail each faculty supervisor's qualifications in relation to the numbered areas 1-3 above ● CV for each counselor education program faculty member who provides supervision, with relevant content highlighted (e.g., credential)	● Materials from courses or workshops related to counseling supervision and/or specific types of technology that counselor education program faculty members have completed.

Standard 4.O

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

1. **have completed entry-level counseling degree requirements consistent with CACREP standards;**
2. **have completed or are receiving preparation in counseling supervision, including instruction for in-person and/or distance supervision; and**
3. **be under supervision on a regular schedule that averages one hour a week from a qualified core or affiliate counselor education program faculty supervisor.**

What is this standard about?

- This standard outlines the qualifications required for any doctoral students providing individual/triadic and/or group supervision to students in entry-level programs. Each doctoral student serving as a supervisor must: (1) have completed entry-level program counselor education degree requirements (see also Standard 6.A.4), (2) have received or be receiving training in counseling supervision (including in-person and distance), and (3) receive an average of one hour per week of supervision from a counselor education program faculty member throughout the time that the doctoral student is providing supervision.

Things to consider when responding:

- The program should clearly indicate each doctoral student who provides supervision to students in entry-level programs.

- For each doctoral student supervisor, the program should provide detailed information regarding: (1) their previous graduate degree(s) and coursework in relation to O.1, (2) the type of training in supervision (to include content related to both in-person and distance supervision) and when they completed it, and (3) their supervisor and supervision schedule.

- If a doctoral student supervisor has previously completed a degree in counselor education from a CACREP-accredited program, the program should identify the program, institution, year of completion, and accreditation status (e.g., School Counseling MA degree from XYZ University in 2018, CACREP accredited).

- If a doctoral student supervisor did not complete a degree from a CACREP-accredited program, the program should describe how they evaluate completion of equivalent entry-level counseling degree requirements and remediate deficiencies as needed (see also Standard 6.A.4).

- Preparation in counseling supervision refers to supervision focused on the development of clinical skills (versus training in administrative supervision). This preparation must include content related to in-person supervision and distance supervision.

- CACREP does not prohibit programs from permitting doctoral students to provide supervision concurrently with completion of coursework in supervision. It is helpful for programs to describe how they determine when a doctoral student is ready or eligible to serve as a supervisor.

- Glossary definitions:

    - *Affiliate faculty:* Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.

    - *Core counselor education faculty:* Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.X and 1.Y. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

    - *Entry-level:* In the context of these standards, entry-level refers to a minimum of a master's degree program.

    - *Group supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.

    - *Individual supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and one counseling student.

    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

    - *Practicum:* a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

    - *Triadic supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and two counseling students.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
4.O - Doctoral Student Supervisor Information (DCUF)	● Table that identifies each doctoral student who serves as an individual/triadic or group supervisor in practicum or internship and that details each student's qualifications in relation to the numbered areas 1-3 above ● A handbook for doctoral students who serve as supervisors for entry-level practicum and/or internship ● Résumés/CVs detailing doctoral student supervisors' entry-level degree completion ● Doctoral supervision course syllabus, with content relevant to this standard highlighted ● Documentation for each student showing the content of their supervision training (in relation to O.2) ● Redacted logs reflecting an average of one hour per week of supervision across the timeframe a doctoral student was providing supervision ● Documentation verifying supervision of doctoral students was provided by a core or affiliate faculty member

Standard 4.P

P. Fieldwork site supervisors have:

1. **a minimum of a master's degree, preferably in counseling or a related profession;**
2. **active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;**
3. **a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;**
4. **relevant training for in-person and/or distance counseling supervision;**
5. **relevant training in the technology utilized for supervision; and**
6. **knowledge of the program's expectations, requirements, and evaluation procedures for students.**

What is this standard about?

- This standard outlines the qualifications (outlined in numbered items 1-6 above) required for all fieldwork site supervisors. These qualifications relate to a site supervisor's education and experience in the counseling specialized practice area for which they provide supervision, their training in supervision, and their knowledge of counselor education program requirements and processes. Documentation reflecting program requirements can be helpful, but documentation showing each site supervisor's actual qualifications is necessary for this standard.

Things to consider when responding:

- The program must show that *all* current site supervisors meet the numbered requirements above. To start, the program should identify all current site supervisors (at minimum those who have served as site supervisors for program students over the past 12 months) and their qualifications in relation to each numbered requirement outlined in the standard (see also Required Documentation below).

- The program should describe how they track site supervisor qualifications in relation to the six numbered requirements above – when, how, and by whom information is gathered and reviewed, etc. Ideally programs will collect information for each site supervisor as part of an approval process and then will monitor approved site supervisors' qualifications on a defined schedule to ensure that active supervisors maintain appropriate qualifications.

- In relation to P.1 - CACREP does not require that all site supervisors possess degrees in counseling due to the recognition that student access to some meaningful sites would be limited if that were a rigid requirement. However, when available, qualified individuals with backgrounds in counseling should be selected as site supervisors.

- The program should describe specific selection criteria used to determine when an individual from a related profession (e.g., social work, psychology, etc.) may serve as a site supervisor for program students. This information should include information about how the program determines what constitutes an appropriate educational background (P.1) and appropriate certifications and/or licenses (P.2).

- Regarding P.2, internship site supervisors should possess credentials relevant to their supervisees' specialized practice area(s). If no such credential is required for a specialized practice area (e.g., some site supervisors in the College Counseling and Student Affairs specialized practice area may hold professional roles that do not require a credential for practice) then the program should indicate so. Practicum experiences need not be specific to a specialized practice area, but programs should still identify practicum site supervisors' credentials and explain how these are relevant for the practicum setting and for supervising practicum students.

- If a site supervisor possesses the minimum 2 years of experience relevant to their supervisees' specialized practice area(s) but the connection might not be obvious to reviewers, the program should explain why they believe the site supervisor's work experience is relevant. For example, a site supervisor for a student in the Marriage, Couple, and Family Counseling specialized practice area might possess an LPC credential and be listed as working in a private practice setting. With that information alone, it would not be immediately obvious to a reviewer what experience that individual may have working with couples or families. In this case, the program should describe the supervisor's experience in more detail (e.g., "they focus on couples and families," or, "half of their clients are families," etc.).

- The program should clearly indicate the modality used for supervision by each site supervisor (in-person and/or distance). If supervision is conducted in either modality, then that modality should be indicated as being used by that site supervisor. For example, a site supervisor might typically meet in their office face to face with practicum supervisees, but also use Zoom periodically when circumstances prevent an in-person supervision session. In such a case, the program should indicate that this site supervisor conducts both in-person and distance supervision. This is important, as the program should expect such a site supervisor to have relevant training to provide supervision in either format.

- The program should clearly describe the technology used by each site supervisor during supervision. If no technology is used (i.e., supervision is conducted face to face), then the program should indicate that. However, if supervision is sometimes or regularly conducted via the use of technology, then this specific technology should be mentioned, and relevant training in relation to the technology should be described and documented.

- CACREP does not define "relevant training." The program should describe how it defines "relevant training" in relation to P.4 and P.5. This should include both what kind(s) of training the program will count toward meeting those requirements (e.g., a 3-hour workshop the program offers; a formal supervision course; an online module demonstrating how to use a

specific technology, etc.) as well as how often a site supervisor would be expected to participate in training (e.g., once is sufficient, or expect updates every 3 years, etc.).

- Relevant training in the use of supervision technology should address privacy and confidentiality considerations for students and clients. The program should explain and document how these considerations are addressed in fieldwork supervisors' training on supervision technology.

- The program should describe how it ensures and tracks that *all* site supervisors receive information regarding the program's expectations, requirements, and evaluation procedures for students.

- Glossary definition:

    - *CACREP specialized practice areas:* are those delineated in Section 5.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• 4.P - Fieldwork Site Supervisor Information (DCUF) • A table listing all individuals who have served as site supervisors in the most recent 12 months, and detailing each supervisor's qualifications in relation to the requirements 1-6 in Standard 4.P.	• Tracking document(s) the program uses to track and monitor/update site supervisor qualifications *(If this document is in the form of a table, it may be used as the required documentation noted at left)* • Materials (handbook, presentation ppts, or other) used to inform site supervisors about the program's expectations, requirements, and evaluation procedures for students. • Attendance logs for trainings provided to site supervisors • Materials from courses or workshops completed by site supervisors related to

	counseling supervision or specific types of technology ● The program's fieldwork handbook with content highlighted that addresses the required site supervisor qualifications

Standard 4.Q

Q. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.

What is this standard about?

- This standard requires all students to complete a practicum field experience of at least 100 hours. The practicum course and experience should take place across a full academic term at the institution. That term must be at least 8 weeks long.

Things to consider when responding:

- Practicum should be completed across the full length of the academic term in which the student is enrolled, even if that term is longer than eight weeks. So, for example, if the institution's academic calendar identifies an academic term as 14 weeks in length, then the practicum must be conducted over 14 weeks. It would not be acceptable for students to finish practicum partway through a 14-week semester. If the institution offers varied term lengths, the program can schedule practicum for any official term provided it is at least eight weeks long.

- If the program conducts practicum in such a manner as to span multiple full terms that are less than eight weeks each but, when combined, span a period that is at least eight weeks long (e.g., two five-week terms), this should be clearly explained in the response to the standard.

- The 100 hours of required practicum experiences include both direct service (as defined in the Glossary) and experiences that are not direct service (the glossary definition for direct service also includes examples of activities that would not be considered direct service). Note that Standard 4.R requires practicum students to complete at least 40 direct service hours. So, to complete the minimum 100 hours required by this standard, a student would need to complete at least 60 other practicum hours over and above the minimum direct service hours.

- CACREP does not dictate the types of sites in which students can complete practicum. For example, programs may require that practicum be completed at sites relevant to specialized practice areas, or they could require all students to complete practicum at an on-campus clinic.

- Glossary definition:
    - *Practicum*: a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Program materials provided to students (e.g., syllabus, fieldwork handbook, supervision agreement, etc.) with content relevant to this standard highlighted. If different versions exist for specialized practice areas or delivery types, all versions should be provided and clearly labeled. ● Sampling of student practicum logs documenting 100 hours. *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	● Blank logs used to track practicum hours

Standard 4.R

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

What is this standard about?

- This standard requires all practicum students to complete, as part of their practicum experience, a minimum of 40 hours of direct service as defined in the glossary.

Things to consider when responding:

- The glossary definition of "direct service"(see below) lists consultation as a form of direct service. Questions often arise about what this means. In general, consultation that takes place in the service of client/student care can count as direct service. This would include consulting with others with the goal of helping a client. So, for example, a counselor-in-training might provide consultation to the parents of a juvenile client on parenting skills to provide better support to the client or to deal with behavioral issues more effectively. Similarly, a counselor-in-training might consult with a teacher in re: helping a student in the classroom with social or learning challenges.

  Consultation as direct service could also encompass a counselor-in-training consulting with another professional about a client/student, with the goal of gathering information or developing plans to help the client/student. In the previous examples, the counselor-in-training acts as the consultant whereas in this scenario, they would act as a consultee. Things can get a little murky in that this sort of consultation (where the counselor-in-training acts as consultee) is similar to supervision -- but supervision is typically *not* viewed as direct service. The distinguishing feature here, again, is that consultation-as-direct-service involves the specific aim of helping a client whereas in supervision more generally, the aim is to develop the skills and proficiencies of the counselor-in-training.

