

Self Study Report

1. Program Overview

All response boxes in the Overview and in Sections 1-4 must have an entry to avoid validation errors.

- If the response is marked optional, you can enter "n/a"
- If the question is not applicable to your program, enter a brief description in the response box of why this is the case

Program Overview: Part 1

Please make sure that the information entered in this section matches the information in your "Application for Accreditation or Reaffirmation of Accreditation," which is a separate document that must be submitted in tandem with your Self Study Report.

Institution Name

Name of College/School in Which the Counselor Education Program is Housed

Name of Department/Academic Unit in which Counseling Program is Housed

Program Liaison Name

Websites

If the websites are the same for any of the following, please enter the same link in the different boxes.

Counselor Education Program Website

Department/Academic Unit Website

College/School Website

Institution Website

Initial or Reaffirmation of Accreditation or Not Included

Addiction Counseling:

Career Counseling

Clinical Mental Health Counseling

Clinical Rehabilitation Counseling

College Counseling and Student Affairs

Marriage, Couple, and Family Counseling

Rehabilitation Counseling

School Counseling

Counselor Education and Supervision (doctoral)

Seeking New/Initial Accreditation

(optional) If desired, provide any additional information below that would assist reviewers in understanding the responses provided in the table above.

Program Information Form(s)

Complete and upload a [Program Information Form](#) for *each* specialized practice area and doctoral program included in this application. See form for information on titling each document and remember to save each one as a PDF before uploading.

No files uploaded.

Delivery Methods

For *each* specialized practice area and doctoral program included in this self study report, provide a detailed description of how the specialized practice area or doctoral program is delivered.

Include information on:

- the different delivery methods utilized (e.g., in-person, digital teaching and learning - synchronous and/or asynchronous delivery)
- how much of the required program of study is delivered through each of the delivery methods indicated, and
- whether there are different program completion pathways for students to progress through the specialized practice area or doctoral program, that consist of differing delivery methods (e.g., a fully in-person version of the program and fully digitally delivered version of the program). Describe all applicable pathways.

Program Overview: Part 2

Please make sure that the information entered in this section matches the information in your “Application for Accreditation or Reaffirmation of Accreditation,” which is a separate document that must be submitted in tandem with your Self Study Report.

Sites

List the name and location of each site where all or some of the courses for the specialized practice area(s) and doctoral program are offered. For each site, include name and location of the site and for multiple sites, include information on how much of the required program of study for each specialized practice area and doctoral program is available at each site.

Please be sure to include city and state for each site location. The name of the site is usually the city in which it is located. If there is a specific name for the site in use, please be sure to indicate that and include the city and state in which the site is located.

Distance Education Approval

If your program offers any course(s) through distance delivery, upload documentation of the institution's approval from the institutional accreditor for offering distance education options.

If your program does not utilize distance education for any courses, enter n/a in the text box below the upload button.

If desired, provide any additional information below that would assist reviewers in understanding your institution's and program's approval to offer courses using distance education. If your program does not utilize distance education for any courses, enter n/a below.

No files uploaded.

Multiple Sites AND/OR Multiple Pathways using Multiple Delivery Methods

If your program is offered in whole or in part at multiple sites and/or offers multiple program completion pathways utilizing multiple program delivery methods (e.g., students can complete program fully in person or via a pathway that is partially delivered in person and partially digitally delivered), respond to the items below. The overall intent of this section is to gauge the general equivalency of student experiences and learning outcomes for the different sites and/or program completion pathways the program utilizes.

If you do not have multiple sites OR if you do not offer multiple pathways or use multiple delivery systems, you may enter n/a for questions 1-4 below.

1. Provide a comparison of the required curricula for each specialized practice area and doctoral program (if applicable) utilized at each site and/or utilized for each program completion pathway.

2. Provide a comparison of student access to resources, such as student services and learning resources, for students completing the program at different sites or through the different completion pathways.

Some examples of student services: academic, career, counseling, disability

Some examples of learning resources: library materials, research databases

3. Provide a comparison for the most recent consecutive 12-month period for each site and/or program completion pathway of:

1) the full-time equivalent (FTE) student to FTE faculty ratios, and

2) the core faculty and the affiliate faculty credit hour delivery.

4. Provide a comparison of KPI outcomes for each site and/or program completion pathway for the most recent consecutive 12-month period.

2. Section 1. The Learning Environment

All response boxes in the Overview and in Sections 1-4 must have an entry to avoid validation errors.

- If the response is marked optional, you can enter "n/a"
- If the question is not applicable to your program, enter a brief description in the response box of why this is the case

Standard 1.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.

1. Explain how the counseling program is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the counseling program.

2. Do any other academic units have responsibility for the preparation of students in the counseling program? If so, describe the respective areas of responsibility among the academic units and the relationships between them.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 *Standards Guidance Document* for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.**

1. Explain which institutional media include descriptions of the counselor education program and describe which items listed in the standard are included in each media source.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.C

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

Download and Complete Worksheet

1. Complete and upload [SSR 1.C Financial and Administrative Support Information](#).

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.

1. Describe the support provided by the institution for the counselor education program faculty to participate in professional activities.

2. Describe the support provided by the institution for the counselor education program faculty to participate in scholarly activities.

3. Describe the support provided by the institution for the counselor education program faculty to participate in service to counseling profession.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.

1. Describe the technology provided by the institution to all counselor education program faculty.

2. Describe the technical support provided by the institution to all counselor education program faculty and students for all program delivery types (if applicable) and geographic locations (if applicable).

3. If the program operates with different program delivery types or at different geographic locations, describe the comparability of access to information systems for by faculty and students not based at the institution's main location.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.

1. Describe the physical and/or digital spaces and supportive technology available at or through the institution to facilitate counseling skills training and development, in all program delivery types.

2. Explain how the counseling skills training environment(s) and technology are conducive to instruction and supervision of individual and group counseling.

3. Describe the procedures established for maintaining the privacy and confidentiality of the students as they utilize and participate in activities in the counseling skills training environment(s).

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.

1. Describe the semester or quarter credit hours requirements for all specialized practice areas included in the application for accreditation or reaffirmation of accreditation.

2. Are there any alternative versions of the specialized practice area(s) included in the application for accreditation or reaffirmation of accreditation that require a different number of semester or quarter credit hours?

If so, describe the credit or quarter credit hours requirements for the alternative versions and explain the variances that exist between the versions of the specialized practice areas.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required**

and suggested documentation. You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard1.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.

1. Describe the counselor education program's process for identifying underrepresented populations that would enhance and support the diversity of the program.

2. Describe the counselor education program's continuous and systematic efforts to recruit students that would enhance and support the diversity of the program.

3. Describe the counselor education program's continuous and systematic efforts to enroll students that would enhance and support the diversity of the program.

4. Describe the counselor education program's continuous and systematic efforts to retain students that enhance and support the diversity of the program.

5. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 *Standards Guidance Document* for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.1

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

1. Describe the counselor education program's intentional efforts to create and maintain an inclusive and equitable learning community that respects individual differences.

