

2024 CACREP Standards

Introduction

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

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

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

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

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

Graduates of CACREP-accredited programs are prepared for careers in mental health, human services, education, private practice, government, military, business, and industry. Entry-level program graduates are prepared as counseling practitioners and for respective credentials (e.g.,

licensure, certification) in their specialized practice areas. Doctoral-level graduates are prepared for counselor education, supervision, research, and advanced practice.

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

In implementing the CACREP Standards, programs must attend to and ensure alignment of their practices with all applicable institutional policies and legal requirements.

SECTION 1: THE LEARNING ENVIRONMENT

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

THE INSTITUTION

- A. The counselor education program is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships between them must be clearly documented.
- B. The institutional media accurately describe 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.
- C. The institution provides the program with financial and administrative support to ensure continuity, quality, and effectiveness for all program delivery types.
- 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.
- 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.
- 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.

COUNSELOR EDUCATION PROGRAM

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

- H. The counselor education program has a process for identifying underrepresented populations and makes continuous and systematic efforts to recruit, enroll, and retain students that enhance and support the diversity of the program. **CACREP is temporarily suspending this standard.**
- I. The counselor education program intentionally creates and effectively maintains an inclusive and equitable learning community that respects individual differences.
- J. Entry-level admission decision recommendations are made by the counselor education program and include consideration of each applicant's
 - 1. 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.
- K. Before or at the beginning of the first term of enrollment in the counselor education program, the program provides a new student orientation for all program delivery types during which:
 - 1. the student handbook is discussed,
 - 2. students' ethical and professional obligations are discussed,
 - 3. personal growth expectations as counselors-in-training are explained, and
 - 4. eligibility and requirements for licensure/certification are reviewed.
- L. 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.
- 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.

- 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.
- O. Counselor education programs have and follow a written policy for student retention, remediation, and dismissal from the program consistent with institutional policies and procedures, the counseling profession's ethical codes, and standards of practice.
- 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.
- Q. Students have regular, systematic opportunities to evaluate their experience with and access to academic advising within the counselor education program.
- R. Students have regular, systematic opportunities to evaluate the counselor education program core and affiliate faculty. The written procedures are available to the faculty.
- 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. **CACREP is temporarily suspending this standard.**
- 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.
- 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.
- 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.

- 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.
- 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.

FACULTY AND STAFF

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

SECTION 2: ACADEMIC QUALITY

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

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

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

PROGRAM MISSION AND OBJECTIVES

A. PROGRAM MISSION

The counselor education program has a mission statement that:

1. defines and outlines the fundamental purpose of the program;
2. reflects input from persons involved in the conduct of the program: counselor education program faculty, current and former students, and 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.

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.

INDIVIDUAL STUDENT ASSESSMENT

- C. Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.
1. The counselor education program faculty systematically 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 must be 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 on their individual assessments of knowledge, skills, and professional dispositions.

PROGRAM EFFECTIVENESS

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.

DI. ACADEMIC QUALITY INDICATORS

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

1. **Aggregate Assessment of Student Success:**
The program provides trend analysis of student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for:
 - a) all key performance indicators for entry-level programs for which data were collected that year,
 - b) (if applicable) all key performance indicators for doctoral programs for which data were collected that year,
 - c) professional dispositions for entry-level students, and
 - d) (if applicable) professional dispositions for doctoral students.
2. **Graduate Outcomes:**
The program analyzes graduate outcomes and reports in aggregate, by program delivery type and CACREP specialized practice area, the achievement of minimum thresholds determined by the program for each of the following:
 - a) pass rates on credentialing examinations,
 - b) degree completion rates, and
 - c) employment and doctoral admission rates.
3. **CACREP is temporarily suspending this standard.** **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.

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 program 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.

SECTION 3: FOUNDATIONAL COUNSELING CURRICULUM

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

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

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

1. history and philosophy of the counseling profession and its specialized practice areas
2. the multiple professional roles and functions of counselors across specialized practice areas
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
5. the role and process of the professional counselor advocating on behalf of the profession
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
12. the purpose of and roles within counseling supervision in the profession

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

1. theories and models of multicultural counseling, social justice, and advocacy
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
11. the role of religion and spirituality in clients' and counselors' psychological functioning

C. LIFESPAN DEVELOPMENT

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

D. CAREER DEVELOPMENT

1. theories and models of career development, counseling, and decision-making
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
4. approaches for assessing the conditions of the work environment on clients' life experiences
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
6. career development program planning, organization, implementation, administration, and evaluation
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
8. strategies for advocating for employment support for individuals facing barriers in the workplace
9. strategies for facilitating client skill development for career, educational, and life-work planning and management
10. career and postsecondary training readiness and educational decision-making
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups
12. ethical and legal issues relevant to career development and career counseling