- An accredited program may not expand the definition of direct service but may choose to restrict (within reason) what they consider direct service to be or set limits on how much of any particular form of direct service they will accept toward the program's requirements. Similarly, an accredited program may set its own minimum requirements for the number of hours students must complete of any particular form of direct service (as long as the total number of direct service hours is not less than what CACREP requires).

- Glossary definitions:

  - *Direct service*: Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-

educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.

- *Practicum*: a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Program materials provided to students (e.g., syllabus, fieldwork handbook, supervision agreement, etc.) with content relevant to this standard highlighted. If different versions exist for specialized practice areas or delivery types, all versions should be provided and clearly labeled. • Sampling of student practicum logs documenting 40 direct hours *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	• Blank logs used to track direct hours indicating minimum requirements and the types of experiences allowed to be counted as direct service

Standard 4.S

S. Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. **a counselor education program core or affiliate faculty member, or**
2. **a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or**
3. **a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.**

What is this standard about?

- This standard requires that practicum students receive individual and/or triadic supervision throughout the duration of the practicum. This supervision must occur on a regular schedule and average at least one hour per week. This supervision must be provided by one of the types of supervisors identified in numbered items 1-3 above (supervisors must have applicable qualifications as outlined in Standards 4.N, 4.O, and 4.P).

Things to consider when responding:

- The program should clearly indicate who provides individual/triadic supervision during practicum (numbered items 1-3 above). If there are variations in who provides individual/triadic supervision, these should be clearly explained (e.g., a program would explain if individual/triadic supervision is provided by faculty for the program's Clinical Mental Health Counseling specialized practice area while this supervision is provided by site supervisors for their School Counseling specialized practice area).

- Supervision must be conducted synchronously.

- This standard does not require that individual/triadic supervision occur weekly; only that it occurs on a regular schedule and must average 1 hour per week. Programs should describe their required schedule for individual/triadic supervision in practicum. If there are varying schedules for individual/triadic supervision these should be clearly explained as should any parameters that the program may set for individual/triadic supervision schedules.

- CACREP requires that individual or triadic supervision is provided by at least one of the types of supervisors in numbered items 1-3. Programs may choose to have more than one of those individuals provide supervision (e.g., practicum students must meet hourly with their faculty

supervisor each week as well as with their site supervisor each week). Programs should clearly explain their supervision structure when responding to this standard.

- If students do not receive individual/triadic supervision weekly, the program should clearly indicate how they define and monitor a "regular schedule," how the schedule averages an hour of individual/triadic supervision per week, and how the identified schedule effectively supports students as they work with their first actual clients.

- With regard to 4.S.3, the required regular schedule of consultation between a student's site supervisor and a faculty member is not simply for checking in or for addressing administrative information such as hours requirements, reporting processes, definitions etc. Rather, the intent is that this regular consultation should consist of substantive discussion focused on the student's counseling skills and counseling-related work at the site – their progress, challenges and areas for growth, supervision strategies, etc.

- Glossary definitions:

    - *Affiliate faculty:* Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.

    - *Core counselor education faculty:* Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.X and 1.Y. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

    - *Individual supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and one counseling student.

    - *Practicum:* a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

    - *Triadic supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and two counseling students.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and

submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also “Documentation” under “Responding to/reporting on Standards” in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Program materials provided to students (e.g., syllabus, fieldwork handbook, supervision agreement, etc.) with content relevant to this standard highlighted. If different versions exist for specialized practice areas or delivery types, all versions should be provided and clearly labeled. • Sampling of student practicum logs documenting individual/triadic supervision *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	• Blank logs used to track supervision

Standard 4.T

T. Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. **a counselor education program faculty member or**
2. **a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.**

What is this standard about?

- This standard requires practicum students to receive group supervision throughout the duration of the practicum. Group supervision must take place on a regular schedule and average 1.5 hours per week. It must be provided by one of the types of supervisors in numbered items 1 & 2 above (and holding the applicable qualifications for that type of supervisor as outlined in Standard 4.N or 4.O).

Things to consider when responding:

- This standard does not require that group supervision occur weekly. However, it must occur on a regular schedule and average 1.5 hours per week. For instance, providing group supervision every other week for 3 hours (or more) would satisfy the requirement.
- Supervision must be conducted synchronously.
- If students do not receive group supervision weekly, it is helpful for the program to clearly explain how they define and ensure a "regular schedule" of group supervision.
- The program should specify who provides group supervision during internship (numbered items 1-2 above). If more than one type of supervisor provides group supervision, this should be clearly explained. If the type of group supervisor varies (e.g., by specialized practice area or method of delivery), this should be clearly explained.
- Glossary definitions:
    - *Group supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.
    - *Practicum*: A distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Program materials provided to students (e.g., syllabus, fieldwork handbook, supervision agreement, etc.) with content relevant to this standard highlighted. If different versions exist for specialized practice areas or delivery types, all versions should be provided and clearly labeled. • Sampling of student practicum logs documenting individual/triadic supervision *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	• The program's fieldwork handbook with content relevant to this standard highlighted. If different versions exist for specialized practice areas or delivery types, all versions should be provided and clearly labeled. • Blank logs used to track supervision

Standard 4.U

U. After successful completion of the practicum, students complete 600 hours of a supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.

What is this standard about?

- This standard requires each student to complete an internship field experience of at least 600 hours. The internship must be completed in roles and settings with actual clients and must be relevant to the student's specialized practice area. Internship may not begin until the student has successfully completed practicum.

Things to consider when responding:

- CACREP does not require a specific timeframe for completion of the 600 hours. For example, programs might require students to complete hours in one semester or across multiple semesters. Students should receive clear information and guidance regarding options available to them for completing the 600 hours.

- The 600 required hours in internship include both direct service (as defined in the Glossary) and experiences that are not direct service (the glossary definition for direct service also includes examples of activities that would not be considered direct service). Note that Standard 4.V requires students in internship to complete at least 240 direct service hours. So, to complete the minimum 600 hours required by this standard, a student would need to complete at least 360 other internship hours over and above the minimum direct service hours.

- Internship must be completed in a student's specialized practice area. For example, an internship in school-based mental health, working with a mental health agency that contracts with a school district to provide on-site services would align with the Clinical Mental Health Counseling specialized practice area but not the School Counseling specialized practice area.

- It is helpful for programs to describe how they determine the relevance of internship site settings in relation to specialized areas of practice.

- Internships should be completed in real life settings where students can gain direct experience with clients, versus in laboratory settings (see 4.V).

- Only hours completed under supervision may be counted toward the overall 600 (see Standards 4.W and 4.X).

- *CACREP Policy A.2.f. Duration of Practicum*: The duration of a student's supervised practicum experience is to extend across a full academic term, as defined by the institution, to allow for the development of basic counseling skills and the integration of knowledge. Practicum is completed prior to internship. CACREP standards do not allow for extra hours obtained during the practicum to be counted toward the 600 clock hour internship requirements.

- An implication of Policy A.2.f is that students may not start accruing internship hours until practicum is completed and, because practicum must be completed over a full term, internship may not start (and students may not accrue internship hours) until the next term.

- Glossary definitions:

    - *CACREP specialized practice areas*: are those delineated in Section 5.

    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

    - *Practicum*: a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Program materials provided to students (e.g., syllabus, fieldwork handbook, supervision agreement, etc.) with content relevant to this standard highlighted. If different versions exist for specialized practice areas or delivery types, all versions should be provided and clearly labeled.	● Blank logs used to track internship hours

● Sampling of student internship logs documenting 600 hours. *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	

Standard 4.V

V. Internship students complete a minimum of 240 hours of direct service with actual clients.

What is this standard about?

- This standard requires all internship students to complete, as part of their internship experience, a minimum of 240 hours of direct service as defined in the glossary.

Things to consider when responding:

- The glossary definition of "direct service"(see below) lists consultation as a form of direct service. Questions often arise about what this means. In general, consultation that takes place in the service of client/student care can count as direct service. This would include consulting with others with the goal of helping a client. So, for example, a counselor-in-training might provide consultation to the parents of a juvenile client on parenting skills to provide better support to the client or to deal with behavioral issues more effectively. Similarly, a counselor-in-training might consult with a teacher in re: helping a student in the classroom with social or learning challenges.

  Consultation as direct service could also encompass a counselor-in-training consulting with another professional about a client/student, with the goal of gathering information or developing plans to help the client/student. In the previous examples, the counselor-in-training acts as the consultant whereas in this scenario, they would act as a consultee. Things can get a little murky in that this sort of consultation (where the counselor-in-training acts as consultee) is similar to supervision -- but supervision is typically *not* viewed as direct service. The distinguishing feature here, again, is that consultation-as-direct-service involves the specific aim of helping a client whereas in supervision more generally, the aim is to develop the skills and proficiencies of the counselor-in-training.

- An accredited program may not expand the definition of direct service but may choose to restrict (within reason) what they consider direct service to be or set limits on how much of any particular form of direct service they will accept toward the program's requirements. Similarly, an accredited program may set its own minimum requirements for the number of hours students must complete of any particular form of direct service (as long as the total number aligns with CACREP requirements).

- Glossary definitions:

  - *Direct service*: Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered

direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.

- *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Program materials provided to students (e.g., syllabus, fieldwork handbook, supervision agreement, etc.) with content relevant to this standard highlighted. If different versions exist for specialized practice areas or delivery types, all versions should be provided and clearly labeled. • Sampling of student internship logs documenting 240 hours of direct service. *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	• Blank logs used to track direct hours indicating minimum requirements and the types of experiences allowed to be counted as direct service

Standard 4.W

W. Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. **a counselor education program faculty member,**
2. **a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or**
3. **a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.**

What is this standard about?

- This standard requires that internship students receive individual and/or triadic supervision throughout the duration of their internship. This supervision must occur on a regular schedule and average at least one hour per week. This supervision must be provided by one of the types of supervisors identified in numbered items 1-3 above (supervisors must have applicable qualifications as outlined in Standards 4.N, 4.O, and 4.P).

Things to consider when responding:

- The program should clearly indicate who provides individual/triadic supervision during internship (numbered items 1-3 above). If there are variations in who provides individual/triadic supervision, these should be clearly explained (e.g., a program would explain if individual/triadic supervision is provided by faculty for the program's Clinical Mental Health Counseling specialized practice area while this supervision is provided by site supervisors for their School Counseling specialized practice area).

- Supervision must be conducted synchronously.

- This standard does not require that individual/triadic supervision occur weekly; only that it occurs on a regular schedule and must average 1 hour per week. Programs should describe their required schedule for individual/triadic supervision in internship. If there are varying schedules for individual/triadic supervision these should be clearly explained as should any parameters that the program may set for individual/triadic supervision schedules.

- CACREP requires that individual or triadic supervision is provided by at least one of the types of supervisors in numbered items 1-3. Programs may choose to have more than one of those individuals provide supervision (e.g., practicum students must meet hourly with their faculty

supervisor each week as well as with their site supervisor each week). Programs should clearly explain their supervision structure when responding to this standard.

