Attachment #3
8.10.10

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The 2001 Standards

Eligibility Requirements

CACREP defines a program as a structured sequence of curricular and clinical experiences for which accreditation is sought. In the context of these standards, "programs" are housed within an "academic unit" *(see Glossary for definition of these terms).* As an example, an institution might have an academic unit that includes both a Community Counseling program and a Mental Health Counseling program.

CACREP recognizes that alternative instruction methods (for example, distance learning) are currently used in many counselor education programs. The following principles apply when evaluating these programs:

a. programs that use alternative instruction methods will be evaluated with the same CACREP Standards for accreditation as programs that employ more traditional methods;

b. accreditation for such programs will be based on their demonstrated compliance with CACREP standards; and

c. programs that use alternative instruction methods are subject to the same level of review as programs that employ more traditional methods.

The CACREP Standards are minimal criteria for the preparation of professional counselors, counselor educators, and student affairs professionals. Applicants seeking accreditation must document how each program meets the standards of Sections I–VI and the appropriate program area standards. **The Board believes that the following requirements must be present before programs are eligible for review.**

1. Entry-level degree programs accepted for review will have a **minimum** of 72 quarter hours or 48 semester hours of graduate studies. Mental Health Counseling and Marital, Couple, and Family Counseling/ Therapy will have a **minimum** of 90 quarter hours or 60 semester hours of graduate studies. Doctoral degree programs accepted for review will have a minimum of 144 quarter hours or 96 semester hours which includes entry-level preparation.

2. The academic unit that oversees the entry-level program(s) will have a minimum of **three** (3) core faculty members whose academic appointments are in counselor education; one of the three members will be designated as the academic unit leader. Doctoral programs will have

at least **two** (2) full-time equivalent faculty positions in addition to positions required of entry-level program(s).

3. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program(s) for which accreditation is sought. The common core curricular experiences include the following areas (see, Section II, Standards K. 1–8):

   a. Professional Identity
   b. Social and Cultural Diversity
   c. Human Growth and Development
   d. Career Development
   e. Helping Relationships
   f. Group Work
   g. Assessment
   h. Research and Program Evaluation

4. Programs for which the Board renders accreditation decisions are:

   a. Career Counseling
   b. College Counseling
   c. Community Counseling
   d. Gerontological Counseling
   e. Marital, Couple, and Family Counseling/Therapy
   f. Mental Health Counseling
   g. School Counseling
   h. Student Affairs
   i. Counselor Education and Supervision (doctoral-level only)

   Please note that the above listed Program Area Standards are located immediately after Sections I–VI of the Standards. The appropriate Program Area Standards <u>must</u> be addressed for each program for which accreditation is sought.

5. The academic unit is located in and supported by an educational institution accredited by one of the regional or national institutional accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA).

6. The program(s) require(s) supervised experiences, including practicum and internship for all students, as identified in Section III, Clinical Instruction.

7. The academic unit must have students currently enrolled in each program area for which accreditation is sought.

8. Programs seeking accreditation must have a comprehensive mission statement (see Section II, Standard A).

Application for Accreditation

Eligibility Requirements Checklist

Please provide documentation illustrating that each of the eight (8) Eligibility Requirements listed below is met. Please refer to the previous pages for a complete statement of each of those requirements. For each item on the checklist, please reference page numbers where documentation can be found in the self-study or attach copies of original documentation to this application.

_____ (1) A minimum of 72 quarter hours or 48 semester hours, or 90 quarter hours or 60 semester hours is required, depending on degree program for which application is sought.

_____ (2) A minimum of three (3) core faculty are required, one of whom is designated as academic unit leader. (Doctoral degree programs must have two [2] additional FTE faculty.)

_____ (3) A common core of curricular experiences is identified and required.

_____ (4) Appropriate curricular experiences are required for program area(s).

_____ (5) Institution in which academic unit is housed is accredited by a regional or institutional accrediting body recognized by CHEA. Please name the accrediting body and provide evidence of accreditation.

_____ (6) Practicum and internship experiences are required for all students.

_____ (7) Students are currently enrolled in the program.

_____ (8) A comprehensive mission statement has been developed.

Submit this application, self-study materials, and the application fee* to:

Council for Accreditation of Counseling
and Related Educational Programs
5999 Stevenson Avenue

Alexandria, VA 22304

* Application fee: $1750 for initial submission from an institution
$1150 for re-accreditation submission from an institution
(Make check/money order payable to CACREP)

INTRODUCTION

The counseling profession evolves in anticipation of and response to societal and other changes in the United States and throughout the world. Counselor Education programs prepare students to be effective in a dynamic world and profession. It is imperative that programs explicitly prepare students to be counselors first and counseling specialists second.

CACREP Standards are written to ensure that students develop a professional counselor identity and also master the knowledge and skills to practice effectively. Graduates of CACREP-accredited programs use their education and preparation as paths to careers in community mental health and human service agencies, educational institutions, and private practice, government, business and industrial settings. However, no professional preparation program is ever complete, and advances in knowledge, skills and technology within the profession require life-long continuing education for counselors as well as monitoring and review of professional standards.

CACREP policy requires periodic review, permitting standards revision, including development of new standards or the elimination of obsolete standards. The curricular experiences required by these revised standards are based on due notice and consultation with the professional community and represent collective and informed judgment about their relevancy and appropriateness.

These standards are not intended to discourage creativity on the part of program faculties. Programs wishing to justify variations from these standards may submit statements of rationale as part of their self-studies. CACREP will determine whether those variations accomplish the outcomes that the standards are designed to ensure.

Section I

THE INSTITUTION

A. The institution in which the academic unit is housed is accredited by a regional or institutional accrediting body that is recognized by the Council for Higher Education Accreditation (CHEA).