E. COUNSELING PRACTICE AND RELATIONSHIPS

1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
2. critical thinking and reasoning strategies for clinical judgment in the counseling process
3. case conceptualization skills using a variety of models and approaches
4. consultation models and strategies
5. application of technology related to counseling
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
9. interviewing, attending, and listening skills in the counseling process
10. counseling strategies and techniques used to facilitate the client change process
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
12. goal consensus and collaborative decision-making in the counseling process
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans
14. development of measurable outcomes for clients
15. evidence-based counseling strategies and techniques for prevention and intervention

16. record-keeping and documentation skills
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
18. classification, effects, and indications of commonly prescribed psychopharmacological medications
19. suicide prevention and response models and strategies
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
21. processes for developing a personal model of counseling grounded in theory and research

F. GROUP COUNSELING AND GROUP WORK

1. theoretical foundations of group counseling and group work
2. dynamics associated with group process and development
3. therapeutic factors of group work and how they contribute to group effectiveness
4. characteristics and functions of effective group leaders
5. approaches to group formation, including recruiting, screening, and selecting members
6. application of technology related to group counseling and group work
7. types of groups, settings, and other considerations that affect conducting groups
8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
10. direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

G. ASSESSMENT AND DIAGNOSTIC PROCESSES

1. historical perspectives concerning the nature and meaning of assessment and testing in counseling
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
4. reliability and validity in the use of assessments
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
6. ethical and legal considerations for selecting, administering, and interpreting assessments
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
8. use of assessments in academic/educational, career, personal, and social development
9. use of environmental assessments and systematic behavioral observations
10. use of structured interviewing, symptom checklists, and personality and psychological testing

11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
12. procedures to identify substance use, addictions, and co-occurring conditions
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
14. procedures for assessing clients' experience of trauma
15. procedures for identifying and reporting signs of abuse and neglect
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
17. procedures for using assessment results for referral and consultation

H. RESEARCH AND PROGRAM EVALUATION

1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices
3. qualitative, quantitative, and mixed methods research designs
4. practice-based and action research methods
5. statistical tests used in conducting research and program evaluation
6. analysis and use of data in research
7. use of research methods and procedures to evaluate counseling interventions
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
9. culturally sustaining and developmentally relevant outcome measures for counseling services
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

SECTION 4: PROFESSIONAL PRACTICE

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

ENTRY-LEVEL PROFESSIONAL PRACTICE

- 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.
- B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
- C. Supervision of practicum and internship students includes secure audio 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.
- 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.
- 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.
- 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.
- 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.
- H. Written supervision agreements:
 - 1. define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship;
 - 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.

- I. The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.
- 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.
- K. The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types.
- L. Students have opportunities to evaluate their experience with the practicum and internship placement process.
- M. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.

SUPERVISOR QUALIFICATIONS

- N. Counselor education program core or affiliate faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:
 - 1. relevant 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.
- O. Doctoral students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must:
 - 1. have completed entry-level counseling degree requirements consistent with CACREP standards;
 - 2. have completed or are receiving preparation in counseling supervision, including instruction for in-person and/or distance supervision; and
 - 3. be under supervision on a regular schedule that averages one hour a week from a qualified core or affiliate counselor education program faculty supervisor.
- 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.

PRACTICUM

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

PRACTICUM SUPERVISION

- S. Throughout the duration of 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.
- 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.

INTERNSHIP

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

INTERNSHIP SUPERVISION

- 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.
- 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.

PRACTICUM AND INTERNSHIP COURSE LOADS AND RATIOS

- Y. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- Z. When individual/triadic supervision is provided solely by a 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.
- AA. Practicum and internship students are not combined for group supervision.
- BB. Group supervision for practicum or internship students should not exceed 12 students per group.

SECTION 5: ENTRY-LEVEL SPECIALIZED PRACTICE AREAS

All entry-level students are enrolled in at least one specialized practice area. Students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area in consideration of culturally sustaining practices across service delivery modalities. Counselor education programs must document where and in what manner each of the numbered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

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

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

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

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

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

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

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

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

SECTION 6: DOCTORAL STANDARDS COUNSELOR EDUCATION AND SUPERVISION

THE DOCTORAL LEARNING ENVIRONMENT

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings.

A. THE PROGRAM

1. The doctoral program consists of a minimum of 48 semester hours or 72 quarter hours of doctoral-level credits beyond the entry-level degree. 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.
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.
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.