- If students do not receive individual/triadic supervision weekly, the program should clearly indicate how they define and monitor a "regular schedule" and how the identified schedule effectively supports students as they work with actual clients.

- With regard to 4.W.3, the required regular schedule of consultation between a student's site supervisor and a faculty member is not simply for checking in or for addressing administrative information such as hours requirements, reporting processes, definitions etc. Rather, the intent is that this regular consultation should consist of substantive discussion focused on the student's counseling skills and counseling-related work at the site – their progress, challenges and areas for growth, supervision strategies, etc.

- Glossary definitions:

    - *Individual supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and one counseling student.

    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

    - *Triadic supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and two counseling students.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Program materials provided to students (e.g., syllabus, fieldwork handbook, supervision agreement, etc.) with	● Blank logs used to track supervision

content relevant to this standard highlighted. If different versions exist for specialized practice areas or delivery types, all versions should be provided and clearly labeled. ● Sampling of student internship logs documenting individual/triadic supervision *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	

Standard 4.X

X. Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. **a counselor education program faculty member or**
2. **a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.**

What is this standard about?

- This standard is about practicum students receiving group supervision (1) throughout the duration of the practicum (2) that averages 1.5 hour per week, (3) that occurs on a regular schedule, and (4) that is provided by one of the individuals identified in numbered items 1-2 above.

Things to consider when responding:

- This standard does not require that group supervision occur weekly. However, it must occur on a regular schedule and average 1.5 hours per week. For instance, providing group supervision every other week for 3 hours (or more) would satisfy the requirement.
- Supervision must be conducted synchronously.
- If students do not receive group supervision weekly, it is helpful for programs to clearly explain how they define and ensure a "regular schedule" of group supervision.
- The program should specify who provides group supervision during internship (numbered items 1-2 above). If more than one type of supervisor provides group supervision, this should be clearly explained. If the type of group supervisor varies (e.g., by specialized practice area or method of delivery), this should be clearly explained.
- Glossary definitions:
    - *Group supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.
    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Program materials provided to students (e.g., syllabus, fieldwork handbook, supervision agreement, etc.) with content relevant to this standard highlighted. If different versions exist for specialized practice areas or delivery types, all versions should be provided and clearly labeled. ● Sampling of student internship logs documenting group supervision. *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	● Blank logs used to track supervision

Standard 4.Y

Y. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

What is this standard about?

- This standard, in combination with Standard 4.Z, is intended to define reasonable course ratios for practicum and internship and a reasonable allotment of credit within a teaching load for instruction at those ratios. Each standard outlines the required ratio of faculty to students in practicum and internship courses in certain scenarios.

  This standard (4.Y) addresses scenarios that include:
  - Courses where both group supervision and individual/triadic supervision is provided by the faculty instructor.
  - Courses where both group supervision and individual/triadic supervision is provided by a doctoral student under faculty supervision.
  - Courses where a faculty instructor provides group supervision and also supervises a doctoral student or multiple doctoral students who provide(s) individual/triadic supervision.

  In these scenarios, there should be no more than 6 students per faculty instructor in the practicum or internship course.

  In recognition of the time involved in providing individual/triadic supervision, the standard also notes that such a course should be counted as three semester credit hours (or the equivalent number of quarter credit hours for programs on a quarter rather than semester schedule) and this should be recognized as part of a faculty member's teaching load.

Things to consider when responding:

- This standard applies when counselor education program faculty members or doctoral students provide both individual/triadic supervision *and* group supervision in practicum and/or internship courses. It also applies when a faculty instructor provides group supervision and also supervises doctoral students who provide individual supervision. If this standard does not apply to your program, you may simply be able to indicate that in your response (see also the "Note" below)

- The program should clarify who provides individual or triadic supervision for each practicum and internship course section.

- This standard is intended to recognize the intensive work required for supervision of entry-level students in practicum or internship.

- The 1:6 ratio refers to 1 course faculty (or doctoral) instructor to 6 students.

- The teaching credit component of this standard indicates that supervision of Practicum and/or Internship should be part of a faculty member's regular teaching load, at the level specified, rather than an activity that occurs on top of a standard teaching load.

- The teaching credit component applies when courses are instructed by faculty (including doctoral students acting as adjunct faculty), but not when courses are instructed by doctoral students as part of a doctoral internship or other doctoral coursework where they receive supervision from the instructor of that doctoral course. In those cases, the instructor of the doctoral course should receive credit in their teaching load for instruction of the doctoral course, not in relation to the entry-level practicum or internship course.

- *Note* – Programs may need to respond to Standard 4.Y, Standard 4.Z, or both. Programs must respond to at least one of these standards.

  If you believe the circumstances outlined in this standard (4.Y) do not apply to your program, you should indicate that the standard does not apply and briefly explain why. This should include a brief description of the program's structure for group and individual/triadic supervision.

  If you believe this standard does not apply, you should consider Standard 4.Z and whether the circumstances described in that standard apply. Respond to Standard 4.Z in detail if it applies.

  If you find that neither standard is an exact match for your program's supervision structure, you should determine which standard more closely resembles your supervision structure and respond to that standard, clearly explaining your structure and why you think it fits under that standard.

  Some programs may need to respond to both standards – for instance, if Standard 4.Y applies to practicum and Standard 4.Z applies to internship.

- Glossary definitions:

    - *Group supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.

    - *Individual supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and one counseling student.

    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

- *Practicum*: a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

- *Triadic supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and two counseling students.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Course enrollment forms or readouts from the most recent 24 months for all practicum and internship sections for which this standard applies. Be sure to redact any information pertaining to student identities.	● Program policy document showing enrollment caps for practicum and/or internship.

Standard 4.Z

Z. When individual/triadic supervision is provided solely by a fieldwork site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

What is this standard about?

- This standard, in combination with Standard 4.Y, is intended to define reasonable course ratios for practicum and internship and a reasonable allotment of credit within a teaching load for instruction at those ratios. Each standard outlines the required ratio of faculty to students in practicum and internship courses in certain scenarios.

  This standard (4.Z) addresses scenarios that include:

  - Courses where the faculty instructor provides group supervision, but individual/triadic supervision is provided only by students' site supervisors.
  - Courses where a doctoral student (under faculty supervision) provides group supervision, but individual/triadic supervision is provided only by students' site supervisors.

  In these scenarios, there should be no more than 12 students per faculty (or doctoral student) instructor in the practicum or internship course.

  The standard also notes that such a course should be counted as three semester credit hours (or the equivalent number of quarter credit hours for programs on a quarter rather than semester schedule) and this should be recognized as part of a faculty member's teaching load.

Things to consider when responding:

- This standard is applicable when counselor education program faculty or doctoral students provide group supervision in practicum and/or internship but only site supervisors provide the individual/triadic supervision. If this standard does not apply to your program, you may simply be able to indicate that in your response (see also the "Note" below)

- The program should clarify who provides individual or triadic supervision for each practicum and internship course section.

- This standard is intended to recognize the intensive work required for supervision of entry-level students in practicum or internship.

- The 1:12 ratio refers to 1 course faculty (or doctoral) instructor to 12 students.

- The teaching credit component of this standard indicates that supervision of Practicum and/or Internship should be part of a faculty member's regular teaching load, at the level specified, rather than an activity that occurs on top of a standard teaching load.

- The teaching credit component applies when courses are instructed by faculty (including doctoral students acting as adjunct faculty), but not when courses are instructed by doctoral students as part of a doctoral internship or other doctoral coursework where they receive supervision from the instructor of that doctoral course. In those cases, the instructor of the doctoral course should receive credit in their teaching load for instruction of the doctoral course, not in relation to the entry-level practicum or internship course.

- *Note* – Programs may need to respond to Standard 4.Y, Standard 4.Z or both. Programs must respond to at least one of these standards.

  If you believe the circumstances outlined in this standard (4.Z) do not apply to your program, you should indicate that the standard does not apply and briefly explain why. This should include a brief description of the program's structure for group and individual/triadic supervision.

  If you believe this standard does not apply, you should consider Standard 4.Y and whether the circumstances described in that standard apply. Respond to Standard 4.Z in detail if it applies.

  If you find that neither standard is an exact match for your program's supervision structure, you should determine which standard more closely resembles your supervision structure and respond to that standard, clearly explaining your structure and why you think it fits under that standard.

  Some programs may need to respond to both standards – for instance, if Standard 4.Y applies to practicum and Standard 4.Z applies to internship.

- Glossary definitions:

    - *Group supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.

    - *Individual supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and one counseling student.

    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

- *Practicum*: a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

- *Triadic supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and two counseling students.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Course enrollment forms or readouts from the most recent 24 months for all practicum and internship sections for which this standard applies. Be sure to redact any information pertaining to student identities.	● Program policy document showing enrollment caps for practicum and/or internship.

Standard 4.AA

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

What is this standard about?

- This standard is about the counselor education program providing group supervision separately to students enrolled in practicum versus those enrolled in internship due to the qualitative differences between these experiences, both in terms of student development and breadth of experiences.

Things to consider when responding:

- The program should describe how students are assigned to group supervision course sections for practicum and internship.
- Glossary definitions:
    - *Group supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.
    - *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.
    - *Practicum*: a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Course enrollment forms or readouts from the most recent 24 months for all practicum and internship sections. Be sure to redact any information pertaining to student identities. If these forms do not clearly indicate that courses with practicum students are separate from those with internship students, be sure to provide additional clarifying information.	● Program policy document reflecting separate group supervision sections for practicum and internship students.

Standard 4.BB

BB. Group supervision for practicum or internship students should not exceed 12 students per group.

What is this standard about?

- This standard is about having group supervision with no more than 12 practicum or internship students at a time.

Things to consider when responding:

- This standard is applicable for any situation in which group supervision is provided to practicum or internship students.

- The 1:12 ratio refers to 1 faculty (or doctoral) instructor to 12 students.

- CACREP does not prohibit programs from combining multiple course sections for group supervision as long as the total number of students does not exceed 12. For example, a counselor education program faculty member who provides triadic supervision and group supervision to practicum students could combine one course section of 4 students and one course section of 6 students for group supervision (since 1 faculty member to 10 students would be within these requirements). In this scenario, since the faculty member provides triadic supervision and group supervision, they still receive credit for 2 separate practicum course sections (per 4.Y).

- *Note:* Standards 4.Y and 4.Z limit student: faculty ratios for practicum and internship courses to 6:1 (when 4.Y applies) or 12:1 (when 4.Z applies).

  This standard (4.BB) addresses scenarios where a faculty member or doctoral student instructor may be teaching multiple practicum or internship sections in the same term. Group supervision may be conducted simultaneously for multiple sections as long as there are not more than 12 students total in the group to be supervised *(bear in mind also that Standard 4.AA prohibits combining practicum students and internship students for group supervision).*

- Glossary definitions:

  - *Group supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.

- *Internship*: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates professional knowledge and skills.