2. If the program operates with different program delivery types and/or at different geographic locations:

Describe the counselor education program's intentional efforts to create and maintain an inclusive and equitable learning community that respects individual differences for each delivery method and/or at each geographic location.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.**

1. Describe the counselor education program's entry-level admission process.

2. Describe the counselor education program's role and authority in relation to entry-level admission decision recommendations.

3. Describe how the counselor education program's entry-level admission decisions include consideration of each applicant's career goals.

4. Describe how the counselor education program's entry-level admission decisions include consideration of each applicant's aptitude for graduate level study consistent with program delivery type.

5. Describe how the counselor education program's entry-level admission decisions include consideration of each applicant's potential success in forming effective counseling relationships with diverse populations.

6. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.**

1. Explain when new student orientation session(s) are held for new students in all program delivery types.

2. Describe how new student orientation session(s) are delivered for students in all program delivery types.

3. Describe the topics that are addressed in new student orientation session(s) for students in all program delivery types.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.

1. Explain how the counselor education program actively promotes engagement among students with the counseling profession and in personal and professional development activities.

2. Explain how the program determines whether and/or to what extent students are participating in professional counseling organizations and in seminars, workshops, or other activities that contribute to personal and professional growth.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.**

1. Indicate if there are different versions of the student handbook based on specialized practice areas, program delivery types, and/or degree levels.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.**

1. Required Verification

Check the box to verify that the counseling program has conducted a comprehensive audit of all syllabi for all program delivery types to ensure the

requisite content is included in all syllabi.

Verified

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.0

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.

1. Enter the program's written policy for student retention, remediation, and dismissal from the program.

2. Where is the program's written policy for student retention, remediation, and dismissal from the program located and/or published?

3. Explain how the program utilizes/applies the program's written policy for student retention, remediation, and dismissal from the program in practice.

4. Explain how the program's written policy for student retention, remediation, and dismissal from the program is consistent with institutional policies and procedures, the counseling profession's ethical codes, and standards of practice.

5. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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No files uploaded.

Description of Documentation

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Standard 1.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.

1. Describe the program's approach to providing academic advisors to entry-level students throughout the program and the process by which planned programs of study are developed.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.Q

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

1. Describe the opportunities that are provided to and the process by which students are able to evaluate their experience with and access to academic advising within the counselor education program.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.R

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

1. Describe the opportunities that are provided to and the process by which students are able to evaluate the counselor education program core and affiliate faculty.

2. Describe where the written procedures for the student evaluation of faculty are published/located and how these are made available to the faculty.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.

1. Describe the counselor education program's process for identifying underrepresented populations that would enhance and support the diversity of the program.

2. Describe the counselor education program's continuous and systematic efforts to recruit faculty that would enhance and support the diversity of the program.

3. Describe the counselor education program's continuous and systematic efforts to employ faculty that would enhance and support the diversity of the program.

4. Describe the counselor education program's continuous and systematic efforts to retain faculty that would enhance and support the diversity of the program.

5. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

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Standard 1.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.

1. Explain the adequacy of the existing faculty resources for the counseling program in terms of being of appropriate quality and sufficiency to meet the demands of the program and program delivery types.

2. Provide a list of the names of all faculty who are designated as core faculty, as the term is used in the context of the CACREP 2024 Standards and in relation to the qualifications indicated in the standards, for the counselor education program.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

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Standard 1.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.

1. Indicate the 12 continuous month time period for which you are reporting.

Provide the final overall total core to affiliate credit hour delivery ratios, by term, for the counselor education program and ratios, by term, disaggregated by program delivery type and/or geographic locations, if applicable.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

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Standard 1.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.

1. Indicate what the institution's definitions are for full-time faculty and full-time graduate students.

2. Indicate the 12 continuous month time period for which you are reporting. Provide the final overall total FTE ratios, by term, for the counselor education program and ratios, by term, disaggregated by program delivery type and/or geographic locations, if applicable.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

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Standard 1.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.

1. Describe the teaching and advising loads, scholarship, and service expectations of the core counselor education faculty members at the institution.

2. Explain what other graduate programs at the institution incorporate clinical supervision as a program requirement.

Explain how the teaching and advising loads, scholarship, and service expectations of the core counselor education faculty members compare to those for the faculty in these other programs.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 *Standards Guidance Document* for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.

1. Describe the counselor education program's policies and procedures for maintaining privacy and confidentiality of all protected health information of clients, for all program delivery types, associated with training requirements.

2. Describe how the counselor education program's policies and procedures for maintaining privacy and confidentiality of all protected health information of clients are communicated to all applicable faculty, students, and site supervisors.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.Y

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

- 1. have an earned doctoral degree in counselor education, preferably from a CACREP-accredited program; or**
- 2. have a related doctoral degree and have been employed as 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.**

Download and Complete Worksheet

1. Complete and upload a separate [SSR 1.Y+Z Core Faculty Profile](#) for *each* faculty member designated as core faculty, as the term is used in the context of the CACREP 2024 Standards and in relation to the qualifications indicated in the standards, for the counselor education program.

2. Provide a list of the names of all faculty who are designated as core faculty. Note: the information in this response should match the information provided in the response for Standard 1.T

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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 two 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.**

See Standard 1.Y for Documentation

- 1. Reviewers will use the same documentation that you provided for Standard 1.Y.**
- 2. Provide any information, in addition to that shared in 1.Y, that would assist reviewers in understanding how the program complies with the requirements in standard 1.Z. If no further information is needed, enter n/a below.**

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.**

Download and Complete Worksheet

1. Complete and upload [SSR 1.AA Core Faculty Identification with Specialized Practice Areas](#).

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024**

Standards Guidance Document for information on the standards and on required and suggested documentation. You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.

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

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.

Download and Complete Worksheet

1. Complete and upload [SSR 1.CC Affiliate Faculty](#).

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.

1. Describe the process and timelines for the counselor education program orienting affiliate faculty to:

program and accreditation requirements relevant to the courses they teach, program delivery types, and to program and institutional policies and procedures.

2. Explain who conducts the orientation(s) for affiliate faculty.

3. Describe the content that is included in the orientation(s) that are provided to affiliate faculty.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

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Standard 1.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.

1. List all core and affiliate faculty members and the courses taught during the last 18-month period.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.**

1. Indicate which core faculty member(s) have a defined leadership role in coordinating the counselor education program.

2. For each core faculty member listed in response 1 (above), describe their defined program coordination responsibilities.

3. For each core faculty member listed in response 1 (above), describe the type of release time from faculty member responsibilities received to administer the counselor education program.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 1.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.**

1. Describe which faculty and/or staff member(s) serve as practicum and internship coordinator(s).

Describe what their respective responsibilities in relation to the coordination of practicum and internship experiences in designated CACREP specialized practice areas are.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

3. Section 2. Academic Quality

All response boxes in the Overview and in Sections 1-4 must have an entry to avoid validation errors.