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

B. DOCTORAL CURRICULUM

Doctoral programs in counselor education address professional roles in five areas: (1) counseling, (2) supervision, (3) teaching, (4) research and scholarship, and (5) leadership and advocacy. These five areas represent the minimal knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where and in what manner each of the lettered standards listed below is covered in the curriculum.

1. COUNSELING

- a) scholarly examination of the evidence base for counseling processes and theories
- b) integration of theories relevant to counseling
- c) conceptualization of clients from multiple theoretical perspectives
- d) scholarly examination of culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities
- e) methods for evaluating counseling effectiveness
- f) legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities

2. SUPERVISION

- a) purposes of counseling supervision
- b) theoretical frameworks and models of counseling supervision

- c) roles and relationships related to counseling supervision
- d) skills of counseling supervision across multiple settings and across service delivery modalities
- e) opportunities for developing a personal style of counseling supervision grounded in theory and research
- f) assessment of supervisees' developmental level and other relevant characteristics
- g) modalities of counseling supervision, including individual, triadic, and group supervision
- h) the use of technology in counseling supervision
- i) administrative procedures and responsibilities related to counseling supervision
- j) evaluation, remediation, and gatekeeping in counseling supervision
- k) legal and ethical issues and responsibilities in counseling supervision
- l) culturally sustaining strategies for conducting counseling supervision

3. TEACHING

- a) roles and responsibilities related to educating counselors
- b) andragogy and adult learning theories
- c) teaching methods relevant to counselor education
- d) curriculum design and instructional delivery
- e) the use of technology in instructional design and program delivery types
- f) integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum
- g) universal design to meet the needs of all students with respect for individual differences in learning
- h) instructional and curricular evaluation methods
- i) screening, remediation, and gatekeeping functions relevant to teaching
- j) assessment of student learning and professional dispositions
- k) legal and ethical issues and responsibilities in counselor education for all program delivery types
- l) culturally sustaining strategies for counselor education
- m) the role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

- a) research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses
- b) quantitative data analysis methods
- c) qualitative approaches to data analysis
- d) models and methods of sampling relevant to research design
- e) models and methods of instrument design
- f) models and methods of program evaluation
- g) research questions or hypotheses appropriate for professional research and publication
- h) professional writing for peer-reviewed journal publication
- i) professional conference proposal preparation

- j) development of research proposals for a human subjects/institutional review board review
 - k) grant proposals and other sources of funding
 - l) strategies for conducting culturally relevant and culturally competent research
 - m) ethical considerations and strategies for conducting research
5. LEADERSHIP AND ADVOCACY
- a) theories, models, and skills of leadership
 - b) leadership and leadership development in professional organizations
 - c) leadership in counselor education programs
 - d) accreditation standards and program accreditation processes, including self-studies and program reports
 - e) management and administration in agencies, organizations, and other institutions
 - f) leadership roles and strategies for responding to crises and disasters
 - g) strategies of leadership in consultation
 - h) current sociopolitical and social justice issues and how those issues affect the counseling profession
 - i) models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity
 - j) models and competencies for advocating for clients at the individual, system, and policy levels
 - k) strategies of leadership in relation to diversity, equity, inclusion, and social justice issues
 - l) culturally sustaining leadership and advocacy practices
 - m) ethical leadership and advocacy practices
 - n) role of self-care in advocacy and leadership

C. DOCTORAL INTERNSHIP

1. Prior to the internship, the counselor education program assesses doctoral students' counseling skills to ensure preparedness for the doctoral counseling internship. The counselor education program provides assistance and/or opportunities to students who need additional counseling skill preparation prior to enrolling in the doctoral internship.
2. Doctoral students are required to complete internships that total a minimum of 600 hours. The 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).

3. Doctoral students are covered by individual professional counseling liability insurance policies at any time they are providing counseling or supervision as part of their doctoral program.
4. Evaluation of performance and ability to integrate and apply knowledge are conducted as part of the doctoral internship.
5. Students have regular, systematic opportunities to evaluate doctoral internship experiences and supervisors.
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.
7. During internships, the student receives an average of one hour per week of individual and/or triadic supervision.
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.

D. DOCTORAL COUNSELING INTERNSHIP

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.
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.
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.

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.

E. FACULTY COURSE LOADS AND RATIOS

The following standards apply to any courses during the doctoral program of study that include supervised experiential components. Experiential components may include counseling, supervision, research and scholarship, teaching, and leadership/advocacy that are part of doctoral coursework in addition to the doctoral internship.

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.
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.

2024 CACREP STANDARDS GLOSSARY

The terms listed here are used in the standards and have contextual meaning in relation to them. The Glossary does not provide definitions for terms and concepts used in counseling and counselor education.