- *Practicum*: a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Redacted course enrollment forms for all practicum and internship sections over the past 24 months with clarity/context provided regarding how the group supervision was organized (e.g., what sections were combined, if any)	● Program policy document reflecting no more than 12 students per supervision group

SECTION 5: ENTRY-LEVEL SPECIALIZED PRACTICE AREAS

All entry-level students are enrolled in at least one specialized practice area. Students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area in consideration of culturally sustaining practices across service delivery modalities. Counselor education programs must document where and in what manner each of the numbered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

Specialized Practice Areas 5.A-H

All applicable numbered standards in Specialized Practice Areas A-H

Counselor education programs must document where and in what manner each of the numbered standards listed for all applicable specialized practice area(s) is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

See information in Section 3 Foundational Curriculum Areas 3.A-H on how to respond to these standards.

What is this standard about?

- This is a once-every-eight-years comprehensive look under the hood of the program's curriculum and its coverage of the specific content required by the standards in this section that apply to the CACREP specialized practice areas for which a program is seeking initial accreditation or reaffirmation of accreditation.

Things to consider when responding:

- For each specialized practice area for which a program is seeking accreditation or reaffirmation of accreditation, the program must document *where* and *how* the required curriculum for that specialized practice area covers the content in each applicable curricular standard in this section. This section is divided into eight subsections, lettered A through H, which represent the eight specialized practice areas accredited by CACREP:

    A. Addiction Counseling

    B. Career Counseling

    C. Clinical Mental Health Counseling

    D. Clinical Rehabilitation Counseling

    E. College Counseling and Student Affairs

    F. Marriage, Couple and Family Counseling

    G. Rehabilitation Counseling

    H. School Counseling

Each of the specialized practice areas has between eight and nineteen associated curricular standards that require responses.

- To address both "where" and "how" content is covered, it's important to identify not only what course provides primary coverage (the "where"), but also the specific learning activity within that course that provides coverage (the "how"). Learning activities may include readings, lectures, assignments, etc.

  By "primary" coverage we mean the course that most directly and clearly covers the relevant content. If part of a standard is covered in one course and the rest is covered in another course, a program may indicate this. However, it is not necessary to identify every course that provides coverage.

- Primary coverage of curricular content should occur in a course that is required for the degree program in the applicable specialized practice area and through required assignments or activities. If coverage is indicated via elective coursework or optional assignments, you should explain how the program ensures that the required content is covered for every student in the specialized practice area degree program.

- Primary coverage for a specialized practice area curricular standard may take place in a course that is specific to that practice area or it may take place in a course that is part of the program's core content – as long as it is required for students completing degrees in the applicable specialized practice area.

- The curricular content required by the standards in this section is specific and detailed. Please note that while syllabi are important to document coverage, syllabi tend to provide only broad indicators of coverage. You should be prepared, throughout the accreditation review process, to provide additional detailed information about how the program covers the specified content.

- While course objectives can be helpful in identifying where a program intends to cover certain content, they are not considered proxy indicators for content coverage.

- To help facilitate and standardize how programs address the questions of "where" and "how" curricular content is covered, CACREP is developing worksheets for each specialized practice area for programs to complete.

    - There will be a separate worksheet for each specialized practice area. Programs should complete a worksheet for each specialized practice area for which they are seeking accreditation or reaffirmation of accreditation. These worksheets will be made available online for download.

    - The worksheets include two curricular tables for programs to complete:

        1) In the first table programs should create specialized-practice-area-specific curriculum crosswalk that maps the courses that provide coverage for standards

in the applicable specialized practice area subsection(s). This crosswalk provides an at-a-glance overview of "where" each standard in the subsection is covered.

The standards for the specialized practice area define this table's rows.

Across the top of the table, programs should fill the course prefix, number, and title for each course that provides primary coverage for a standard in the applicable specialized practice area(s).

Then, programs should identify where primary coverage for each standard occurs by placing an X in the corresponding cell in the crosswalk where the row for that standard intersects with the column for the course in which primary coverage takes place.

2) In the second table programs should identify and explain, for each standard in the applicable specialized practice area(s), the relevant learning activities found in the syllabi for the courses. This table explains "how" each standard in the specialized practice area subsection is covered.

   Again, in this table, the standards in the specialized practice area define the table's rows.

   In each row, the cell in the first column lists the text of the standard.

   In the next column, you would list the course providing primary coverage (you can add columns in cases where coverage is split across multiple courses – but as noted above, it is not necessary to identify every course that covers the content).

   In the last column, you would enter a narrative response in the last cell, identifying the learning activity that covers the required content, describing how that activity covers the content (in your own words – don't repeat the language of the standard), and specifying where to find the activity in the syllabus for the identified course.

- Programs should upload a current syllabus for each course indicated in a worksheet. If a course is delivered via multiple methods (e.g., in-person, digitally delivered), and the syllabi differ by course delivery type, please provide a syllabus for each delivery type.

Examples of Completed Tables

Table 1

Crosswalk for Specialized Practice Curricular Content Area 5.D, Clinical Rehabilitation Counseling

(Note: final version may differ in appearance)

D. CLINICAL REHABILITATION COUNSELING				
Standard	**CLRC 630 Clinical Rehabilitation Counseling Foundations**	**CLRC 640 Medical Aspects of Disability**	**CLRC 643 Psychosocial Aspects of Disability**	*Etc. Actual crosswalk may include more courses*
1. effects of the onset, progression, and expected duration of disability on clients' holistic functioning		**X**		
2. environmental, attitudinal, and individual barriers for people with disabilities			**X**	
3. impact of disability on sexuality			**X**	
4. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs	**X**			
…Etc. (actual crosswalks should include all standards from the applicable subsection in Section 5 – in this example, the crosswalk would include all eleven standards from subsection 5.D)				

Table 2

Narrative Explanations for Standards in Specialized Practice Curricular Content Area 5.D, Clinical Rehabilitation Counseling

(Note: final version may differ in appearance)

D. CLINICAL REHABILITATION COUNSELING			
Standard	**Course**	**Additional course (if necessary)**	**Narrative Response**
1. effects of the onset, progression, and expected duration of disability on clients' holistic functioning	**CLRC 640 Medical Aspects of Disability**		In CLRC 640, each chapter of our required text includes information about a specific category of disability. Included in each chapter is information about onset, progression, and expected duration. See the course calendar (starting on page 9 of the syllabus) for the reading assignments. See also the documentation file labeled "5.D.1 Onset + Progression Example.pdf" This file shows the relevant content from a sample chapter in the text.
2. environmental, attitudinal, and individual barriers for people with disabilities	**CLRC 643 Psychosocial Aspects of Disability**		In CLRC 643, the reaction paper assignment outlined on p. 5 of the syllabus includes a requirement to identify barriers (including environmental, attitudinal, and individual) faced by a character or characters from one of a select number of movies/TV shows. Students are asked to describe the barriers faced by the character(s), their impacts, and strategies used to address them.
3. impact of disability on sexuality	**CLRC 643 Psychosocial Aspects of Disability**		Week 4 of this course includes a chapter reading on Sexuality and Disability (chapter 7 of the textbook). See week 4 in the course calendar on p. 12 of the syllabus.

			Also, the reaction paper assignment outlined on p. 5 of the syllabus includes a requirement to relate concepts from the course (including the impact of disability on sexuality) to a character or characters from one of a select number of movies/TV shows. This assignment supplements our in-course work on adaptation and adjustment in weeks 4-6 of the course (see course calendar, pages 8-9)
4. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs	**CLRC 630 Clinical Rehabilitation Counseling Foundations**		Elements of this standard are addressed across multiple weeks/course sessions in CLRC 630. Chapter 12 of our text is about residential services– in that reading and our week 9 discussion (p. 13 of the syllabus) we address housing and independent living. Case management is covered in multiple sessions. See, for example, weeks 6,7, and 10 (pp. 12-14), which address topics including intake, evaluations, coordination of services, placements, and record-keeping. Public and educational programs (e.g., state-supported education) are covered in the reading and discussion for week 12 (p. 14). And Chapter 14 of our text is about rehabilitation in the private sector – this is covered in week 13 (p. 14).
…Etc. (actual crosswalks should include all standards from the applicable subsection in Section 5 – in this example, the crosswalk would include all eleven standards from subsection 5.D)			

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• 5.A Addiction Counseling Curriculum Worksheet (DCUF) • 5.B Career Counseling Curriculum Worksheet (DCUF) • 5.C Clinical Mental Health Counseling Curriculum Worksheet (DCUF) • 5.D Clinical Rehabilitation Counseling Curriculum Worksheet (DCUF)	

● 5.E College Counseling and Student Affairs Curriculum Worksheet (DCUF) ● 5.F Marriage, Couple, and Family Counseling Curriculum Worksheet (DCUF) ● 5.G Rehabilitation Counseling Curriculum Worksheet (DCUF) ● 5.H School Counseling Curriculum Worksheet (DCUF) *Note 1: As of April November 2024, DCUF versions of the curriculum worksheets are available on the AMS Resource page and for download in the SSR template. Note 2: Remember to save completed worksheets as PDFs before uploading* ● Current syllabi for all courses included in crosswalk in SSR template ○ Please title each syllabus upload using prefix, course number, and course title (e.g., COUN 520 Professionalism and Ethical Practice in Counseling)	

SECTION 6: DOCTORAL STANDARDS
COUNSELOR EDUCATION AND SUPERVISION

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

A. The Program

Standard A.1

The doctoral program consists of a minimum of 48 semester hours or 72 quarter hours of doctoral-level credits beyond the entry-level degree. For students entering on or after July 1, 2026, doctoral programs must consist of a minimum of 60 semester hours or 90 quarter hours beyond the entry-level degree.

What is this standard about?

- This standard outlines the minimum credit hour requirements for accredited doctoral degree programs.

  Currently, such degree programs must require completion of 48 semester credit hours beyond the entry-level degree (or 72 quarter credit hours, if taught on a quarter-based rather than semester-based schedule). This is the same as what was required under CACREP's 2016 Standards.

  For students entering on or after July 1, 2026, accredited doctoral programs must require completion of 60 semester credit hours beyond the entry-level degree (or 90 quarter credit hours, if taught on a quarter-based rather than semester-based schedule). The July 1, 2026 start date for this requirement is intended to allow programs time to make curricular changes and secure appropriate approvals.

Things to consider when responding:

- The requirement to complete a minimum of 60 semester credit hours or 90 quarter credit hours beyond the entry-level degree applies to students entering the doctoral program on or after July 1, 2026.

- Students already enrolled in an accredited doctoral program prior to July 1, 2026, may complete the program's previously approved program of study.

- Programs may transition to require at least 60 semester credit hours or 90 quarter credit hours beyond the entry-level degree at any point prior to the July 1, 2026, date.

- Programs applying for accreditation or reaffirmation before July 2026 and before they have transitioned to a minimum of 60 required semester credit hours or 90 required quarter credit hours should address their current program of study as well as their plans for transitioning to the new requirement.