B. The current institutional catalogue or bulletin accurately describes the academic unit and each program offered, including admissions criteria, minimum program requirements, matriculation requirements (for example, examinations, academic-standing policies), and financial aid information.

C. The academic unit is clearly identified as part of the institution's graduate 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 among and between them must be clearly defined.

D. Cooperative relationships exist between the academic unit and other academic units that contribute to the professional preparation of students in the program as well as off-campus professional and community resources.

E. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.

F. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (for example, professional travel, research, and leadership positions).

G. The institution makes available to students in the program personal counseling services provided by professionals other than program faculty and students.

H. Access to library and other learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.

I. The institution provides technical and financial support to program faculty and students to ensure access to information systems and data analysis for teaching and research.

SECTION II

PROGRAM OBJECTIVES AND CURRICULUM

A. A comprehensive mission statement has been developed that brings the program into focus and concisely describes the program's intent and purpose. The mission statement

   1. describes the types of students it serves, its geographic orientation, and the priorities and expectations of the faculty;

   2. is the basis for the development of program objectives and curriculum;

   3. is published and available to faculty and students; and

   4. is reviewed at least once every three (3) years and revised as needed.

B. The program objectives

   1. reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a pluralistic society;

   2. reflect the present and projected needs of a pluralistic society for which specialized counseling and human development activities have been developed;

   3. reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies;

   4. are directly related to program activities; and

   5. are written so that they can be assessed.

C. Programs in Career Counseling, College Counseling, Community Counseling, Gerontological Counseling, School Counseling, and Student Affairs are comprised of a minimum of two full academic years, defined as four semesters or six quarters of approved graduate-level study with a minimum of 48-semester credit hours or 72-quarter credit hours required of all students. Programs in Mental Health Counseling and Marital, Couple and Family Counseling/Therapy are comprised of approved graduate-level study with a minimum of 60-semester credit hours or 90-quarter credit hours required of all students.

D. Students actively identify with the counseling profession by participating in professional associations such as the American Counseling Association (ACA), its divisions, branches, and affiliate organizations, and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

E. Over the course of one academic term, students meet for a minimum of 10 clock hours in a small-group activity approved by the program. This planned group requirement is intended to provide direct experiences as a participant in a small group.

F. Consistent with established institutional due process policy and ACA *Ethical Standards*, when evaluations indicate that a student is not appropriate for the program, faculty should assist in facilitating the student's transition out of the program and, if possible, into a more appropriate area of study.

G. Flexibility is provided within the program's curriculum to accommodate individual differences in student knowledge and competencies.

H. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:

   1. objectives;

   2. content areas;

   3. required text(s) and/or reading(s);

   4. methods of instruction, including a clear description of how content is delivered (e.g., lecture, seminar, supervised practical application, distance learning); and

   5. student performance evaluation criteria and procedures.

I. Evidence exists of the use and application of research data among program faculty and students.

J. Each program for which accreditation is sought must show a history of graduates.

K. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow.

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

    a. history and philosophy of the counseling profession, including significant factors and events;

    b. professional roles, functions, and relationships with other human service providers;

    c. technological competence and computer literacy;

    d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

    e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

    f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

    g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

    h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

f. ethical and legal considerations.

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

a. theories of individual and family development and transitions across the life-span;

b. theories of learning and personality development;

c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

d. strategies for facilitating optimum development over the life-span; and

e. ethical and legal considerations.

4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:

   a. career development theories and decision-making models;

   b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

   c. career development program planning, organization, implementation, administration, and evaluation;

   d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;

   e. career and educational planning, placement, follow-up, and evaluation;

   f. assessment instruments and techniques that are relevant to career planning and decision making;

   g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

   h. career counseling processes, techniques, and resources, including those applicable to specific populations; and

   i. ethical and legal considerations.

5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

   a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

   b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention

strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

f. integration of technological strategies and applications within counseling and consultation processes; and

g. ethical and legal considerations.

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature;

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

f. professional preparation standards for group leaders; and

g. ethical and legal considerations.

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment;

b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity;

f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

i. ethical and legal considerations.

8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,

b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;

d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;

e. use of research to improve counseling effectiveness; and

f. ethical and legal considerations.

Section III

CLINICAL INSTRUCTION

Clinical instruction includes supervised practica and internships that have been completed within a student's program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the student's professional counselor identity.

A. Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have

   1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;

   2. relevant professional experience and demonstrated competence in counseling; and

   3. relevant training and supervision experience.

B. Students serving as individual or group practicum supervisors must

   1. have completed counseling practicum and internship experience equivalent to those within an entry-level program;

   2. have completed or are receiving preparation in counseling supervision; and

   3. be supervised by program faculty, with a faculty/student ratio that does not exceed 1:5.

C. A site supervisor must have

   1. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;

   2. a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and

3. knowledge of the program's expectations, requirements, and evaluation procedures for students.

D. A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following:

1. settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and taping);

2. settings for small-group work with assured privacy and sufficient space for appropriate equipment;

3. necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;

4. settings with observational and/or other interactive supervision capabilities; and

5. procedures that ensure that the client's confidentiality and legal rights are protected.

E. Technical assistance for the use and maintenance of audio and videotape and computer equipment is available as well as other forms of communication technology.

F. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

G. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum includes all of the following:

1. 40 hours of direct service with clients, including experience in individual counseling and group work;

2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a

supervisor working under the supervision of a program faculty member;

3. an average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and

4. evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.

H. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following:

1. 240 hours of direct service with clients appropriate to the program of study;

2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor;)

3. an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;

4. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, inservice and staff meetings);

5. the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;

6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and

7. a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

I. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by program faculty, the ratio of 5 students to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum per course.

J. Group supervision for practicum and internship should not exceed 10 students.

K. Clinical experiences (practicum and internship) should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

L. Students formally evaluate their supervisors and learning experience at the end of their practicum and internship experiences.