- If the response is marked optional, you can enter "n/a"
- If the question is not applicable to your program, enter a brief description in the response box of why this is the case

Standard 2.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.**

1. Provide the counselor education program's mission statement.

2. Explain how the counselor education program's mission statement defines and outlines the fundamental purpose of the program, indicating, if applicable, which part(s) of the mission statement most closely address this.

3. Explain how, when, and how often the program solicits input regarding the mission statement from persons involved in the conduct of the program (i.e., counselor education program faculty, current and former students, and community partners).

4. Explain how the counselor education program's mission statement reflects counseling practice in a diverse, multicultural, and global society with marginalized populations.

Indicate, if applicable, which part(s) of the mission statement most closely address this.

5. Provide a written description of how to locate the mission statement on the program's website and provide a link to its location on the program's website.

6. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 2.B 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.**

1. Provide the counselor education program's program objectives.

2. Explain how the counselor education program's program objectives reflect current knowledge and projected needs concerning counseling practice in a diverse, multicultural, and global society with marginalized populations.

Indicate, if applicable, which of the program objectives most closely address this.

3. Explain how, when, and how often the program solicits input regarding the program objectives from persons involved in the conduct of the program (i.e., counselor education program faculty, current and former students, and community partners).

4. Explain how the program objectives are written in measurable terms so they can be evaluated.

5. Provide a written description of how to locate the program objectives on the program's website and provide a link to their location on the program's website.

6. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

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.**

Download and Complete Worksheet

- 1. Complete and upload [*SSR 2.C KPIs and Dispositions Information*](#).**

- 2. Provide a comprehensive overview of the methods and processes by which the counselor education program systematically assesses each student's progress**

throughout the program through examining student acquisition of both knowledge and skills, including through the assessment of key performance indicators.

3. Explain when and how the review or analysis of individual student data in relation to key performance indicators occurs for the purpose of retention, remediation, and dismissal.

4. Explain when and how the review or analysis of individual student data in relation to professional dispositions occurs for the purpose of retention, remediation, and dismissal.

5. Describe the counselor education program's systematic process for communicating feedback to students about individual assessments of knowledge, skills, and professional dispositions, including when, how, and how often the feedback is communicated.

6. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 2.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.**

1. Indicate where each of the numbered items is addressed in the counselor education program's written comprehensive plan for systematically evaluating, monitoring, and reporting achievement of program objectives on an annual basis.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

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.

1. Complete and upload [SSR 2.E Academic Quality Indicators](#).

2. Provide a summary of the results of the most recent trend analysis of student learning outcome data.

[Note: this analysis should be reflective of the data included in *SSR 2.E Academic Quality Indicators*]

3. Provide a summary of the results of the most recent analysis of graduate outcomes, by program delivery type and CACREP specialized practice area.

[Note: this analysis should be reflective of the data included in *SSR 2.E Academic Quality Indicators*]

4. Provide a summary of the results of the most recent analysis of demographic data with regard to students and faculty.

[Note: this analysis should be reflective of the data included in *SSR 2.E Academic Quality Indicators*]

5. Provide a summary of the results of the most recent analysis of fieldwork placements.

[Note: this analysis should be reflective of the data included in *SSR 2.E Academic Quality Indicators*]

6. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 2.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.**

1. Indicate the means and schedule by which the program collects data pertaining to the program's objectives from a) graduates, b) fieldwork site supervisors, and c) employers of program graduates.

2. List the names of all current advisory committee members, indicating which program and/or community partners each member represents.

3. Describe how and when the counselor education program solicits feedback from its designated advisory committee regarding proposed curriculum modification and program improvement.

4. When is the counselor education program's annual report for entry and doctoral (if applicable) levels published each year?

5. Describe where the annual report is posted on the program website and provide a link to where to current report is published on the program website.

6. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

4. Section 3. Foundational Counseling Curriculum

All response boxes in the Overview and in Sections 1-4 must have an entry to avoid validation errors.

- If the response is marked optional, you can enter "n/a"
- If the question is not applicable to your program, enter a brief description in the response box of why this is the case

Standards 3.A-H FOUNDATIONAL COUNSELING CURRICULUM

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.

A. Professional Counseling Orientation and Ethical Practice (1-12)

B. Social and Cultural Identities and Experiences (1-11)

C. Lifespan Development (1-13)

D. Career Development (1-12)

E. Counseling Practice and Relationships (1-21)

F. Group Counseling and Group Work (1-10)

G. Assessment and Diagnostic Processes (1-17)

H. Research and Program Evaluation (1-11)

Download and Complete Worksheets

1. Complete and upload the following worksheets, addressing each foundational curriculum area:

[SSR 3.A Foundational Counseling Curriculum – POAEP](#)

[SSR 3.B Foundational Counseling Curriculum – SACIAE](#)

[SSR 3.C Foundational Counseling Curriculum – LD](#)

[SSR 3.D Foundational Counseling Curriculum – CD](#)

[SSR 3.E Foundational Counseling Curriculum – CPAR](#)

[SSR 3.F Foundational Counseling Curriculum – GCAGW](#)

2. Upload a current syllabus for each course indicated in the crosswalks in the worksheets for content coverage. Include syllabi for each delivery method (e.g., in-person, digitally delivered) for the courses, if applicable.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

5. Section 4. Professional Practice

All response boxes in the Overview and in Sections 1-4 must have an entry to avoid validation errors.

- If the response is marked optional, you can enter "n/a"
- If the question is not applicable to your program, enter a brief description in the response box of why this is the case

Standard 4.A

The counselor education program provides ongoing 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.

1. Describe the kinds of support the program provides to help students find fieldwork sites that provide the quality, quantity, and variety of experiences to prepare students for their roles as counselors within their specialized practice areas.

2. Describe how the kinds of support provided by the counselor education program to help students find fieldwork sites are provided in an ongoing manner.

3. Describe any differences that exist in the type and levels of support provided to students in finding fieldwork sites for the different CACREP specialized practice areas.

4. If applicable, describe how the counselor education program assists students that are completing a digitally delivered program find appropriate fieldwork sites in the states in which they reside.

5. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.B

Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.

1. Describe how the counselor education program ensures that all students enrolled in practicums and internships have individual professional counseling liability insurance.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.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.

1. Describe the counselor education program's requirements for students to audio/video record and/or have live supervision of their interactions with clients during practicum and internship for use during supervision for all program delivery types.

2. Describe the counselor education program's requirements, for all program delivery types, regarding:

the security and destruction of recordings; students and faculty safeguarding counselor and client privacy; and, maintaining security in relation to the audio or video recordings and/or live supervision sessions.

3. Describe any differences, if applicable, between the recording and/or live supervision requirements for practicum and for internship.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required**

and suggested documentation. You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.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.

1. Describe how the counselor education program evaluates and monitors the appropriateness of fieldwork sites for practicum and internship.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.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.

1. Describe the counselor education program's requirements for students to lead or co-lead a counseling or psychoeducational group during either practicum or internship.

Include any guidance provided to students and sites about what is considered acceptable in terms of the student being considered a leader or co-leader.