- *Policy A.2.d: Graduate Level Coursework*. The Board will accept only graduate-level coursework to complete the CACREP curricular requirements.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Doctoral program(s) of study	• Entries from the institution's graduate catalog or equivalent that detail the doctoral program of study or credit hour requirements. • Sample redacted copies of student transcripts showing requirements for completion of 48/60 semester or 72/90 quarter credit hours, as relevant

Standard A.2

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

- **a) preparing students to generate new knowledge that can inform professional counseling practice;**
- **b) ensuring students are engaging in scholarly activities under counselor education program faculty mentorship;**
- **c) supporting students to publish and/or present the results of scholarly inquiry;**
- **d) mentoring students in planning and engaging in advocacy;**
- **e) supporting students to pursue credentialing appropriate to their career goals;**
- **f) equipping students to assume positions of leadership in the counseling profession; and**
- **g) preparing students to become familiar with and knowledgeable about current trends and technology use in the delivery of counseling services, counselor education, and counselor supervision.**

What is this standard about?

- This standard is about doctoral programs in counselor education engaging in all of the lettered items above as a way of immersing doctoral students in a climate of scholarly inquiry.

Things to consider when responding:

- The program should describe how each of the lettered items a-g above are addressed in their doctoral program. This description might include information regarding courses or other required experiences where each of the lettered items occurs, faculty who are responsible for overseeing relevant activities, etc.

- In addition to describing how and where the lettered items occur, the program should provide documentation showing that they occur.

- All doctoral students should be provided opportunities related to the lettered items a-g above.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under “Required Documentation.” Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will)

need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also “Documentation” under “Responding to/reporting on Standards” in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard’s requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Doctoral program handbook or other policy document describing opportunities related to the lettered items above ● Syllabi for courses in which activities related to any of items a-g take place, with relevant information highlighted ● Records of student activities related to the lettered items a-g (student leadership roles in counseling, student publications or presentations with faculty, professional counseling credentials possessed by doctoral students etc.)

Standard A.3

A.3 Doctoral program admission criteria include:

- **a) academic aptitude for doctoral-level study consistent with program delivery type;**
- **b) previous or current professional experience;**
- **c) professional dispositions consistent with professional practice;**
- **d) oral and written communication skills;**
- **e) commitment to diversity, equity, inclusion, and social justice;**
- **f) potential for scholarship; and**
- **g) potential for professional leadership and advocacy.**

What is this standard about?

- This standard identifies required criteria for doctoral program admission decisions. Programs should consider each of the lettered items listed above when making admission decisions.

Things to consider when responding:

- Programs should describe their process for making admission decisions and identify who is involved in making those decisions.
- Programs must provide documentation showing that the lettered items above are criteria considered in the admission decision process.
- Programs should specifically explain what they look for and how they assess aptitude for doctoral-level study consistent with program delivery type. For example, are there specific aptitude-related indicators that a program looks for in potential students who will complete their programs via distance education versus those who will attend classes in person? What procedures does the program use to determine prospective students' aptitude to use technology and learn through the program's digital delivery systems and processes?
- Item A.3.b refers to professional experience in counseling practice.
- Glossary definitions:
    - *Professional dispositions:* The commitments, characteristics, values, beliefs, and behaviors that influence the counselor's professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Materials outlining the program's admissions requirements, e.g., relevant excerpt from the institution's graduate catalog, program handbook, website, or similar source. If no single source addresses all admissions requirements, provide multiple materials from multiple sources to show where all requirements are outlined.	• Evaluation rubric(s) used for admissions decisions • Written charge given to the program's admission committee • Admissions application with relevant items highlighted • Excerpt (screenshot) from a website detailing the program's admissions process for in-person and/or digitally delivered specialty areas • Interview questions

Standard A.4

A.4 During the doctoral program admissions process, students' curricular experiences are evaluated to verify completion of coursework, including:

- **a) CACREP entry-level foundational curricular standards,**
- **b) CACREP entry-level professional practice standards, and**
- **c) CACREP entry-level specialized practice area requirements so that any missing content can be completed before or concurrently with doctoral-level counselor education coursework.**

What is this standard about?

- This standard requires the counselor education program to evaluate doctoral students' prior curricular experiences as part of the admissions process. This evaluation should verify that students have completed coursework that includes the content and field experiences required as part of a CACREP-accredited entry-level degree. If the evaluation determines that a student has not completed appropriate coursework in one or more of the identified areas, the student should complete appropriate work in that (or those) area(s) either before beginning the doctoral program or concurrently while completing doctoral level coursework.

Things to consider when responding:

- This standard conveys the expectation that all students admitted into the doctoral program in counselor education have completed coursework and fieldwork experiences aligned with at least one specialized practice area in a CACREP-accredited entry-level program, or that they will have completed those before finishing their doctoral programs.

- CACREP does not dictate how missing content should be made up and the standard allows work on heretofore uncompleted content to be completed either before a student begins their doctoral program or concurrently with their doctoral coursework. Programs should describe how they verify completion of entry-level coursework and the approach they take to ensuring missing content is covered.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also “Documentation” under “Responding to/reporting on Standards” in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard’s requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Program policy around doctoral admissions ● Content from a doctoral program handbook that outlines the process for evaluating prior curricular experiences and addressing any missing coursework. ● Forms or templates used to evaluate prior curricular experiences ● Screenshot from the program website with doctoral admissions information that addresses the requirements of this standard ● Redacted meeting minutes discussing relevant content ● Communications or other documents from previous examples where this standard has been addressed in practice (with any information pertaining to student identities redacted).

Standard A.5

A.5 Students in doctoral-level programs have an approved advisor who is a counselor education program core faculty member with whom they work to develop and complete a program of study.

What is this standard about?

- This standard requires all doctoral students to have an academic advisor. This advisor must be a core counselor education faculty member. This advisor also works with their doctoral student advisee to develop a planned program of study and to assist the student in their process of completing their program of study.

Things to consider when responding:

- The program should describe when and how academic advisors are assigned to doctoral students, what a doctoral advisor's responsibilities are, and at what point in the program students develop their initial program of study with their advisor.

- The program should identify which core counselor education faculty members serve as advisors to doctoral students.

- If doctoral students have multiple advisors, programs should explain the overall advising process and structure including how that structure includes an advisor (or advisors) who address the requirements of the standard.

- Glossary definition:

    - *Core counselor education faculty*: Faculty employed by the institution who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.Y and 1.Z. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and

submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also “Documentation” under “Responding to/reporting on Standards” in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● List of core faculty advisors assigned to doctoral students in the program.	● Example of communication sent to doctoral students prior to or at the beginning of their program of study about their assigned advisors. ● Copy of or excerpt from the doctoral student handbook with content that describes advising in the doctoral program. The program should highlight content that addresses the standard’s specific requirements ● Copy of or excerpt from the faculty handbook or other departmental documents with content that outlines academic advisor responsibilities. The program should highlight content that addresses the standard’s specific requirements ● Samples of redacted advising meeting notes/forms.

Standard A.6

A.6 Doctoral students complete a qualifying assessment to demonstrate comprehensive knowledge as outlined in the doctoral curriculum standards.

What is this standard about?

- Students completing accredited doctoral programs in Counselor Education and Supervision should have a comprehensive understanding of the content outlined in the doctoral curricular standards (Standard 6.B). This standard requires accredited doctoral programs to administer, and students to complete, a qualifying assessment that demonstrates this understanding.

Things to consider when responding:

- CACREP does not specify what type of qualifying assessment programs must use. Programs should provide details about the qualifying assessment they administer, including what the assessment entails, when it is completed, and how it serves to demonstrate a student's comprehensive knowledge of the content in the doctoral curricular standards (Section 6 B).

- Glossary definition:

    - *Qualifying assessment:* An activity or culminating experience that is used to determine students' readiness to move to an advanced experience in the curriculum or advance to candidacy in a doctoral program.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.

● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Copy of or excerpt from the doctoral program handbook outlining relevant requirements ● Sample forms or questions used for the doctoral qualifying assessment ● Copies of communications sent to doctoral students regarding the qualifying assessment

Standard A.7

A.7 Doctoral students must complete dissertation research or a capstone project focusing on areas relevant to counseling practice, counselor education, and/or supervision.

What is this standard about?

- This standard requires doctoral students to complete a culminating project (a dissertation or a capstone project) related to counseling practice, counselor education, and/or supervision.

Things to consider when responding:

- CACREP recognizes that institutions may offer options for doctoral students to apply knowledge via a scholarly project that does not require the completion of a dissertation. Thus, programs should describe their requirements for doctoral culminating projects and how those relate to institutional options.
- The dissertation or capstone project for doctoral students in counselor education must clearly focus on counseling practice, counselor education, and/or supervision.
- If a capstone project is required instead of a dissertation, that project need not require a student to conduct original research, but the project should be demonstrably grounded in empirical, published research related to counseling practice, counselor education, and/or supervision.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.

● Doctoral program document(s) describing requirements for completion of a culminating project (i.e., dissertation or capstone project), including an explanation of what that project entails.	● List of doctoral student dissertation titles in recent years ● List/description of capstone projects completed by doctoral students in recent years

Standard A.8

A.8 Current counseling-related research is infused throughout the doctoral counselor education curriculum.

What is this standard about?

- This standard requires counseling-related research to be infused throughout the doctoral curriculum. The research being infused must be *current*.

Things to consider when responding:

- Programs should describe how they ensure *current* counseling-related research is infused throughout the doctoral curriculum.
- The phrase "infused throughout" suggests that current counseling research should be integrated into courses across the doctoral curriculum and not, say, relegated solely to courses that focus on research.
- Infusing current counseling-related research may involve faculty requiring specific readings and/or students engaging with current research as part of assignments or projects. Programs should clearly identify courses where current research is integrated and identify the readings and/or projects within those courses that represent the infusion of current research.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.

● Doctoral program syllabi for courses where current counseling-related research is infused. The program should highlight the relevant activities in the syllabi.	●

B. Doctoral Curriculum Areas

Doctoral programs in counselor education address professional roles in five areas: (1) counseling, (2) supervision, (3) teaching, (4) research and scholarship, and (5) leadership and advocacy. These five areas represent the minimal knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where and in what manner each of the lettered standards listed below is covered in the curriculum.

See information in Section 3 Foundational Curriculum Areas 3.A-H on how to respond to curricular standards.

What is this standard about?

- This is a once-every-eight-years comprehensive look under the hood of the program's curriculum and its coverage of the specific content required by these standards.

Things to consider when responding:

- The program must document where and how the content specified in the doctoral curriculum area standards (i.e., all sub-standards in 6.B.1-5) is covered in the required curriculum.

- Programs must document *where* and *how* the required doctoral curriculum covers, for every doctoral student, the content outlined in each doctoral curricular standard found in this section. The section is divided into five subsections, numbered 1 through 5, which represent the five doctoral core content areas:

    1. Counseling
    2. Supervision
    3. Teaching
    4. Research and Scholarship
    5. Leadership and Advocacy

    Each of the five doctoral core content areas has between six and thirteen associated curricular standards that require responses.

- To address both "where" and "how" content is covered, it's important to identify not only what course provides primary coverage (the "where"), but also the specific learning activity within that course that provides coverage (the "how"). Learning activities may include readings, lectures, assignments, etc.

By “primary” coverage we mean the course that most directly and clearly covers the relevant content. If part of a standard is covered in one course and the rest is covered in another course, a program may indicate this. However, it is not necessary to identify every course that provides coverage.