M. Programs require students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.

Section IV

FACULTY AND STAFF

A. The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who:

1. are sufficient in number for their academic and professional responsibilities;

2. number at least three (3) individuals whose academic appointments are to the unit in counselor education; (If one or more of the three (3) academic appointments is not teaching full-time in the academic unit then there must be at least three (3) full time equivalent (FTE) faculty teaching in the academic unit);

3. have earned doctoral degrees in counselor education, preferably from CACREP accredited programs, or doctoral degrees in a closely related field;

4. have relevant preparation and experience in the assigned area of teaching;

5. identify with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g., NCC) and/or licenses (e.g., LPC) pertinent to the profession; and

6. have the authority to determine program curricula within the structure of the institution's policy.

B. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions simultaneously.

1. A core faculty member is clearly designated as the academic unit leader for counselor education who

   a. is responsible for the coordination of the academic unit,

   b. receives inquiries regarding the overall academic unit,

c. is assigned at least 50% to the academic unit,

d. makes recommendations regarding the development of and expenditures from the budget,

e. has release time from faculty member responsibilities to administer the academic unit, and

f. provides or delegates year-round leadership to the operation of the program.

2. One core faculty member is identified as the coordinator for each program for which accreditation is being sought and has

   a. a teaching assignment in the program,

   b. identified responsibilities as coordinator, and

   c. relevant preparation and experience.

3. A core faculty member is identified as the clinical coordinator for the academic unit and/or program who

   a. is responsible for the coordination of all clinical experiences in each counselor education program for which accreditation is sought,

   b. is the individual to whom inquiries regarding clinical experiences are referred, and

   c. has clearly defined responsibilities as clinical coordinator.

4. If the counselor education academic unit operates a clinical facility, there must be a facility director who

   a. is responsible for the overall operation of the facility,

   b. has identified responsibilities, and

   c. works closely with the clinical coordinator.

C. The counselor education academic unit may employ adjunct and/or affiliate counselor education faculty who

   1. hold graduate degrees, preferably from CACREP accredited programs;

2. have relevant preparation and experience in the assigned area of teaching;

3. identify with the counseling profession through memberships in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g., NCC) and/or licenses (e.g., LPC) pertinent to the profession; and

4. understand the mission, goals, and curriculum of the program.

D. During the three-year period preceding the date of application for program accreditation, core faculty should have engaged in activities of ACA and/or other professional activities including all of the following:

1. development/renewal (e.g., attended appropriate professional meetings, conventions, workshops, seminars);

2. research and scholarly activity; and

3. service (e.g., program presentations, workshops, consultations, speeches, direct service).

E. Adequate clerical assistance, technical equipment and support, software, and training are available to support faculty activities and the operations of the program and are commensurate with similar graduate programs.

F. Program faculty members are assigned to provide classroom and clinical instructional services only in areas for which they have demonstrated knowledge and skills.

G. The counselor education academic unit has made systematic and long-term efforts to attract and retain faculty from different ethnic, racial, gender, and personal backgrounds representative of the diversity among people in society.

H. Adequate assistance, including technical support and professional development activities, is available for faculty members who are engaged in distance learning.

Section V

ORGANIZATION AND ADMINISTRATION

A. Program descriptions and requirements are published and disseminated to all prospective students.

B. A clear procedure for responding to inquiries of prospective students has been identified and carried out.

C. Prior to or at the beginning of the first term of enrollment in the program, the following should occur for all new students:

   1. a new student orientation is conducted; and

   2. a student handbook is disseminated that includes the institution's and/or program's:

      a. academic appeal policy,

      b. student retention policy explaining procedures for possible student remediation and/or dismissal from the program,

      c. written endorsement policy explaining the procedures for recommendation of students for credentialing and employment,

      d. information about appropriate professional organizations (i.e., ACA, its divisions and/or branches), involvements, and activities potentially appropriate to students in the program, and

      e. mission statement and program objectives.

D. The program has procedures for disseminating current information to all students enrolled in the program, and associated personnel.

E. The recommended ratio of FTE students to FTE faculty is 10:1.

F. The teaching loads of program faculty are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation and incorporate time for:

   1. advising and supervising student research using formulae consistent with established graduate school policies within the institution;

2. maintaining knowledge and skill as a counselor educator, which ordinarily includes ongoing scholarship and service; and

3. administrative responsibilities (if applicable).

G. Graduate assistantships for program students are commensurate with graduate assistantships in other clinical training programs in the institution.

H. A written policy has been developed to recruit students to represent a multicultural and diverse society has been developed and is implemented by program faculty.

I. The program admissions criteria, as well as selection and retention procedures, are distributed to prospective students. The criteria and procedures include consideration of

1. input from regular, adjunct, and affiliate program faculty;

2. each applicant's potential success in forming effective interpersonal relationships in individual and small-group contexts;

3. each applicant's aptitude for graduate-level study, including technological competence and computer literacy;

4. each applicant's career goals and objectives and their relevance to the program; and

5. each applicant's openness to self-examination and personal and professional self-development.

J. Admission decision recommendations are made by an academic unit's selection committee.

K. Effort is made to secure financial assistance for students in the program, including all of the following:

1. monitoring to ensure that the program receives a proportionate share of institutional funds allocated for such purposes; and

2. informing students of available loans, part-time work, graduate assistantships and fellowships, and other sources of financial aid.

L. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study prior to the completion of twelve (12) semester or eighteen (18) quarter hours of graduate study. The planned program of study identifies the following:

1. program prerequisite curricular experiences,

2. core curricular requirements,

3. specialized curricular experiences,

4. supervised practicum and internship requirements, and

5. appropriate elective curricular requirements.

Section VI

EVALUATIONS IN THE PROGRAM

A. Program mission, objectives and student learning outcomes are developed and revised when necessary through self-study on a regular schedule. This evaluation process is based on input from program faculty, current and former students, and personnel in cooperating agencies.