Academic quality indicators	Outcomes that the faculty have chosen to demonstrate the program's achievement of its critical functions and purposes. Indicators are used to evaluate program objectives. Faculty determine minimum thresholds.
Academic term	The institutionally defined unit of time of course delivery (e.g., quarter, semester).
Affiliate faculty	See Faculty.
CACREP specialized practice area(s)	In the context of these standards, CACREP specialized practice areas are those delineated in Section 5.
Community partners	Individuals and organizations who employ, consult, or otherwise engage with a program and/or its graduates.
Continuous and systematic efforts	Efforts that occur in a regular, ongoing, and planned manner.
Core counselor education faculty	See Faculty.
Counselor education	A distinct academic discipline that has its roots in educational and vocational guidance and counseling, human development, supervision, and clinical practice. The primary focus of counselor education programs is the training and preparation of professional counselors who are competent to practice, abide by the ethics of the counseling profession, and hold strong professional counselor identities. At the doctoral level, counselor education programs may focus on the preparation and training of future academic professionals who will teach the curriculum of counseling theory and practice and include specialized practice areas.
Counselor education program	The academic department or specifically defined subsection of a department identified and defined in a college or university that has programmatic and operational responsibility for curricular and field experiences for which accreditation is sought. A counselor education program includes allocated faculty and resources.

Course credit hours	The number of credit hours of the course, not the number of student credit hours generated by the course.
Cultural identity	A person's intersectional identities that may be defined by but are not limited to the following: age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin, language, migration status, and veteran status.
Culturally sustaining	Inclusive practices that preserve, support, and affirm a person's diverse heritage, values, language, and cultural identities.
Direct service	Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.
Diversity	All aspects of intersectional and cultural group identity, including age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status, among others.
Entry-level	In the context of these standards, entry-level refers to a minimum of a master's degree program.
Evidence-based	The use and application of the best available current research to inform decision-making and practice.

Faculty	Affiliate faculty: Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty. Core counselor education faculty: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.Y and 1.Z. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.
Formative and summative evaluations	Formative evaluation examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions. Summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistently with a professional standard.
Group supervision	See Supervision.
Individual supervision	See Supervision.
Institutional media	Publicly available digital and print sources that provide information about the institution and the counselor education program(s).
Internship	A distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills.
Key performance indicators (KPIs)	Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.
Live supervision	See Supervision.

Marginalized populations	Individuals or groups who were historically and/or are currently underserved or experiencing discrimination. Identification may be based on but is not limited to any of the following: age, generational status, body size, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status.
Multiple measures	The use of two or more different types of measures per assessment area.
Multiple points	Data collected at two or more points in at least two academic terms throughout students' program of study.
Practicum	A distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.
Professional counseling organizations	Organizations whose primary mission is to advocate for and to provide counseling development, support, and/or recognition for professional counselors across the specialized practice areas.
Professional dispositions	The commitments, characteristics, values, beliefs, and behaviors that influence the counselor's professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations.
Program delivery type(s)	Programs may deliver curriculum in-person synchronous, digitally asynchronous and/or digitally synchronous.
Program evaluation	The review and interpretation of information that has been gathered from and about individuals, programs, or processes that lead to decisions and future actions. Evaluation refers to the method and process of determining and judging overall program effectiveness using the assessment and other data that has been gathered to review the program and implement improvements based on the results.
Qualifying assessment	An activity or culminating experience that is used to determine students' readiness to move to an advanced experience in the curriculum or advance to candidacy in a doctoral program.
Service delivery modalities	The ways in which counseling services may be provided (e.g., in-person or by distance using technology)

Student assessment	The systematic gathering of information for decision-making about individuals, groups, programs, or processes. Assessment is the measurement of an individual student's level of attainment of knowledge, skills, and dispositions. Student assessment is distinct from program evaluation that includes aggregating the individual student data into the overall student assessment data used in the process of program evaluation.
Supervision	Group supervision: A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students. Individual supervision: A tutorial and mentoring relationship between a member of the supervision counseling profession and one counseling student. Live supervision: Direct observation of the counseling session with in-vivo communication from the supervisor influencing the work of the supervisee during the session. Triadic supervision: A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.
Sustained	Maintained or occurring consistently over an extended period of time.
Systematic	In a regular, planned, and comprehensive manner.
Thresholds	Minimum performance outcomes for acceptable results associated with program performance, including student achievement, consistent with program mission and objectives.
Triadic supervision	See Supervision.
Underrepresented	Within the context of the program's mission, a student or faculty subset that holds a smaller percentage within the counselor education program than it does in the communities served.