- Primary coverage of curricular content should occur in a required program course and through required assignments or activities. If coverage is indicated via elective coursework or optional assignments, you should explain how the program ensures that the required content is covered for every doctoral student.

- The curricular content required by the standards in this section is specific and detailed. Please note that while syllabi are important to document coverage, syllabi tend to provide only broad indicators of coverage. You should be prepared, throughout the accreditation review process, to provide additional detailed information about how the doctoral program covers the specified content.

- While course objectives can be helpful in identifying where a program intends to cover certain content, they are not considered proxy indicators for content coverage.

- To help facilitate and standardize how programs address the questions of “where” and “how” curricular content is covered, CACREP is developing “Doctoral Counseling Curriculum Worksheets” for programs to complete.

    - There will be a separate worksheet for each doctoral core content area. These worksheets will be made available online for download.

    - The worksheets include two curricular tables for programs to complete:

        1) In the first table programs should create doctoral-content-area-specific curriculum crosswalk that maps the courses that provide coverage for standards in each doctoral content area subsection. This crosswalk provides an at-a-glance overview of “where” each standard in the subsection is covered.

           The standards in the doctoral core content area define this table’s rows.

           Across the top of the table, programs should fill the course prefix, number, and title for each course that provides primary coverage for a standard in the respective content area.

           Then, programs should identify where primary coverage for each standard occurs by placing an X in the corresponding cell in the crosswalk where the row for that standard intersects with the column for the course in which primary coverage takes place.

2) In the second table programs should identify and explain, for each standard, the relevant learning activities found in the syllabi for the courses. This table explains "how" each standard in the content area subsection is covered.

   Again, in this table, the standards in the doctoral core content area define the table's rows.

   In each row, the cell in the first column lists the text of the standard.

   In the next column, you would list the course providing primary coverage (you can add columns in cases where coverage is split across multiple courses– but as noted above, it is not necessary to identify every course that covers the content).

   In the last column, you would enter a narrative response in the last cell, identifying the learning activity that covers the required content, describing how that activity covers the content (in your own words – don't repeat the language of the standard), and specifying where to find the activity in the syllabus for the identified course.

- Programs should upload a current syllabus for each course indicated in a worksheet. If a course is delivered via multiple methods (e.g., in-person, digitally delivered), and the syllabi differ by course delivery type, please provide a syllabus for each delivery type.

Examples of Completed Tables

Table 1

Crosswalk for Doctoral Curricular Area 6.B.1, Counseling

(Note: final version may differ in appearance)

1. COUNSELING				
Standard	**COUN 712 Advanced Counseling Theories**	**COUN 720 Advanced Multicultural Counseling**	**COUN 740 Doctoral Practicum in Counseling**	*Etc. Actual crosswalk may include more courses*
1. scholarly examination of the evidence base for counseling processes and theories	**X**			
2. integration of theories relevant to counseling	**X**	**X**		
3. conceptualization of clients from multiple theoretical perspectives	**X**		**X**	
…Etc. (actual crosswalk would include all standards from subsection 6.B.1)				

Table 2

Narrative Explanations for Standards in Doctoral Curricular Area 6.B.1, Counseling

(Note: final version may differ in appearance)

1. COUNSELING			
Standard	**Course**	**Additional course (if necessary)**	**Narrative Response**
1. scholarly examination of the evidence base for counseling processes and theories	**COUN 712 Advanced Counseling Theories**		As part of this course, students are asked to prepare a presentation on three contemporary counseling theories. The presentation must address the evidence base for the theories' efficacy and contexts of use. See the full assignment description for "Presentation of Theories" on p. 4 of the syllabus.
2. integration of theories relevant to counseling	**COUN 712 Advanced Counseling Theories**	**COUN 720 Advanced Multicultural Counseling**	As noted above, COUN 712 includes a theory presentation assignment. As noted in the description (p. 4 of the syllabus), the presentation must include case studies on the integration/use of theories into practice. In COUN 720, each student is required to participate in a community program that serves an underrepresented population. Students must then write a project paper that evaluates the program, integrating theories of multicultural counseling into the analysis. See assignment description on p. 5 of the COUN 720 syllabus
3. conceptualization of clients from multiple theoretical perspectives	**COUN 712 Advanced Counseling Theories**	**COUN 740 Doctoral Practicum in Counseling**	In COUN 712, students are asked to record two counseling role play sessions. The 'client' in each case presents with the same concerns, but the student role-playing the counselor must address those concerns from a different theoretical perspective in each session. The intent is

			for students to be able to demonstrate the application of multiple perspectives (a skill they may use when teaching master's-level students). See the full assignment description on p. 5) In practicum, students are asked to make two formal case presentations. For each case, students must use a different theoretical orientation and the presentations must demonstrate effective use of appropriate interventions consistent with the chose theoretical orientation. See full description on p. 6 of the COUN 740 syllabus.
…Etc. (actual table would include all standards from subsection 6.B.1)			

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• 6.B.1 - CES Curriculum – Counseling (DCUF) • 6.B.2 - CES Curriculum – Supervision (DCUF) • 6.B.3 - CES Curriculum – Teaching (DCUF) • 6.B.4 - CES Curriculum - Research and Scholarship (DCUF) • 6.B.5 - CES Curriculum - Leadership and Advocacy (DCUF) *Note 1: As of April November 2024, DCUF versions of the curriculum worksheets are available on the AMS Resource page and for download in the SSR*	

template. Note 2: Remember to save completed worksheets as PDFs before uploading ● Current syllabi for all courses included in crosswalks ○ Please title each syllabus file using prefix, course number, and course title (e.g., COUN 520 Professionalism and Ethical Practice in Counseling) ● File with narrative explanations of coverage as described above	

C. Doctoral Internship

Standard C.1

C.1 Prior to the internship, the counselor education program assesses doctoral students' counseling skills to ensure preparedness for the doctoral counseling internship. The counselor education program provides assistance and/or opportunities to students who need additional counseling skill preparation prior to enrolling in the doctoral internship.

What is this standard about?

- This standard requires counselor education programs to assess doctoral student readiness for the counseling internship and to provide help and/or growth opportunities for students deemed not ready.

Things to consider when responding:

- The program should describe their process for determining whether students possess counseling skills appropriate for enrolling in the doctoral counseling internship. This description should identify what skills are assessed, how, when, by whom, and any minimum thresholds that must be met for a student to be deemed eligible for the doctoral counseling internship.
- The program should describe steps that they take for students who have skill deficits. This description should identify any help and/or opportunities that the program provides and/or requires for doctoral students deemed in need of additional counseling skill development prior to enrolling in the counseling internship. The program should also describe how they monitor skill development to determine readiness.
- While CACREP's 2024 doctoral standards do not require a practicum, this does not preclude programs from requiring one (and this could be one way that programs might assess doctoral students' counseling skills).

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Forms used to evaluate students' readiness for the doctoral counseling internship ● Copies of policies or information shared with students regarding eligibility to enroll in the doctoral counseling internship

Standard C.2

C.2 Doctoral students are required to complete internships that total a minimum of 600 hours. The minimum 600 hours must include supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, and leadership and advocacy).

What is this standard about?

- This standard outlines requirements for doctoral internships. All doctoral students must complete a minimum of 600 hours of supervised internship experiences. These 600 hours must include experiences in counseling practice (standards in section 6.D address the doctoral counseling internship specifically). Students must also complete experiences in at least 2 of the following areas: supervision, teaching, research and scholarship, and/or leadership and advocacy

Things to consider when responding:

- An internship in counseling is required. Standards in Section 6.D outline specific requirements related to the counseling internship, and Standard 6.C.1 addresses requirements associated with readiness for the counseling internship.

- The program may choose, from the areas listed in the standard, the other areas in which they want doctoral students to complete internships.

- CACREP does not require all doctoral students in a given program to complete internships in the same curricular areas. So, a program could permit one student to complete counseling, teaching, and supervision internships and another student to complete counseling, leadership and advocacy, and research internships – basing those choices on the students' future goals.

- The program may require internships in more than three of the specified areas if it so chooses. The requirement for 3 is a minimum.

- CACREP does not dictate how many hours are required for an internship in any given area, but the supervised experiences must total at least 600 hours. Programs should describe their hour requirements for doctoral internships.

- CACREP does not require a specific timeframe for completion of the 600 hours. For example, programs might require students to complete hours in one semester or across multiple semesters. Instructions should be clear to students regarding options available to them for completing the 600 hours.

- Only hours completed under supervision may be counted toward the required total of 600 hours.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Internship syllabi with content relevant to this standard highlighted. If different versions exist for different delivery types or the different curricular areas, all versions should be provided and clearly labeled. • Sampling of student internship logs documenting 600 hours. [Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]	• The program's doctoral internship handbook with content relevant to this standard highlighted. If different versions exist for different delivery types or the different curricular areas, all versions should be provided and clearly labeled. • Blank doctoral internship tracking logs

Standard C.3

C.3 Doctoral students are covered by individual professional counseling liability insurance policies at any time they are providing counseling or supervision as part of their doctoral program.

What is this standard about?

- This standard requires doctoral students to have professional counseling liability insurance in which they are named at any time they are providing counseling or supervision.

Things to consider when responding:

- This standard only applies to situations in which doctoral students are providing counseling services or supervision. This may include counseling or supervision provided during doctoral internships or any other part of the doctoral program (e.g., as part of a supervision course). Doctoral students are not required to be covered by individual professional counseling liability insurance policies when completing internships in other curricular areas (teaching, research and scholarship, or leadership and advocacy).

- Barring state regulations contrary to such a requirement, students must have their own separate, individual liability insurance policy. These policies are usually available at low or no cost through student memberships in counseling organizations.

- College/university/institutional group liability insurance policies that cover individual doctoral students providing counseling or supervision as part of their doctoral program are not sufficient for meeting this requirement.

- Students do not have to maintain individual liability insurance throughout their entire enrollment in the doctoral program, but it must be in place by the first day and through the last day they are providing counseling or supervision as part of their program.

- Programs should explain and document how they verify and track that *all* students have the requisite liability policy by the first day and through the last day they are providing counseling or supervision as part of their program.

- If state regulations do not allow the program to require that students have individual professional counseling liability insurance, the program should provide documentation of the relevant regulation. Note that, in such a case, a program may still be able to recommend that students have individual professional counseling liability insurance.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Sampling of copies of doctoral student liability insurance maintained by the program. *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	• Copy of or excerpt from a doctoral internship handbook including content showing requirements for individual professional liability insurance when providing counseling or supervision. • Checklists or other forms used by the program to document/verify that doctoral students have individual professional liability insurance at appropriate times. • Copy of relevant course syllabi where the program has highlighted content about professional liability insurance requirements.

Standard C.4

C.4 Evaluation of performance and ability to integrate and apply knowledge are conducted as part of the doctoral internship.

What is this standard about?

- This standard requires doctoral students to be evaluated on their performance and ability to integrate and apply knowledge in internship.