B. The program faculty conduct a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development.

C. Faculty establish a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met. Program evaluations must be ongoing, with formal evaluation occurring as follows:

   1. an annual evaluation that documents how, where, and the extent to which program objectives are addressed in course syllabi;

   2. a review by program faculty of programs, curricular offerings, and characteristics of program applicants;

   3. at least once every three years, program faculty conduct and document findings of formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program;

   4. at least once every three years, program faculty conduct and document findings of formal follow-up studies of clinical site supervisors and program graduate employers to assess their perceptions and evaluations of major aspects of the program; and

   5. at least once every three years, program faculty document use of findings from VI. C.1, 2, 3, and 4 above in program modifications.

D. An official report that documents outcomes of the comprehensive program evaluation shall be prepared and distributed on a systematic basis (at least once every three years) to students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors).

E. Students have regular and systematic opportunities to formally evaluate faculty and the students' curricular experiences.

F. Provide annual results of student course evaluations to faculty.

G. present written faculty evaluation procedures to program faculty at the beginning of each evaluation period and whenever changes are made in the procedures.

STANDARDS FOR CAREER COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

A. FOUNDATIONS OF CAREER COUNSELING

1. history, philosophy, and trends in career counseling;

2. settings for the practice of career counseling, including private and public sector agencies and institutions;

3. roles, functions, and credentials of career counselors in a variety of settings and in relation to other professionals;

4. policies, laws, and regulations relevant to career counseling;

5. professional organizations, competencies, and preparation standards that are relevant to the practice of career counseling; and

6. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in career counseling.

B. CONTEXTUAL DIMENSIONS OF CAREER COUNSELING

Studies that provide an understanding of career counseling needs, the network of career services and resources available to individuals, and the roles of career counselors as members of service provision teams, including all of the following:

1. knowledge of lifelong career needs of people throughout their education, employment, and retirement;

2. knowledge of assessment and intervention strategies for career development and career counseling programs;

3. knowledge of the continuum of formal and informal career counseling services and options; and

4. knowledge and skill in refering students and clients to appropriate mental health and career resources.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR CAREER COUNSELOR

Career Development Theory, Individual and Group Counseling Skills, Individual and Group Assessment, Information Resources, Program Management and Implementation, Consultation, Specific Populations, Supervision, Ethical and Legal Issues, and Research and Evaluation are areas of knowledge and skill that have unique requirements for career counselors. These requirements are addressed in Section II, K.1-8 of the Core Curriculum, and Section III, Standards A through M, Clinical Instruction, of the CACREP Standards. However, Career Counselors require refined levels of knowledge and skill in all of these areas. Additionally, the following three (3) areas of career counseling knowledge and skill require the respective requirements noted here.

1. Consultation

   a. advanced knowledge of and ability to use consultation theories, strategies, and models;

   b. approaches to establish and maintain a productive consultation relationship with people who can influence the client's career, such as employers, business and professional groups, community groups, teachers, parents, and the general public.

   c. methods to convey career counseling goals and achievements to various publics, including key personnel in positions of authority and policy making (e.g., legislators and executives);

   d. skills for the collaborative development and implementation of career development programs; and

   e. methods for training and educating various other professionals, paraprofessionals and the general public about the use and application of career development programs, computer-based systems, and other electronic career development applications.

2. Research and Evaluation

   a. knowledge about and skills in applying basic statistics and statistical procedures appropriate to research related to career counseling and development; and

b. knowledge about and skills in designing and conducting studies and disseminating major research findings related to career counseling and developmental processes and effectiveness.

3. Ethical and Legal Issues

a. knowledge of the ethical standards of ACA, the National Career Development Association (NCDA), the National Board for Certified Counselors (NBCC), and other relevant professional organizations;

b. knowledge about current ethical and legal issues that affect the practice of career counseling;

c. knowledge about current ethical and legal issues regarding the use of computer-assisted and other electronic career guidance resources; and

d. knowledge of state and federal statutes related to client confidentiality and career counseling.

D. CLINICAL INSTRUCTION

For the Career Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a setting where career counseling is regularly conducted, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns using appropriate professional resources that address the above Standards A, B, and C (Career Counseling Programs).

STANDARDS FOR COLLEGE COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

A. FOUNDATIONS OF COLLEGE COUNSELING

1. history and philosophy of college counseling, student affairs, and higher education;

2. issues, problems, and trends in student development in higher education;

3. the purpose and function of college counseling in higher education;

4. legal and ethical issues and standards of practice specifically related to college counseling;

5. models for designing, managing, and evaluating college counseling programs, including the use of technological applications;

6. models and methodologies of program development and implementation that use professional standards and other resources; and

7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in college counseling.

B. CONTEXTUAL DIMENSIONS OF COLLEGE COUNSELING

1. historical and contemporary theories of college counseling and student development;

2. characteristics of traditional and nontraditional college students;

3. impact of different kinds of college environments;

4. methods of needs assessment that are applicable to college student populations;

a. systematic assessment techniques that are applicable to higher education environments; and

6. theories of adult development.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR COLLEGE COUNSELORS

1. knowledge and skills related to personal, social, educational, and career planning and development for college students;

2. methods and procedures in group work applicable to college populations;

3. small-group counseling approaches appropriate for the developmental stage and needs of traditional and nontraditional college students;

4. knowledge of issues that might affect the development and functioning of college students (e.g., attention deficit hyperactivity disorder, sexual assault, various disabilities, eating disorders, substance abuse, stress) and the methods and procedures that are designed to prevent, cope with, and/or deter them and promote healthful living;

5. application of procedures to ensure academic success (e.g., study skills, tutoring, academic advising);

6. methods and procedures to promote positive interpersonal relationships (e.g., interventions for gender identity issues, intimacy development);

7. theories, models, and practices of leadership, organizational management, program development, and conflict resolution.