2. Describe how the counselor education program addresses situations where students' fieldwork placements do not provide group counseling.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the *2024 Standards Guidance Document for information on the standards and on required and suggested documentation.*** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

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Standard 4.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.

1. Describe the counselor education program's procedures and methods for conducting formative and summative evaluations during practicum and internship of students' counseling performance and ability to integrate and apply knowledge.

2. Describe any differences, if applicable, between how the counselor education program conducts formative and summative evaluations during practicum and during internship.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.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 practicum and internship;**
- 2. supervision agreement;**
- 3. evaluation procedures and requirements; and**
- 4. policy for student retention, remediation, and dismissal from the program.**

1. Indicate when and how the counselor education program provides the fieldwork manual to all students and fieldwork site supervisors, for all program delivery types.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

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Standard 4.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.**

1. Describe the counselor education program's usage of written supervision agreements.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.I

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

1. Describe when, how, and how often the counselor education program orients fieldwork supervisors, for all program delivery types, to the program's requirements and expectations.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.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.

1. Describe when, how, and how often the program engages in consultation with the fieldwork site supervisor to monitor student learning and performance, for all

program delivery types and in accordance with the supervision agreement.

2. Describe any differences, if applicable:

to the type and frequency of consultation with the fieldwork site supervisors for practicum and internship; for different program delivery types; and/or for the different counseling specialized practice areas.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.K

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

1. Indicate the professional development opportunities the counselor education program has provided to fieldwork supervisors during the last 2-3 years, for all

program delivery types.

2. Describe any differences, if applicable:

to the type and frequency of the professional development opportunities provided to the fieldwork site supervisors for different program delivery types and/or for the different counseling specialized practice areas.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.L

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

1. Describe when and how students have opportunities to evaluate their experience with the practicum and internship placement process.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.M

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

1. Describe when, how, and how often students have opportunities to evaluate their practicum and internship fieldwork sites and site supervisors.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.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.**

Download and Complete Worksheet

1. Complete and upload [SSR 4.N Faculty Supervisor Information](#). Include information in the form for *each* core or affiliate faculty member who served as individual/triadic or group practicum/internship supervisors for students in the entry-level programs over the past 2 years.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

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Standard 4.0

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.**

1. For students in entry-level programs:

Doctoral students serve as individual/triadic or group practicum/internship supervisors for students in entry-level programs.

Doctoral students do not serve as individual/triadic or group practicum/internship supervisors for students in entry-level programs.

Download and Complete Worksheet

2. If any doctoral students serve as individual/triadic or group practicum/internship supervisors for students in entry-level programs provide, complete and upload [SSR 4.0 Doctoral Student Supervisor Information](#).

If no doctoral students serve as supervisors, mark questions 3, 4, and 5 as not applicable.

3. If applicable, describe how the counselor education program evaluates doctoral students that will provide supervision to students in the entry-level programs to ensure they have completed entry-level counseling degree requirements consistent with CACREP standards.

4. If applicable, indicate what preparation in counseling supervision the counselor education program requires for doctoral students to serve as supervisors for students in the entry-level programs.

5. If applicable, describe who provides supervision to doctoral students serving as supervisors and the frequency and duration of the supervision that is provided.

6. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

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Standard 4.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.**

Download and Complete Worksheet

1. Complete and upload [SSR 4.P Fieldwork Site Supervisor Information](#). Include information in the form for each fieldwork site supervisor for the last 12 months. If the program already has a chart/spreadsheet that includes *all* of the requisite information in *SSR 4.P Fieldwork Site Supervisor Information*, this may be uploaded in lieu of the form.

2. Describe how the program gathers and tracks site supervisor qualifications to ensure that all site supervisors meet the requisite qualifications.

3. Indicate what the program requires and/or accepts as relevant training in counseling supervision for fieldwork site supervisors.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

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Standard 4.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.

1. Describe the practicum experience that entry-level students complete.

Include in the description information on the total minimum number of hours required and any differences that may exist between the practica for the different counseling specialized practice areas in this regard.

2. Indicate the academic term length utilized for counseling practicum, including information on any differences that may exist between the practica for the different counseling specialized practice areas.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

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Standard 4.R

Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

1. Describe the practicum experience that entry-level students complete.

Include in the description information on the total minimum number of direct service hours required and any differences that may exist between the practica for the different counseling specialized practice areas in this regard.

2. Indicate what the counselor education program does and does not accept as direct service hours with actual clients.

Include information on any differences that may exist between the practica for the different counseling specialized practice areas in this regard.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

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Standard 4.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.**

1. Describe the practicum experience that entry-level students complete.

Include in the description information on the schedule and requirements for individual and/or triadic supervision and any differences that may exist between the practica for the different counseling specialized practice areas in this regard.

2. Describe the individual/triadic supervision structure for practicum.

Include in the description information on who provides supervision, how supervision responsibilities are distributed across multiple supervisors (if applicable), and on any differences that may exist between the practica for the different counseling specialized practice areas in regard to individual/triadic supervision structure.

3. If doctoral students or fieldwork site supervisors provide supervision in practicum, describe:

the supervision provided to the doctoral students and/or the schedule for consultation provided by a counselor education program faculty member to the fieldwork site supervisors.

Include in the description information on any differences that may exist between the practica for the different counseling specialized practice areas in these regards.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.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.**

1. Describe the practicum experience that entry-level students complete.

Include in the description information on the schedule and requirements for group supervision and any differences that may exist between the practica for the different counseling specialized practice areas in this regard.

2. Describe the group supervision structure for practicum.

Include in the description information on who provides supervision, how supervision responsibilities are distributed across multiple supervisors (if applicable), and on any differences that may exist between the practica for the different counseling specialized practice areas in regard to the group supervision structure.

3. If doctoral students provide group supervision in practicum, describe the supervision provided to the doctoral students.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024**

Standards Guidance Document for information on the standards and on required and suggested documentation. You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

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Standard 4.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.

1. Describe the internship experience that entry-level students complete.

Include in the description information on the total minimum number of hours required and any differences that may exist between the internships for the different counseling specialized practice areas in this regard.

2. Describe what kinds of sites/settings the counselor education program will approve for each of the specialized practice area(s) included in this review.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024**

Standards Guidance Document for information on the standards and on required and suggested documentation. You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.V

Internship students complete a minimum of 240 hours of direct service with actual clients.

1. Describe the internship experience that entry-level students complete.

Include in the description information on the total minimum number of direct service hours required and any differences that may exist between the internships for the different counseling specialized practice areas in this regard.

2. Indicate what the counselor education program does and does not accept as direct service hours with actual clients.

Include in the description information on any differences that may exist between the internships for the different counseling specialized practice areas in this regard.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.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, 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.**

1. Describe the internship experience that entry-level students complete.

Include in the description information on the schedule and requirements for individual and/or triadic supervision and any differences that may exist between the internships for the different counseling specialized practice areas in this regard.