Things to consider when responding:

- The program should describe how they evaluate doctoral students during internship. This might include details regarding what they evaluate as well as when, how, and by whom the evaluations are completed and shared with students.
- This standard requires the program to evaluate both (1) performance and (2) application of knowledge.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how	● A copy of or excerpt from the program's doctoral internship handbook with content relevant to this standard highlighted

you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Doctoral internship syllabi that include descriptions of the performance evaluation process. ● Forms used during the doctoral internship to provide feedback.

Standard C.5

C.5 Students have regular, systematic opportunities to evaluate doctoral internship experiences and supervisors.

What is this standard about?

- This standard is about doctoral students being provided formal opportunities to evaluate their (1) internship experiences and (2) supervisors.

Things to consider when responding:

- The program should describe their systematic plan for when and how doctoral students evaluate their internship experiences and internship supervisors. Information must be provided regarding the evaluation of both.
- The program might have students evaluate their internship experiences and their supervisors at the same time, or at different times. CACREP does not dictate at what point in the program students evaluate their experiences and their supervisors.
- Glossary definition:
    - *Systematic*: In a regular, planned, and comprehensive manner.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.

● Forms/surveys used to solicit doctoral student evaluations of their internship experiences and supervisors	● Emails or other communications sent to doctoral students inviting them to evaluate their internship experiences and supervisors ● Descriptions in the program's doctoral student handbook and/or doctoral internship handbook outlining the process for evaluating internship experiences and supervisors

Standard C.6

C.6 Individuals serving as doctoral internship supervisors for supervision, teaching, research and scholarship, and leadership and advocacy experiences have (a) a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills and (b) knowledge of the program's expectations, requirements, and evaluation procedures for students.

What is this standard about?

- This standard outlines the qualifications required for supervisors of doctoral internships in supervision, teaching, research and scholarship, or leadership and advocacy. Individuals serving as doctoral internship supervisors in these areas must have adequate and relevant education and experience related to the internship as well as knowledge of the counselor education program requirements and processes. Documentation reflecting program requirements can be helpful, but documentation showing each supervisor's actual qualifications is necessary for this standard.

Things to consider when responding:

- This standard does not apply to doctoral internships in counseling (see Standards 6.D.3 and 6.D.4 for supervisor requirements for counseling internships)

- The program must document that *all* individuals who serve as doctoral internship supervisors in the areas covered by this standard have the qualifications outlined in the lettered requirements above. To start, the program should identify all current supervisors (at a minimum, list all those who have served as a supervisor over the past 12 months).

- The program should describe how they track doctoral internship supervisor qualifications in relation to the lettered items above – when, how, and by whom information is gathered and reviewed, etc. Ideally programs will collect information for each supervisor as part of an approval process and will also have a process in place to regularly remind approved supervisors of the program's expectations, requirements, and evaluation procedures for students and to keep them abreast of any changes.

- CACREP does not require that all doctoral internship supervisors have doctoral degrees in counselor education due to the recognition that, depending on the internship focus, other individuals may also be well prepared to serve as supervisors. The program should plan to explain the criteria used in selecting appropriate supervisors.

- All doctoral internship supervisors are required to have a graduate degree.

- The program should describe how it ensures *all* doctoral internship supervisors receive information regarding the program's expectations, requirements, and evaluation procedures for students.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• 6.C.6 - Doctoral Internship Site Supervisor Information (DCUF) • A table listing all individuals who have served as doctoral internship supervisors in the areas covered by the standard for the most recent 12 months. The table should also detail each supervisor's qualifications in relation to requirements a & b in this standard.	• Documentation (handbook, presentation ppts, or other) of materials used to inform doctoral internship supervisors about the program's expectations, requirements, and evaluation procedures for students. • Attendance logs for any trainings provided to doctoral internship supervisors • A doctoral internship handbook or other program document that outlines policies related to internship supervisor selection

Standard C.7

C.7 During internships, the student receives an average of one hour per week of individual and/or triadic supervision.

What is this standard about?

- This standard requires doctoral internship students to receive individual and/or triadic supervision that averages 1 hour per week.

Things to consider when responding:

- CACREP does not require that the person providing individual and/or triadic supervision be the internship course instructor; it may be another qualified supervisor (per 6.C.6).
- This standard does not require weekly individual/triadic supervision; only that such supervision must average at least one hour per week. The program should explain its requirements regarding individual/triadic supervision schedules for doctoral internships.
- Supervision must be conducted synchronously.
- Glossary definitions [Note: while these Glossary definitions are applicable to the supervision requirements for entry-level counseling practicum and internship, the central concepts of what constitutes individual and/or triadic supervision apply for doctoral internships]:
    - *Individual supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and one counseling student.
    - *Triadic supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and two counseling students.
- This standard applies to all doctoral internships, not just counseling internships.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also “Documentation” under “Responding to/reporting on Standards” in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● Internship syllabi with content relevant to this standard highlighted. If different versions exist for different delivery types or the different curricular areas, all versions should be provided and clearly labeled) ● Sampling of student internship logs documenting individual/triadic supervision. *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	● The program’s doctoral internship handbook (or similar document) with content relevant to this standard highlighted. If different versions exist for different delivery types or the different curricular areas, all versions should be provided and clearly labeled. ● Blank tracking logs that outline requirements for individual/triadic supervision

Standard C.8

C.8 Doctoral internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be performed by a qualified core or affiliate counselor education program faculty member.

What is this standard about?

- This standard requires that group supervision of doctoral internship students take place on a regular schedule throughout the internship. In addition to being regularly scheduled, group supervision must average 1.5 hours per week. Group supervisors for doctoral internships must be core or affiliate program faculty members who meet the qualifications outlined in 6.D.3 for the doctoral counseling internship or in 6.C.6 for all other types of doctoral internships.

Things to consider when responding:

- The program should specify who provides group supervision of doctoral internships.
- This standard does not require that group supervision take place weekly – only that it occurs on a regular schedule and averages 1.5 hours per week.
- If students do not receive group supervision weekly, it is helpful for programs to clarify how they define and monitor a "regular schedule."
- Supervision must be conducted synchronously.
- Glossary definitions [Note: while the Glossary definition for *group supervision* is applicable to the entry-level supervision requirements for counseling practicum and internship, the central concepts of what constitutes group supervision applies for doctoral internships]:
    - *Affiliate faculty*: Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty.
    - *Core counselor education faculty*: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.X and 1.Y. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.

- *Group supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
• Internship syllabi with content relevant to this standard highlighted. If different versions exist for different delivery types or the different curricular areas, all versions should be provided and clearly labeled. • Sampling of student internship logs documenting group supervision. *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	• The program's doctoral internship handbook (or similar document) with content relevant to this standard highlighted. If different versions exist for different delivery types or the different curricular areas, all versions should be provided and clearly labeled. • Blank tracking logs that outline requirements for group supervision

D. Doctoral Counseling Internship

Standard D.1

D.1 Supervision of the doctoral counseling internship includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

What is this standard about?

- This standard is about a supervisor for the doctoral counseling internship being able to observe (directly or indirectly) and monitor students' clinical skills while also ensuring client privacy is maintained.

Things to consider when responding:

- Programs should clearly describe expectations regarding audio/video recordings or live observation of students. This might include outlining the required or acceptable format(s), the frequency with which students must record or be observed, and any minimum number of recordings/observations required.

- It is helpful when programs clarify who is responsible for reviewing/observing (e.g., university supervisor requires 3 recordings per semester, and site supervisor must observe at minimum 4 sessions).

- Programs should clearly describe and document any policies they have regarding the security and destruction of recordings in connection with legal expectations. For example, what guidelines are shared with students about acceptable recording technology, and transportation or dissemination of recordings (physical or virtual)? At what point in the term are students expected to destroy recordings, and what process must they use to do so, etc.?

- Programs are encouraged to identify all relevant institutional, state, federal, and international, and legal requirements that serve as the foundation for the policies and/or procedures they developed for supervision and client privacy and explain how they comply with each.

- Programs that use a digital communication platform to conduct supervision during which recordings are shared should explain how they ensure that privacy is maintained.

- Glossary definition:

- *Live supervision*: Direct observation of the counseling session with invivo communication from the supervisor influencing the work of the supervisee during the session.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● While the program must provide documentation (see above), there is not a specific type of documentation required for this standard. See the column at right for examples of materials you might provide to show how you address the standard's requirements. The program will need to determine what documentation will most effectively address the requirements of the standard.	● Copy of the program's doctoral internship handbook (or similar document) with content highlighted about audio/video recording and/or live observation requirements as well as maintaining security of recordings. ● Copy of the doctoral internship course syllabi with content highlighted related to audio/video recording and live observation requirements as well as maintaining security of recordings. ● Copy of instructions/guidelines provided to students on how to maintain privacy during supervision using a digital platform (e.g., including technology requirements, location considerations, etc.). ● Supervision contracts that outline requirements for recording and/or live supervision ● Recording or live supervision feedback forms used by the program (blank forms are sufficient)

Standard D.2

D.2 Written supervision agreements:

- **a) define the roles and responsibilities of the faculty supervisor, fieldwork site supervisor, and student during the doctoral counseling internship;**
- **b) include emergency procedures; and**
- **c) detail the format and frequency of consultation between the program and the fieldwork site to monitor student learning.**

What is this standard about?

- This standard requires programs to develop and use written supervision agreements that provide students and supervisors directly involved in doctoral counseling internships with concrete information regarding their roles and responsibilities. This allows students and supervisors to make informed decisions about their involvement and to be held accountable. Supervision agreements must also include information about emergency procedures and communication throughout the semester between the program and placement site.

Things to consider when responding:

- This standard is only applicable to the doctoral *counseling* internship.
- The formal written supervision agreements must address the roles and the responsibilities of the following individuals: 1) the faculty supervisor, 2) the counseling site supervisor, and 3) the student.
- Programs' supervision agreements must address the format and frequency of consultation between the counselor education faculty member and the site supervisor.
- Programs should consider describing when and how supervision agreements are completed (e.g., At what point prior to or at the start of the term are they completed? Who initiates them? Etc.).

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and

submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also “Documentation” under “Responding to/reporting on Standards” in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● The Supervision Agreement form(s). If different versions are used for different specialized practice areas or for different delivery formats, a copy of each should be included and clearly labeled. ● Sampling of copies of completed supervision agreements. *[Note: the program should provide this documentation to the site review team during the visit; do not include this documentation in the self-study report]*	● Handbooks or other documents that outline the process for completing supervision agreements

Standard D.3

D.3 Counselor education program faculty members serving as individual/triadic or group supervisors for doctoral counseling internships have:

a) relevant certifications and/or licenses,

b) relevant training for in-person and/or distance counseling supervision, and

c) relevant training in the technology utilized for supervision.

What is this standard about?

- This standard outlines the qualifications required for counselor education program faculty who provide individual/triadic and/or group supervision to students in doctoral counseling internships. Faculty supervisors must have: (1) relevant certifications or licenses, (2) relevant training for the modality they use for supervision, and (3) relevant training in the use of any technology they use for supervision.