8. consultation skills for working with faculty, professional staff, and student families in areas related to student development and welfare;

9. principles and models of biopsychosocial assessment, case conceptualization, and concepts of psychopathology that lead to diagnoses and appropriate counseling; and

10. appropriate referral systems for diagnosing and treating of disorders.

D. CLINICAL INSTRUCTION

For the College Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a counseling setting that serves college students, and is under the clinical supervision of a site supervisor, as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (College Counseling Programs).

STANDARDS FOR COMMUNITY COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

A. FOUNDATIONS OF COMMUNITY COUNSELING

1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/ mental health movement;

2. roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;

3. policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling;

4. ethical and legal considerations specifically related to the practice of community counseling (e.g., the *ACA Code of Ethics*); and

5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

B. CONTEXTUAL DIMENSIONS OF COMMUNITY COUNSELING

1. the roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;

2. organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;

3. strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; and

4. general principles of community intervention, consultation, education, and outreach; and characteristics of human services programs and networks (public, private, and volunteer) in local communities.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS

1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;

2. models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help;

3. effective strategies for promoting client understanding of and access to community resources;

4. principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;

5. knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*;

6. effective strategies for client advocacy in public policy and other matters of equity and accessibility; and

7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

D. CLINICAL INSTRUCTION

For the Community Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a community setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1 - 2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (Community Counseling Programs).

STANDARDS FOR GERONTOLOGICAL COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

A. FOUNDATIONS OF GERONTOLOGICAL COUNSELING

1. history, philosophy, and trends in gerontological counseling;

2. settings for the practice of gerontological counseling, including private and public agencies, recreational and residential settings;

3. roles and functions of gerontological counselors;

4. ethical and legal considerations specifically related to the practice of gerontological counseling (e.g., the *ACA Code of Ethics*);

5. policies, laws, and regulations relevant to gerontological counseling;

6. professional organizations and preparation standards relevant to the practice of gerontological counseling; and

7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in gerontological counseling.

B. CONTEXTUAL DIMENSIONS OF GERONTOLOGICAL COUNSELING

Studies that provide an understanding of social service needs and the network of services available to assist older persons, as well as roles of gerontological counselors as members of service provider teams, including all of the following:

1. extensive knowledge of normal and abnormal human development in later life;

2. attitudes toward older persons and the individual and societal consequences of ageism;

3. situational and contextual aspects of aging;

4. relationship between physical and psychological aspects of aging and factors affecting physical and mental health in later life;

5. career, retirement, and lifestyle options for older persons;

6. advocacy for lifespan wellness and empowerment of older persons;

7. the aging network service delivery system, including informal support networks and the continuum of community care options, including adult day care, senior centers, recreational and wellness programs, residential and long-term care; and

8. social service needs of older persons, including education, employment, and retirement.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR GERONTOLOGICAL COUNSELORS

1. assessing gerontological client needs, including developing and implementing appropriate preventive and developmental intervention and treatment plans that include

   a. techniques for facilitating wellness and empowerment,

   b. psychoeducational and social network interventions,

   c. strategies for community assessment and intervention,

   d. accessing community services to meet identified client needs;

2. knowledge of conditions that affect older people including: acute, chronic, and terminal illness; organic brain syndromes, including Alzheimer's Disease and related disorders; substance use and abuse; depression; suicide; and prescription medications and complications with polypharmacy;

3. knowledge of issues facing older men and women including: single living, sexuality; sexual orientation; loss, grief, survivorship, living wills, loneliness, care giving, relationships between older persons and their adult children; and elder abuse and other crimes against older persons;

4. life review, lifestyle, and early recollection assessment and intervention;

5. family counseling and group work;

6. reality orientation, remotivation, and resocialization therapies;

7. strategies for coping with loss, grief, and transitions;

8. peer helping programs and peer helper training; and

9. alternative therapies.

D. CLINICAL INSTRUCTION

For the Gerontological Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a setting that serves gerontological clients, and is under the clinical supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns using appropriate professional resources that address Standards A, B, and C (Gerontological Counseling Programs).

STANDARDS FOR MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

A. FOUNDATIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY

1. history of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy;

2. structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family counseling/therapy (e.g., the International Association of Marriage and Family Counselors);

3. ethical and legal considerations specifically related to the practice of marital, couple, and family counseling/therapy (e.g., the *ACA* and *IAMFC Code of Ethics*);

4. implications of professional issues unique to marital, couple, and family counseling/therapy including recognition, reimbursement, and right to practice;

5. the role of marital, couple, and family counselors/therapists in a variety of practice settings and in relation to other helping professionals; and

6. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/therapy.

B. CONTEXTUAL DIMENSIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY

1. marital, couple, and family life cycle dynamics, healthy family functioning, family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems;

2. human sexuality issues and their impact on family and couple functioning, and strategies for their resolution; and

3. societal trends and treatment issues related to working with diverse family systems (e.g., families in transition, dual-career couples, and blended families).

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR MARITAL, COUPLE, AND FAMILY COUNSELOR/THERAPISTS

1. family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g., legal, legislative, school and community systems) and with individuals;

2. interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions;

3. preventive approaches for working with individuals, couples, families, and other systems such as pre-marital counseling, parenting skills training, and relationship enhancement;

4. specific problems that impede family functioning, including issues related to socioeconomic disadvantage, discrimination and bias, addictive behaviors, person abuse, and interventions for their resolution; and

5. research and technology applications in marital, couple, and family counseling/therapy.

D. CLINICAL INSTRUCTION

For the Marital, Couple, and Family Counseling/Therapy Program, the 600 clock hour internship (Standard III.H) occurs in a counseling setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1 - 2. The requirement includes a minimum of 240 direct service clock hours, defined as work with couples, families, and individuals from a systems perspective, with the majority of the direct service clock hours occurring with couples and family units.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address standards A, B, and C (Marital, Couple, and Family Counseling/Therapy Programs).