2. Describe the individual/triadic supervision structure for internship.

Include in the description information on who provides supervision, how supervision responsibilities are distributed across multiple supervisors (if applicable), and on any differences that may exist between the internships for the

different counseling specialized practice areas in regard to individual/triadic supervision structure.

3. If doctoral students or fieldwork site supervisors provide supervision in internships:

Describe the supervision provided to the doctoral students and/or the schedule for consultation provided by a counselor education program faculty member to the fieldwork site supervisors.

Include in the description information on any differences that may exist between the internships for the different counseling specialized practice areas in these regards.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 *Standards Guidance Document* for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.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.**

1. Describe the internship experience that entry-level students complete.

Include in the description information on the schedule and requirements for group supervision and any differences that may exist between the internships for the different counseling specialized practice areas in this regard.

2. Describe the group supervision structure for the internship.

Include in the description information on who provides supervision, how supervision responsibilities are distributed across multiple supervisors (if applicable), and any differences that may exist between the internships for the different counseling specialized practice areas regarding the group supervision structure.

3. If doctoral students provide group supervision in internship, describe the supervision provided to the doctoral students.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.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.

1. Indicate whether any counselor education program faculty or doctoral students under supervision provide individual/triadic supervision in practicum and/or internship courses.

Describe any differences that may exist between the practicum and internships for the different counseling specialized practice areas in this regard.

2. Indicate what enrollment caps, if any, have been placed on practicum and internship sections.

3. If applicable, describe the amount of teaching load credit counselor education program faculty receive for providing individual/triadic supervision in practicum and internship.

Include in the description how this is factored into the faculty member's teaching load assignment.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 *Standards Guidance Document* for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

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Standard 4.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.

1. Indicate who provides individual/triadic supervision and who provides group supervision for practicum and internship.

Describe any differences that may exist between the practicum and internships for the different counseling specialized practice areas in this regard.

2. Indicate what enrollment caps, if any, have been placed on practicum and internship sections.

3. If applicable, describe the amount of teaching load credit counselor education program faculty receive for providing group supervision in practicum and internship.

Include in the description how this is factored into the faculty member's teaching load assignment.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

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Standard 4.AA

Practicum and internship students are not combined for group supervision.

1. Indicate whether practicum and internship students are ever combined for group supervision. Describe any differences that may exist between the practicum and internships for the different counseling specialized practice areas in this regard.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 4.BB

Group supervision for practicum or internship students should not exceed 12 students per group.

1. Describe the structure the program utilizes for providing group supervision for students in practicum and internship.

Also describe any differences that may exist between the practicum and internships for the different counseling specialized practice areas in this regard.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

6. Section 5. Entry-Level Specialized Practice Areas

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.

To avoid validation errors in Section 5, you must check a box for each specialized practice area indicating whether it is or is not included in the Self Study Report (SSR). These checks must match the specialized practice areas indicated in the Application and in the Overview section of the SSR.

5.A ADDICTION COUNSELING

1. **neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others**
2. **risk and protective factors for substance use disorders**
3. **assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal**
4. **strategies for enhancing client motivation to change, managing cravings, and preventing relapse**
5. **abstinence and harm reduction models of addiction recovery**
6. **evaluating and identifying individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery**
7. **pharmacological interventions used to address substance use withdrawal, craving, and relapse prevention**
8. **substance use recovery service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare**
9. **recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process**
10. **culturally and developmentally relevant education programs that raise awareness and support addiction and substance use prevention and the recovery process**
11. **regulatory processes, continuum of care, and service delivery in addiction counseling**
12. **strategies for interfacing with the legal system and working with court-referred clients**
13. **third-party reimbursement and other practice and management issues in addictions counseling**

Please check one of the statements below:

- This specialized practice area is included in this application for accreditation/reaffirmation of accreditation.
- This specialized practice area is not included in this application for accreditation/reaffirmation of accreditation.

Download and Complete Worksheet

1. **Complete and upload [SSR 5.A Addiction Counseling Curriculum Worksheet](#).**

2. Upload a current syllabus for each course indicated in the crosswalks in the worksheet for content coverage. Include syllabi for each delivery method (e.g., in-person, digitally delivered) for the courses, if applicable.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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No files uploaded.

Description of Documentation

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5.B CAREER COUNSELING

- 1. factors that affect clients' attitudes toward work and their career decision-making processes**
- 2. the unique needs and characteristics of diverse clients with regard to career exploration, employment expectations, and socioeconomic issues**
- 3. implications of gender roles and responsibilities for employment, education, family, and leisure**
- 4. impact of globalization on careers and the workplace**
- 5. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations**
- 6. approaches and resources relevant to diverse clients acquiring a set of career planning, employability, job search, job creation, and life-work role transition skills**
- 7. strategies to assist clients in the appropriate use of technology for career information and planning**
- 8. strategies to market and promote career counseling resources and services**

Please check one of the statements below:

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Download and Complete Worksheet

1. Complete and upload [SSR 5.B Career Counseling Curriculum Worksheet](#).

2. Upload a current syllabus for each course indicated in the crosswalks in the worksheet for content coverage. Include syllabi for each delivery method (e.g., in-person, digitally delivered) for the courses, if applicable.

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Documentation

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No files uploaded.

Description of Documentation

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5.C CLINICAL MENTAL HEALTH COUNSELING

- 1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders**
- 2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare**
- 3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling**
- 4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management**
- 5. techniques and interventions for prevention and treatment of a broad range of mental health issues**
- 6. strategies for interfacing with the legal system regarding court-referred clients**
- 7. strategies for interfacing with integrated behavioral healthcare professionals**
- 8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions**
- 9. third-party reimbursement and other practice and management issues in clinical mental health counseling**

Please check one of the statements below:

This specialized practice area is included in this application for accreditation/reaffirmation of accreditation.

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Download and Complete Worksheet

1. Complete and upload [SSR 5.C Clinical Mental Health Counseling Curriculum Worksheet](#).

2. Upload a current syllabus for each course indicated in the crosswalks in the worksheet for content coverage. Include syllabi for each delivery method (e.g., in-person, digitally delivered) for the courses, if applicable.

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Documentation

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Description of Documentation

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5.D CLINICAL REHABILITATION COUNSELING

1. **effects of the onset, progression, and expected duration of disability on clients' holistic functioning**
2. **environmental, attitudinal, and individual barriers for people with disabilities**
3. **impact of disability on sexuality**
4. **rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs**
5. **clinical rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, integrated behavioral healthcare, and the rehabilitation counseling services networks**
6. **transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities**
7. **role of family, social networks, and community in the provision of services for and treatment of people with disabilities**
8. **assistive technology to reduce or eliminate barriers and functional limitations**
9. **intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities**
10. **strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence**
11. **third-party reimbursement and other practice and management issues in clinical rehabilitation counseling**

Please check one of the statements below:

- This specialized practice area is included in this application for accreditation/reaffirmation of accreditation.
- This specialized practice area is not included in this application for accreditation/reaffirmation of accreditation.