Things to consider when responding:

- The program should clearly indicate all counselor education program faculty who serve as supervisors for students in the doctoral counseling internships.
- The program should clearly indicate the type of supervision provided by each faculty member (group, or individual/triadic) and the modality or modalities used for that supervision (in-person and/or distance).
- The program should clearly describe any technology used by each faculty member during supervision.
- For each faculty member who serves as a supervisor, the program should provide detailed information regarding (1) their relevant certifications or licenses, (2) the modality they use for supervision (in-person and/or distance supervision) and the training they have completed related to that modality, and (3) the type of technology they use during supervision and the training they have completed related to the technology they use.
- Relevant certifications and/or licenses could include a credential related to a specialized area of practice (e.g., CRC, LPC, school counselor license) or a counseling supervisor credential.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	**Examples of Documentation You Could Provide** These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● 6.D.3 - Faculty Supervisor Information (DCUF) ● Table that identifies each faculty member who serves as an individual/triadic or group supervisor for doctoral internships. The table should also detail each faculty supervisor's qualifications in relation to the numbered areas 1-3 above ● CV for each counselor education program faculty member who provides supervision, with relevant content highlighted (e.g., credential)	● Materials from courses or workshops related to counseling supervision and/or specific types of technology that counselor education program faculty members have completed.

Standard D.4

D.4 Individuals serving as doctoral counseling internship fieldwork site supervisors have:

- **a) a minimum of a master's degree, preferably in counseling or a related profession;**
- **b) active certifications and/or licenses in their geographic location required for practice, preferably in counseling or a related profession;**
- **c) a minimum of two years independent professional experience;**
- **d) relevant training for in-person and/or distance counseling supervision;**
- **e) relevant training in the technology utilized for supervision; and**
- **f) knowledge of the program's expectations, requirements, and evaluation procedures for students.**

What is this standard about?

- This standard outlines the qualifications (outlined in lettered items a-f above) required for all doctoral counseling internship site supervisors. These qualifications relate to a site supervisor's (or potential site supervisor's) education and experience related to counseling, their training in counseling supervision, and their knowledge of counselor education program requirements and processes. Documentation reflecting program requirements can be helpful, but documentation showing each site supervisor's actual qualifications is necessary for this standard.

Things to consider when responding:

- The program must show that *all* current site supervisors meet the lettered requirements above. To start, the program should identify all current site supervisors (at minimum those who have served as site supervisors for program students over the past 12 months).

- The program should describe how they track site supervisor qualifications in relation to the six lettered requirements above – when, how, and by whom information is gathered and reviewed, etc. Ideally programs will collect information for each site supervisor as part of an approval process and then will monitor approved site supervisors' qualifications on a defined schedule to ensure that active supervisors maintain appropriate qualifications.

- Regarding D.4.a, CACREP does not require that all site supervisors possess degrees in counseling due to the recognition that student access to some meaningful sites would be limited if that were a rigid requirement. However, when available, qualified individuals with backgrounds in counseling should be selected as site supervisors.

- The program should describe specific selection criteria used to determine when an individual from a related profession (e.g., social work, psychology, etc.) may serve as a site supervisor for

program students. This information should include information about how the program determines what constitutes an appropriate educational background (D.4.a) and appropriate certifications and/or licenses (D.4.b).

- Regarding D.4.b, site supervisors should have certifications and/or licenses that are active/valid in their geographic location and relevant to counseling practice.

- The program should clearly indicate the modality used for supervision by each site supervisor (in-person and/or distance). If supervision is conducted in either modality, then that modality should be indicated as being used by that site supervisor. For example, a site supervisor might typically meet in their office face to face with a doctoral supervisee, but also use Zoom periodically when circumstances prevent an in-person supervision session. In such a case, the program should indicate that this site supervisor conducts both in-person and distance supervision. This is important, as the program should expect such a site supervisor to have relevant training to provide supervision in either format.

- The program should clearly describe the technology used by each site supervisor during supervision. If no technology is used (i.e., supervision is conducted face to face), then the program should indicate that. However, if supervision is even occasionally conducted via the use of technology, then this specific technology should be mentioned.

- CACREP does not define "relevant training." The program should describe how it defines "relevant training" in relation to D.4.d and D.4.e. This should include both what the program will count toward meeting those requirements (e.g., a 3-hour workshop the program offers; a formal supervision course; an online module demonstrating how to use a specific technology, etc.) as well as how often a site supervisor would be expected to participate in training (e.g., once is sufficient, or expect updates every 3 years, etc.).

- The program should describe how it ensures and tracks that *all* site supervisors receive information regarding the program's expectations, requirements, and evaluation procedures for students.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.
● 6.D.4 Fieldwork Site Supervisor Information (DCUF) ● A table listing all individuals who have served as site supervisors in the most recent 12 months, and detailing each supervisor's qualifications in relation to the requirements a-f in Standard 6.D.4	● Tracking document(s) the program uses to track and monitor/update site supervisor qualifications *(If this document is in the form of a table, it may be used as the required documentation noted at left)* ● Materials (handbook, presentation ppts, or other) used to inform site supervisors about the program's expectations, requirements, and evaluation procedures for students. ● Attendance logs for trainings provided to site supervisors ● Materials from courses or workshops completed by site supervisors related to counseling supervision or specific types of technology ● The program's doctoral internship handbook with content highlighted that addresses the required site supervisor qualifications

E. Faculty Course Loads and Ratios

Standard E.1

E.1 When counselor education program faculty provide individual or triadic supervision of doctoral students, the course should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.

What is this standard about?

- This standard, in combination with Standard 6.E.2, is intended to define reasonable course ratios for doctoral internships and a reasonable allotment of credit within a teaching load for instruction at those ratios. Each standard outlines the required ratio of faculty to students in doctoral internship courses in certain scenarios.

  This standard (6.E.1) addresses scenarios where a faculty instructor for a doctoral internship course provides both individual/triadic and group supervision of students in the course.

  In such a scenario, there should be no more than 6 students per faculty instructor in the course.

  In recognition of the time involved in providing individual/triadic supervision, the standard also notes that such a course should be counted as three semester credit hours (or the equivalent number of quarter credit hours for programs on a quarter rather than semester schedule) and this should be recognized as part of a faculty member's teaching load.

Things to consider when responding:

- This standard applies to the supervision of internship in any of the five areas delineated in 6.C.2 (counseling, supervision, teaching, research and scholarship, and leadership and advocacy).

- This standard applies when a counselor education program faculty member provides both individual/triadic supervision *and* group supervision in doctoral internship courses.

- The program should clarify who provides individual or triadic supervision for doctoral students.

- The 1:6 ratio refers to one course faculty instructor to six doctoral internship students.

- The teaching credit component of this standard indicates that supervision of doctoral students should be part of a faculty member's regular teaching load, at the level specified, rather than an activity that occurs on top of a standard teaching load.

- *Note* – Programs may need to respond to Standard 6.E.1, Standard 6.E.2, or both. Programs must respond to at least one of these standards.

  If you believe the circumstances outlined in this standard (6.E.1) do not apply to your program, you should indicate that the standard does not apply and briefly explain why. This should include a brief description of the program's structure for group and individual/triadic supervision.

  If you believe this standard does not apply, you should consider Standard 6.E.2 and whether the circumstances described in that standard apply. Respond to Standard 6.E.2 in detail if it applies.

  If you find that neither standard is an exact match for your program's supervision structure, you should determine which standard more closely resembles your supervision structure and respond to that standard, clearly explaining your structure and why you think it fits under that standard.

  Some programs may need to respond to both standards – for instance, if Standard 6.E.1 applies to some doctoral internship courses and Standard 6.E.2 applies to others.

- Glossary definitions:

  - *Group supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.

  - *Individual supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and one counseling student.

  - *Triadic supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and two counseling students.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.

● Course enrollment forms or readouts from the most recent 24 months for all doctoral internship sections for which this standard applies. Be sure to redact any information pertaining to student identities.	● Program policy document showing enrollment caps for doctoral internship courses/supervision

Standard E.2

E.2 When counselor education program faculty only provide group supervision of doctoral students, the course should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hours of a faculty member's teaching load assignment.

What is this standard about?

- This standard, in combination with Standard 6.E.1, is intended to define reasonable course ratios for doctoral internships and a reasonable allotment of credit within a teaching load for instruction at those ratios. Each standard outlines the required ratio of faculty to students in doctoral internship courses in certain scenarios.

  This standard (6.E.2) addresses scenarios where a faculty instructor for a doctoral internship course provides only group supervision of students in the course and those students receive their individual/triadic supervision from a different qualified supervisor.

  In such a scenario, there should be no more than 12 students per faculty instructor in the course.

  The standard also notes that such a course should be counted as three semester credit hours (or the equivalent number of quarter credit hours for programs on a quarter rather than semester schedule) and this should be recognized as part of a faculty member's teaching load.

Things to consider when responding:

- This standard applies to the supervision of internship in any of the five areas delineated in 6.C.2 (counseling, supervision, teaching, research and scholarship, and leadership and advocacy).
- This standard is applicable when a faculty instructor provides only group supervision and individual/triadic supervision is provided by another qualified supervisor (see Standards C.6, D.3, and D.4 regarding supervisor qualifications).
- The program should clarify who provides individual or triadic supervision for doctoral students.
- The 1:12 ratio refers to one course faculty instructor to twelve students.
- The teaching credit component of this standard indicates that group supervision of doctoral students should be part of a faculty member's regular teaching load, at the level specified, rather than an activity that occurs on top of a standard teaching load.

- *Note* – Programs may need to respond to Standard 6.E.1, Standard 6.E.2, or both. Programs must respond to at least one of these standards.

  If you believe the circumstances outlined in this standard (6.E.2) do not apply to your program, you should indicate that the standard does not apply and briefly explain why. This should include a brief description of the program's structure for group and individual/triadic supervision.

  If you believe this standard does not apply, you should consider Standard 6.E.1 and whether the circumstances described in that standard apply. Respond to Standard 6.E.1 in detail if it applies.

  If you find that neither standard is an exact match for your program's supervision structure, you should determine which standard more closely resembles your supervision structure and respond to that standard, clearly explaining your structure and why you think it fits under that standard.

  Some programs may need to respond to both standards – for instance, if Standard 6.E.1 applies to some doctoral internship courses and Standard 6.E.2 applies to others.

- Glossary definition:

  - *Group supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.

  - *Individual supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and one counseling student.

  - *Triadic supervision*: A tutorial and mentoring relationship between a member of the Counseling profession and two counseling students.

What kind of documentation should/can I provide?

Supporting documentation is required for all standards. In some cases, specific types of documentation are required. These are indicated below under "Required Documentation." Supporting documentation should show that a program does what it says in the narrative response. Programs may (and often will) need to provide multiple pieces of documentation to address all requirements in a standard – and submission of required documentation alone may not be sufficient to address all requirements. Programs should highlight relevant information in each document.

See also "Documentation" under "Responding to/reporting on Standards" in the Introduction.

Required Documentation	Examples of Documentation You Could Provide These are simply examples. You should select the best documentation available at your institution that addresses the elements of the standard.

● Course enrollment forms or readouts from the most recent 24 months for all doctoral internship sections for which this standard applies. Be sure to redact any information pertaining to student identities.	● Program policy document showing enrollment caps for doctoral internship courses/supervision