STANDARDS FOR
MENTAL HEALTH COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

A. FOUNDATIONS OF MENTAL HEALTH COUNSELING

1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in mental health counseling;

2. roles, functions, and professional identity of mental health counselors;

3. structures and operations of professional organizations, preparation standards, credentialing bodies, and public policy issues relevant to the practice of mental health counseling;

4. implications of professional issues that are unique to mental health counseling, including recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status;

5. ethical and legal considerations related related to the practice of mental health counseling (e.g., the *ACA* and *AMHCA Code of Ethics*); and

6. the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in mental health counseling.

B. CONTEXTUAL DIMENSIONS OF MENTAL HEALTH COUNSELING

1. assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems;

2. strategies for community needs assessment to design, implement, and evaluate mental health care programs and systems;

3. principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and

4. management of mental health services and programs, including administration, finance, and budgeting, in the public and private sectors; principles and practices for establishing and maintaining both independent and group private practice; and concepts and procedures for determining outcomes, accountability, and cost containment.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR MENTAL HEALTH COUNSELORS

1. general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behaviors;

2. general principles and practices for the promotion of optimal human development and mental health;

3. specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans;

4. knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current *Diagnostic and Statistical Manual*;

5. application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including the use of crisis intervention and brief, intermediate, and long-term approaches;

6. basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and identifying effects and side effects of such medications;

7. principles and guidelines of conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history,

and a psychological assessment for treatment planning and caseload management;

8. knowledge and provision of clinical supervision, including counselor development;

9. the application of concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy; and

10. effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs that affect mental health services in general, and the practice of mental health counseling in particular.

D. CLINICAL INSTRUCTION

For the Mental Health Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a mental health setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours. Beyond these 600 clock hours, the Mental Health Counseling program requires an additional 300 clock hours of internship in a mental health setting under the appropriate clinical supervision of a site supervisor as defined above. This requirement includes a minimum of 120 direct service clock hours. Therefore, the total requirement for a mental health counseling internship is a minimum of 900 clock hours of supervised experience in an appropriate setting, which includes a minimum of 360 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (Mental Health Counseling Programs).

STANDARDS FOR SCHOOL COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy, and current trends in school counseling and educational systems;

2. relationship of the school counseling program to the academic and student services program in the school;

3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;

4. strategies of leadership designed to enhance the learning environment of schools;

6. knowledge of the school setting, environment, and pre-K–12 curriculum;

7. current issues, policies, laws, and legislation relevant to school counseling;

8. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;

9. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;

10. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and

11. ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ACA Code of Ethics* and the *ASCA Ethical Standards for School Counselors*).

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. advocacy for all students and for effective school counseling programs;

2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;

3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K–12 students in maximizing their academic, career, and personal/social development;

4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;

5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;

6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and

7. knowledge of prevention and crisis intervention strategies.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1. Program Development, Implementation, and Evaluation

   a. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment,

attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;

b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;

c. implementation and evaluation of specific strategies that meet program goals and objectives;

d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;

e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;

f. strategies for seeking and securing alternative funding for program expansion; and

g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

2. Counseling and Guidance

a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;

b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;

c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;

d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)

e. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;

g. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and

h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

3. Consultation

a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;

b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;

c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and

d. knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

D. CLINICAL INSTRUCTION

For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).

STANDARDS FOR STUDENT AFFAIRS PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

A. FOUNDATIONS OF STUDENT AFFAIRS

1. history and philosophy of student affairs in higher education;

2. issues and problems in student affairs in higher education;

3. the purpose and function of student affairs in higher education;

4. legal and ethical considerations specifically related to the practice of student affairs;

5. models for designing, managing, and evaluating student affairs programs, including the use of technological applications;

6. models and methodologies of program development and implementation that use professional standards and other resources; and

7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in student affairs;

B. CONTEXTUAL DIMENSIONS OF STUDENT AFFAIRS

1. historical and contemporary theories and student affairs;

2. characteristics of traditional and nontraditional college students;

3. impact of different kinds of college environments;

4. methods of needs analysis that are applicable to college student populations;

5. systematic assessment techniques that are applicable to higher education environments.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR STUDENT AFFAIRS PROFESSIONALS

1. theories and models of organizational behavior, and consultation that include planning and evaluation of higher education programs;

2. theories, models and practices of leadership, organizational management, and program development;

3. methods of and approaches to organizational change, decision making, and conflict resolution;

4. strategies of group work that are applicable to the development of students in higher education and the management of the organizational structure;

5. theories and methods of personnel selection, supervision, and performance evaluation;

6. history of current practices of policy making, budgeting, and finance in higher education;

7. knowledge and skills related to personal and social planning and development for college student;

8. knowledge of issues that may affect the development and functioning of college students (e.g., attention deficit hyperactivity disorder, sexual assault, various disabilities, eating disorders, substance abuse, stress) and the methods and procedures for coping with and/or detering them and promoting healthful living;

9. application of procedures to ensure academic success (e.g., study skills, tutoring, academic advising);

10. methods and procedures for promoting positive interpersonal relationships (e.g.,, interventions for gender identity issues, intimacy development);

11. methods and procedures for student leadership training and development; and

12. consultation skills for working with faculty, professional staff, and student families in areas related to student development and welfare.

D. CLINICAL INSTRUCTION

For the Student Affairs Program, the 600 clock hour internship (Standard III.H) occurs in a students affairs setting, under the supervision of a site supervisor, as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (Student Affairs Programs).