Download and Complete Worksheet

1. **Complete and upload [SSR 5.D Clinical Rehabilitation Counseling Curriculum Worksheet](#).**
2. **Upload a current syllabus for each course indicated in the crosswalks in the worksheet for content coverage. Include syllabi for each delivery method (e.g., in-person, digitally delivered) for the courses, if applicable.**

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

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5.E COLLEGE COUNSELING AND STUDENT AFFAIRS

1. **principles of student development and the effect on life, education, and career choices**
2. **organizational, management, and leadership theories relevant in higher education settings**
3. **organizational culture, budgeting and finance, and personnel practices in higher education**
4. **current trends in higher education**
5. **diversity of higher education environments**
6. **the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education**
7. **policies, programs, and services that are equitable, preventative, and responsive to the unique needs of students in higher education settings**
8. **higher education resources to improve student learning, personal growth, professional identity development, and mental health**
9. **models of threat assessment and violence prevention in higher education settings**
10. **roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions**

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Download and Complete Worksheet

1. Complete and upload [SSR 5.E College Counseling and Student Affairs Curriculum Worksheet](#).

2. Upload a current syllabus for each course indicated in the crosswalks in the worksheet for content coverage. Include syllabi for each delivery method (e.g., in-person, digitally delivered) for the courses, if applicable.

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Documentation

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Description of Documentation

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5.F MARRIAGE, COUPLE, AND FAMILY COUNSELING

1. **sociology of the family, family phenomenology, and family of origin theories**
2. **aging and intergenerational influences and related family concerns**
3. **impact of interpersonal violence on marriages, couples, and families**
4. **interactions of career, life, and gender roles in marriages, couples, and families**
5. **impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families**
6. **the impact of migration on family functioning**
7. **theories and models of marriage, couple, and family counseling**
8. **principles and models of assessment and case conceptualization from a systems perspective**
9. **family assessments, including genograms and family mapping**
10. **techniques and interventions of marriage, couple, and family counseling**
11. **conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling**
12. **service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare**
13. **strategies for interfacing with the legal system relevant to marriage, couple, and family counseling**
14. **third-party reimbursement and other practice and management issues in marriage, couple, and family counseling**

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Download and Complete Worksheet

1. Complete and upload [SSR 5.F Marriage, Couple, and Family Counseling Curriculum Worksheet](#)

2. Upload a current syllabus for each course indicated in the crosswalks in the worksheet for content coverage. Include syllabi for each delivery method (e.g., in-person, digitally delivered) for the courses, if applicable.

3. (optional) If desired, provide any additional information below that would assist

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Description of Documentation

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5.G REHABILITATION COUNSELING

1. **individual response to disability, including the role of families, communities, and other social networks**
2. **strategies to enhance adjustment and adaptation to disability**
3. **effects of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability**
4. **principles of independent living, self-determination, and informed choice**
5. **rehabilitation counseling services and organizational settings, including independent living, community rehabilitation, and public/proprietary vocational rehabilitation programs**
6. **benefit systems used by individuals with disabilities, including but not limited to Social Security, governmental monetary assistance, workers' compensation insurance, long-term disability insurance, and veterans' benefits**
7. **classification, terminology, etiology, functional capacity, and prognosis of disabilities**
8. **career- and work-related assessments, including job analysis, worksite modification, transferable skills analysis, job readiness, and work hardening**
9. **evaluation and application of assistive technology with an emphasis on individualized assessment and planning**
10. **career development and employment models and strategies for achieving and maintaining meaningful employment for people with disabilities**
11. **strategies to analyze work activity and labor market data and trends to facilitate the match between an individual with a disability and targeted jobs**
12. **case management strategies that facilitate rehabilitation and independent living planning**
13. **consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including Americans with Disabilities Act adherence, accommodations, universal design, and workplace disability prevention**
14. **strategies to promote self-advocacy skills of individuals with disabilities**
15. **facilitating client knowledge of and access to community and technology services and resources**
16. **strategies to advocate on behalf of people with disabilities as related to disability and disability legislation**

Please check one of the statements below:

This specialized practice area is included in this application for accreditation/reaffirmation of accreditation.

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Download and Complete Worksheet

1. Complete and upload [SSR 5.G Rehabilitation Counseling Curriculum Worksheet](#).
2. Upload a current syllabus for each course indicated in the crosswalks in the worksheet for content coverage. Include syllabi for each delivery method (e.g., in-person, digitally delivered) for the courses, if applicable.
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Documentation

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Description of Documentation

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5.H SCHOOL COUNSELING

1. **models of school counseling programs**
2. **models of PK-12 comprehensive career development**
3. **models of school-based collaboration and consultation**
4. **development of school counseling program mission statements and objectives**
5. **design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies**
6. **school counselor roles as leaders, advocates, and systems change agents in PK-12 schools**
7. **qualities and styles of effective leadership in schools**
8. **advocacy for comprehensive school counseling programs and associated school counselor roles**
9. **school counselor roles and responsibilities in relation to the school crisis and management plans**
10. **school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources**
11. **skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement**
12. **skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders**
13. **strategies for implementing and coordinating school-based interventions**
14. **techniques of social-emotional and trauma-informed counseling in school settings**
15. **evidence-based and culturally sustaining interventions to promote academic development**
16. **approaches to increase promotion and graduation rates**
17. **interventions to promote postsecondary and career readiness**
18. **strategies to facilitate school and postsecondary transitions**
19. **strategies to promote equity in student achievement and access to postsecondary education opportunities**

Please check one of the statements below:

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- This specialized practice area is not included in this application for accreditation/reaffirmation of accreditation.

Download and Complete Worksheet

1. Complete and upload [SSR 5.H School Counseling Curriculum Worksheet](#).

2. Upload a current syllabus for each course indicated in the crosswalks in the worksheet for content coverage. Include syllabi for each delivery method (e.g., in-person, digitally delivered) for the courses, if applicable.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

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7. Section 6. Doctoral Standards

All response boxes in Section 6 must have an entry to avoid validation errors.

- If the response is marked optional, you can enter "n/a"
- If the question is not applicable to your program, enter a brief description in the response box of why this is the case

Standard 6.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.

1. Describe the semester or quarter credit hours requirements for the counselor education and supervision doctoral program.

2. If the program is transitioning the number of credits, provide the timeline for the transition and an explanation of how the transition will occur for enrolled students and applicants.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Standard 6.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.**

1. Describe how the doctoral program extends the knowledge base of the profession by immersing students into a climate of scholarly inquiry through preparing students to generate new knowledge that can inform professional counseling practice.

2. Describe how the doctoral program extends the knowledge base of the profession by immersing students into a climate of scholarly inquiry through ensuring students are engaging in scholarly activities under program faculty mentorship.

3. Describe how the doctoral program extends the knowledge base of the profession by immersing students into a climate of scholarly inquiry through supporting students to publish and/or present the results of scholarly inquiry.

4. Describe how the doctoral program extends the knowledge base of the profession by immersing students into a climate of scholarly inquiry through mentoring students in planning and engaging in advocacy.

5. Describe how the doctoral program extends the knowledge base of the profession by immersing students into a climate of scholarly inquiry through supporting students to pursue credentialing appropriate to their career goals.

6. Describe how the doctoral program extends the knowledge base of the profession by immersing students into a climate of scholarly inquiry through equipping students to assume positions of leadership in the counseling profession.

7. Describe how the doctoral program extends the knowledge base of the profession by immersing students into a climate of scholarly inquiry through: 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.

8. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 6.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.**

1. Describe the counselor education program's doctoral-level admissions process.

2. Describe how the counselor education program's doctoral-level admission criteria include an applicant's academic aptitude for doctoral-level study consistent with program delivery type.

3. Describe how the counselor education program's doctoral-level admission criteria include an applicant's previous or current professional experience.

4. Describe how the counselor education program's doctoral-level admission criteria include an applicant's professional dispositions consistent with professional practice.

5. Describe how the counselor education program's doctoral-level admission criteria include an applicant's oral and written communication skills.

6. Describe how the counselor education program's doctoral-level admission criteria include an applicant's commitment to diversity, equity, inclusion, and social justice.

7. Describe how the counselor education program's doctoral-level admission criteria include an applicant's potential for scholarship.

8. Describe how the counselor education program's doctoral-level admission criteria include an applicant's potential for professional leadership and advocacy.

9. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Standard 6.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.**

1. Describe the counselor education program's procedures and criteria for evaluating applicants' curricular experiences to verify completion of coursework and to identify missing content, in relation to:

the entry-level foundational curricular standards, the entry-level professional practice standards, and the entry-level specialized practice area requirements.

2. Describe the remediation strategies used by the counselor education program when it determines an applicant for the doctoral program is missing requisite entry-level content and/or experiences.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Standard 6.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.

1. Describe the program's approach to providing academic advisors to doctoral students and the process by which programs of study are developed.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Standard 6.A.6

Doctoral students complete a qualifying assessment to demonstrate comprehensive knowledge as outlined in the doctoral curriculum standards.

1. Describe the qualifying assessment the counselor education program uses for doctoral students to demonstrate their comprehensive knowledge of the five areas outlined in the doctoral curriculum standards (CES B.1-5).

2. Describe the process for the administration of qualifying assessments for doctoral students, including when in the doctoral program of study doctoral students take the qualifying assessment.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Standard 6.A.7

Doctoral students must complete dissertation research or a capstone project focusing on areas relevant to counseling practice, counselor education, and/or supervision.

1. Describe the counselor education program's requirements for doctoral students to complete dissertation research or a capstone project.

2. Provide a list of the titles of dissertation research completed or that are currently in process and/or a description of capstone projects completed or in process for the prior 2 years.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

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Standard 6.A.8

Current counseling-related research is infused throughout the doctoral counselor education curriculum.

1. Describe how current counseling-related research is infused throughout the doctoral counselor education curriculum.

2. Provide examples of current counseling-related research and where it is infused in the doctoral curriculum.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standards 6.B.1-5

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.

1. **Counseling (a-f)**
2. **Supervision (a-l)**
3. **Teaching (a-m)**
4. **Research and Scholarship (a-m)**
5. **Leadership and Advocacy (a-n)**

Download and Complete Worksheets

1. Complete and upload the following worksheets, addressing each of the doctoral curriculum areas:

- [SSR 6.B.1 CES Curriculum - Counseling](#)
- [SSR 6.B.2 CES Curriculum - Supervision](#)
- [SSR 6.B.3 CES Curriculum - Teaching](#)
- [SSR 6.B.4 CES Curriculum - Research and Scholarship](#)
- [SSR 6.B.5 CES Curriculum - Leadership and Advocacy](#)

2. Upload a current syllabus for each course indicated in the crosswalks in the worksheets for content coverage. Include syllabi for each delivery method (e.g., in-person, digitally delivered) for the courses, if applicable.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 *Standards Guidance Document for information on the standards and on required and suggested documentation.*** You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

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Standard 6.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.

1. Describe the process and mechanisms by which the counselor education program assesses doctoral students' counseling skills prior to internship to ensure preparedness for the internship.

2. Describe the types of remediation assistance and/or opportunities provided to doctoral students who need additional counseling skill preparation prior to internship.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

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Standard 6.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).

1. Describe the counselor education program's overall requirements for doctoral internships.

2. Describe the counselor education program's requirements for the doctoral counseling internship regarding acceptable placements, supervision, and minimum total hours.

3. Describe how the counselor education program determines what doctoral curricular areas other than counseling are included in a student's doctoral internship.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Standard 6.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.

1. Describe how the program ensures that all doctoral students are covered by individual counseling liability insurance policies at any time they are providing counseling or supervision as part of their doctoral program.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Standard 6.C.4

Evaluation of performance and ability to integrate and apply knowledge are conducted as part of the doctoral internship.

1. Describe the procedures and mechanisms the counselor education program uses to evaluate doctoral students' performance and ability to integrate and apply knowledge during doctoral internships.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Standard 6.C.5

Students have regular, systematic opportunities to evaluate doctoral internship experiences and supervisors.

1. Describe when, how, and how often doctoral students have opportunities to evaluate their doctoral internship experiences and site supervisors.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

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Standard 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.

Download and Complete Worksheet

1. Complete and upload [SSR 6.C.6 Doctoral Internship Site Supervisor Information](#). Include information in the form for each doctoral fieldwork site supervisor for the last 12 months. If the program already has a chart/spreadsheet that includes *all* of the requisite information in *SSR 6.C.6 Doctoral Internship Site Supervisor Information*, this may be uploaded in lieu of the form.

2. Describe how the counselor education program provides information to doctoral fieldwork site supervisors about the program’s expectations, requirements, and evaluation procedures for students.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

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Standard 6.C.7

During internships, the student receives an average of one hour per week of individual and/or triadic supervision.

1. Describe the individual/triadic supervision structure for doctoral internships, including information on who provides supervision and how supervision responsibilities are distributed across multiple supervisors (if applicable).

2. Describe the schedule and requirements for individual and/or triadic supervision for doctoral internships.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

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Standard 6.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.

1. Describe the group supervision structure for doctoral internships, including information on who provides supervision and how supervision responsibilities are distributed across multiple supervisors (if applicable).

2. Describe the schedule and requirements for group supervision in doctoral internships.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

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Standard 6.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.

1. Describe the counselor education program's requirements for doctoral students to:

audio or video record and/or have live supervision of their interactions with clients during doctoral counseling internship for use during supervision, for all program delivery types.

2. Describe the counselor education program's requirements, for all program delivery types, regarding:

the security and destruction of recordings; students and faculty safeguarding counselor and client privacy; and maintaining security in relation to the audio or video recordings and/or live supervision sessions.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 Standards Guidance Document for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

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Standard 6.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.**

1. Describe the counselor education program's usage of written supervision agreements for doctoral counseling internships.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024 *Standards Guidance Document* for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

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Standard 6.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.**

Download and Complete Worksheet

1. Complete and upload [SSR 6.D.3 Faculty Supervisor Information](#). Include information in the form for *each* core or affiliate faculty member who served as individual/triadic or group internship supervisors for doctoral students over the past 2 years.

2. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the *2024 Standards Guidance Document for information on the standards and on required and suggested documentation***. You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

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Description of Documentation

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Standard 6.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.**

Download and Complete Worksheet

1. Complete and upload [SSR 6.D.4 Fieldwork Site Supervisor Information](#). Include information in the form for each fieldwork site supervisor for the last 12 months. If the program already has a chart/spreadsheet that includes *all* of the requisite information in *SSR 6.D.4 Fieldwork Site Supervisor Information*, this may be uploaded in lieu of the form.

2. Describe how the program gathers and tracks site supervisor qualifications to ensure that all fieldwork site supervisors for doctoral counseling internships meet the requisite qualifications.

3. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the *2024 Standards Guidance Document* for information on the standards and on required and suggested documentation.** You may upload as many files as are needed.

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Description of Documentation

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Standard 6.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.

1. Please check one of the statements below:

- This standard is applicable to the counselor education program.
- This standard is not applicable to the counselor education program.

Explain your response above.

2. Indicate what enrollment caps, if any, have been placed on doctoral internship sections.

3. If applicable, describe the amount of teaching load credit program faculty receive for providing individual/triadic supervision in doctoral internships and how this is factored into the their teaching load assignment.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

Upload supporting documentation demonstrating how the program and/or institution meets each of the requirements specified in the standard. **Be sure to consult the 2024**

Standards Guidance Document for information on the standards and on required and suggested documentation. You may upload as many files as are needed.

Upload all supporting documentation as pdfs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No files uploaded.

Description of Documentation

List the name of *each* uploaded document and briefly note the applicable part(s) of the standard and where to find the most relevant information.

Standard 6.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.

1. Please check one of the statements below:

- This standard is applicable to the counselor education program.
- This standard is not applicable to the counselor education program.

Explain your response above.

2. Indicate what enrollment caps, if any, have been placed on doctoral internship sections.

3. If applicable, describe the amount of teaching load credit counselor education program faculty receive for providing group supervision in doctoral internships and how this is factored into the faculty member's teaching load assignment.

4. (optional) If desired, provide any additional information below that would assist reviewers in understanding how the program complies with the requirements in this standard.

Documentation

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Description of Documentation

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8. Submission

Attestation

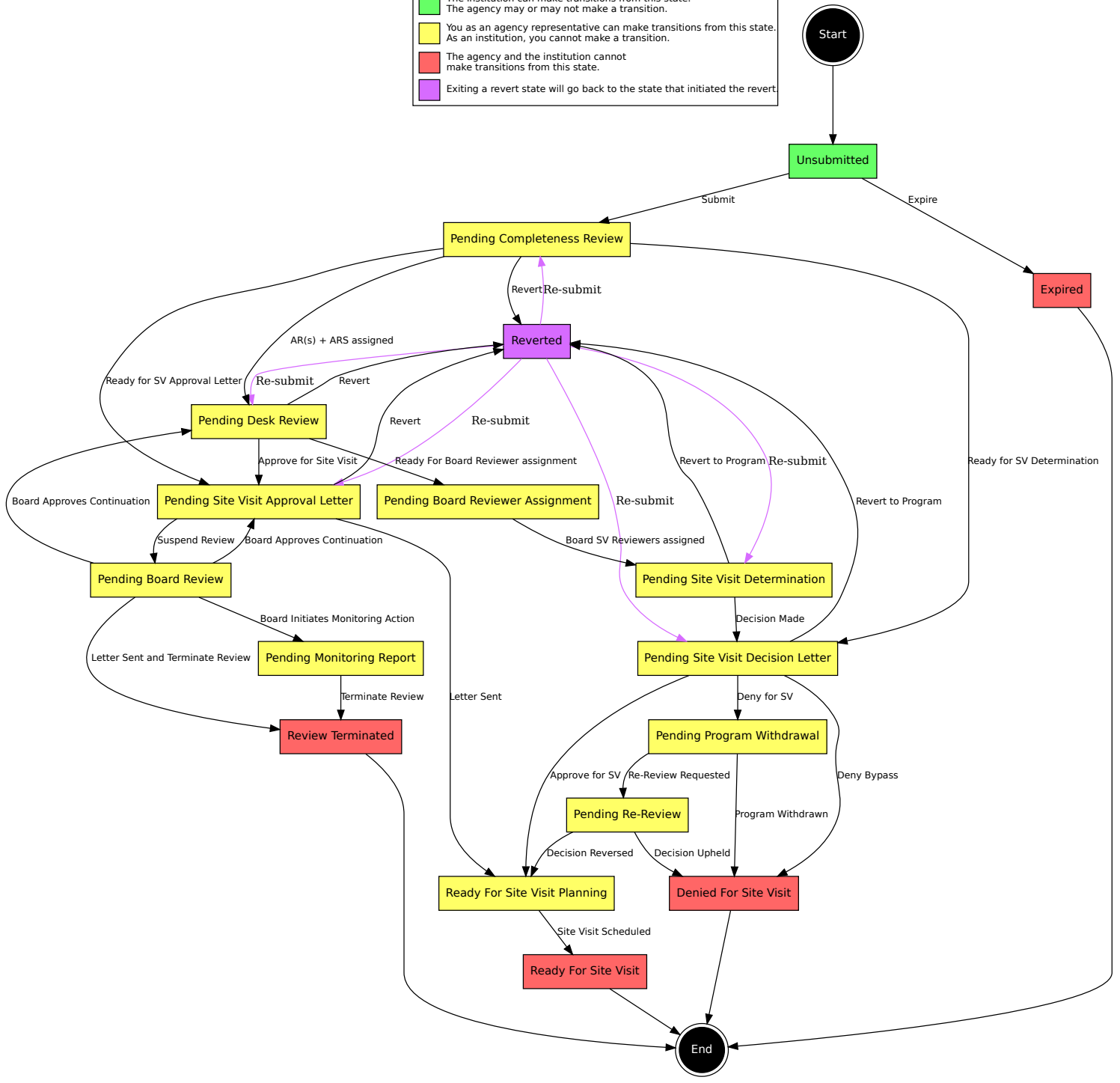
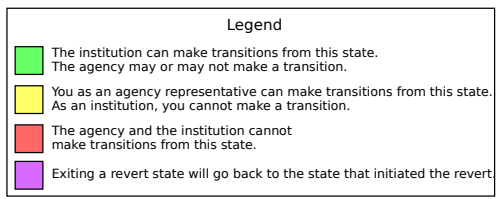
Attest and Submit

By typing my name below, I affirm that the information in this report is true and accurate to the best of my knowledge.

If this is a re-submission, I affirm that I have modified information related only to the requested change(s); no other changes have been made.

I understand that the “Application for Accreditation or Reaffirmation of Accreditation” must be submitted in tandem with this Self Study Report.

No comments have been added.



Date/Time

By

Event

From

To

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