The Practice of Professional Counseling:

Doctoral Standards

COUNSELOR EDUCATION AND SUPERVISION

Doctoral degree programs in Counselor Education and Supervision are intended to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings. Doctoral programs accept as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry. Doctoral programs prepare students to generate new knowledge for the counseling profession through research that results in dissertations that are appropriate to the field of counselor education or supervision. This extension of knowledge should take into account the societal changes of the 21st century and prepare graduates to be leaders and advocates for change. The doctoral program standards are intended to accommodate the unique strengths of different programs. Doctoral programs for which accreditation is sought must encompass all of the entry-level program standards. Students admitted to doctoral programs must have completed studies that meet CACREP entry-level standards as specified in Sections II, III, and in a specific program, and provide evidence of a knowledge base of a professional counselor.

Section I - The Institution

A. Access is provided to library and other learning resources appropriate for doctoral level scholarly inquiry, study, and research by students and program faculty.

B. Faculty teaching loads and research and service expectations are equivalent to comparable doctoral programs in the institution.

Section II - Program Objectives and Curriculum

A. Doctoral program objectives address the professional leadership roles of counselor education, supervision, advanced counseling practice, and research competencies expected of doctoral graduates.

B. The doctoral program consists of a minimum of four academic years of graduate-level preparation (including entry-level preparation), defined as eight semesters or 12 quarters with a minimum of 96 semester hours or 144 quarter hours of graduate-level credits required of all students in the program.

C. Learning experiences beyond the entry-level are required in all of the following content areas:

1. theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;

2. theories and practices of counselor supervision;

3. instructional theory and methods relevant to counselor education;

4. pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning;

5. design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;

6. design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;

7. models and methods of assessment and use of data;

8. ethical and legal considerations in counselor education and supervision (e.g., the *ACA Code of Ethics*); and

9. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs;

D. It is expected that doctoral students will have experiences that are designed to:

1. develop an area of professional counseling expertise;

2. develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public;

3. foster participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and ACA;

4. meet criteria for appropriate credentials;

5. promote scholarly counseling research; and

6. enhance technical competence.

Section III - Clinical Instruction

A. Doctoral students are required to participate in a supervised advanced practicum in counseling as part of the doctoral program. If conducted at the student's current work site, the practicum experience must include new learning that is qualitatively different from the student's occupational responsibilities. The purpose of this practicum is to develop and/or refine advanced counseling skills which should conceptually link counselor practice to teaching and supervision.

B. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the doctoral advisor and student, based on experience and training. Students should be given the opportunity to participate in additional supervised practica or internships that are appropriate to their career objectives.

C. During practica and internships, the student must receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

Section IV - Faculty and Staff

A. Any academic unit offering the doctorate requires a minimum of five FTE counselor education faculty positions.

B. Faculty participate in ACA, ACES and other ACA divisions, branches, and affiliate organizations appropriate to their teaching responsibilities and/or scholarly interests.

C. Doctoral committee chairs are currently engaged in research, writing, and publication in the field of counselor education.

D. Doctoral faculty chair a maximum of five active doctoral dissertation committees during a given academic term.

E. In addition to the number of doctoral dissertation committees chaired, program faculty may serve on a maximum of five additional doctoral committees during a given academic term.

Section V - Organization and Administration

A. In addition to the entry-level considerations, doctoral program admission criteria include consideration of each applicant's

1. academic aptitude for doctoral-level study;
2. previous professional experience;
3. fitness for the profession, including self-awareness and emotional stability;
4. verbal and written communication skills;
5. potential for professional leadership and advocacy; and
6. expertise in technological applications.

B. Before completing the fourth term of enrollment in the doctoral program, students establish an approved doctoral committee and complete a planned program of study in conjunction with this committee.

C. Students attend planned meetings with their doctoral committee during their doctoral programs.

Section VI - Evaluations in the Program

The doctoral program is evaluated using criteria specified in the entry-level standards, Section VI, A-G.

GLOSSARY

ACADEMIC UNIT — the academic department, or specifically defined subsection of a department, identified and defined in a college or university which has responsibility for curricular and clinical experiences for which accreditation is sought. An academic unit has allocated faculty and physical facilities.

ACCULTURATIVE EXPERIENCES — the product of interactions among culturally distinct individuals that result in attitudinal and behavioral changes.

ACCREDITATION — a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of quality performance and integrity based on review against a specific set of published criteria or standards. In the United States, accreditation represents a unique process of voluntary, nongovernmental review of educational institutions and professional preparation programs that has been historically described as a self-regulating peer review process. The process includes
(1) the submission of a self-study document that demonstrates how standards are being met, (2) an on-site review by a selected group of peers, and (3) a decision by an independent board or commission that either grants or denies accredited status based on how well the standards are met.

The two major types of accreditation in the United States are institutional and specialized.

***institutional accreditation*:** In US higher education, institutional accreditation is granted by regional and national accrediting commissions which review entire institutions such as universities or colleges.

***specialized accreditation*:** This kind of accreditation is awarded to professional programs which are under the jurisdiction of institutions or to free-standing, professional institutes that offer training in particular fields of study.

ADVOCACY — action taken on behalf of clients and/or the counseling profession to support appropriate policies and standards for the counseling profession and promote individual human worth, dignity, and potential and to oppose or work to change policies and procedures, systemic barriers, long-standing traditions, or preconceived notions that stifle human development.

APPROPRIATE PROFESSIONAL ORGANIZATION — the American Counseling Association, its divisions, branches, and affiliate organizations.

ASSESSMENT — the gathering and analysis of data used in evaluations and decision making.

BIOPSYCHOSOCIAL — pertaining to biological, psychological, and social functioning.

CACREP LIAISON — the faculty member responsible for all communication and interaction between the academic unit and the CACREP headquarters. In many cases, the department chair serves as the liaison. The CACREP liaison's name is listed in the Directory of Accredited programs as a contact person for prospective students.

CERTIFICATION — the process by which an agency or association grants recognition to an individual who has met predetermined qualifications specified by that agency or association.

CLINICAL INSTRUCTION — all supervised course work within which the student has the opportunity to engage in a broad range of clinical activities similar to those performed by a professional counselor. This includes all practica and internships completed within a student's program.

CLOSELY-RELATED FIELD — The Board will review faculty and supervisor qualifications based on terminal degree, postdoctoral study, professional affiliations, licensure and/or certification (e.g., LPC, NBCC), presentations, publications, and/or research. The program should be able to document faculty whose professional qualifications and identity is with professional counseling and counselor education.

COMMON CORE — eight areas of curricular experiences required by CACREP to prepare all counselors. The eight areas include: (1) Professional Identity, (2) Social and Cultural Diversity, (3) Human Growth and Development, (4) Career Development, (5) Helping Relationships, (6) Group Work, (7) Assessment, and (8) Research and Program Evaluation. The common core areas represent knowledge areas that are fundamental to the counseling profession.

CONSULTATION — voluntary, nonsupervisory relationship between professionals or other pertinent persons for the purpose of aiding the consultee(s).

COOPERATING AGENCY — an institution, organization, or agency external to and independent of the academic program seeking accreditation.

CORE PROGRAM FACULTY MEMBER — a full-time program faculty member whose appointment is to the academic unit in counselor education.

COUNSELOR EDUCATION — a process that prepares counselors in both didactic and clinical aspects of counseling. Doctoral programs also prepare counselors to serve as counselor educators.

CREDENTIALING — formal recognition of professional competence designated by certification, licensure, or registry. Program or institutional accreditation is a kind of credentialing.

CURRICULAR EXPERIENCES — planned, structured, and formal teaching activities intended to enable students to learn and apply specific information, principles, values, and skills that are the intended consequences of the formal education offered by an academic unit. In general, the term is used in these standards to mean either an academic course or a readily identifiable portion of an academic course.

DIRECT SERVICE — interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working with clients.

DISTANCE LEARNING — also referred to as distance education; a formal education process in which instruction occurs when the student and instructor are not located in the same place. Distance learning adds technology to the learning environment by a variety of means, such as web sites, e-mail, video conferencing, and videotapes. Instruction may be synchronous or asynchronous.

DIVERSITY — distinctiveness and uniqueness among and between human beings.

DUE PROCESS POLICY — written procedures by the institution to protect an individual's rights as a student.

ENDORSEMENT — approving or sanctioning a program or program graduate. Institutions and academic units only claim CACREP accreditation for specific CACREP accredited programs. CACREP accredited program officials and program faculty recommend program students and graduates only for employment or credentialing for which students and graduates meet established criteria.

ENTRY-LEVEL — the preparation requirements considered necessary to enter professional practice after completing a program of study; the first level at which one can be considered a professional counselor.

EQUITY ISSUES — an equal opportunity for everyone to have access to advancement and success.

EVALUATION — the act of making informed decisions based on the use and analysis of pertinent data.

EVIDENCE — documentation that verifies that the standard has been met.

FITNESS — suitability for being a professional counselor. Fitness implies psychological health, including the following variables: self-awareness, self-acceptance,

self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation, and emotional stability.

GUIDELINE — an explanatory statement that either amplifies a standard or provides an example of how the requirement may be interpreted. The intent is to allow for flexibility and yet remain within the framework of the standard with which it is associated.

INSTRUCTIONAL METHODOLOGY — methods of instruction , including a clear description of how lessons are delivered (e.g., lecture, seminar, supervised practical application, distance learning).

INTERNSHIP — a distinctly defined, post-practicum, supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student's program and initial postgraduate professional placement.

LICENSURE — the process by which a state agency or government grants permission to an individual to engage in a given profession and to use the designated title of that profession after the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare are reasonably well protected.

MULTICULTURAL — term denoting the diversity of racial, ethnic, and cultural heritage, including issues of socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, profession or career, and physical and mental abilities present in a nation's population.

PLURALISTIC —a condition of society in which numerous distinct ethnic, racial, religious, and social groups coexist and cooperatively work toward the interdependence needed for the enhancement of each group. This is based in the belief that all members of society benefit when diverse groups participate fully in the dominant society, yet maintain their differences.

PRACTICUM — a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship.

PROFESSIONAL COUNSELOR — a counselor who has received a master's degree or higher from an entry-level program in counselor education matching the standards outlined by CACREP. A professional counselor remains active in the counseling professional by participating in professional development and seeking appropriate licensure and certification.

PROGRAM — a structured sequence of curricular and clinical experiences for which accreditation is sought. In the context of these standards, "programs" are housed within an "academic unit." Academic Units may offer programs in Career Counseling, College

Counseling, Community Counseling, Gerontological Counseling, Marital, Couple and Family Counseling/Therapy, Mental Health Counseling, School Counseling, and Student Affairs.

PSYCHOPATHOLOGY — the study of significant causes and processes in the development and treatment of mental disorders.

RELATED PROFESSION WITH EQUIVALENT QUALIFICATIONS — a profession closely related to counseling, such as social work or psychology. Qualifications must be commensurate with the clinical preparation and experience of professional counselors.

SPIRITUALITY — the inner life of the individual that is a part of the "wholeness" of a person. Spirituality is often considered a motivating force for an individual's actions and thought processes and, therefore, may be an appropriate aspect of counseling.

STANDARD — a minimal criterion that must be met.

STUDENT RETENTION POLICY — the policy by which the program faculty evaluate each student for academic, professional, and personal fitness to continue in a counseling program. In addition, the policy outlines procedures to be followed if a student does not meet program criteria.

SUPERVISION — a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.

> ***individual supervision***- a tutorial and mentoring relationship between a member of the counseling profession and a counseling student.
>
> ***group supervision*** - a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.
>
> ***triadic supervision*** - a tutorial and mentoring relationship between a supervisor and two counseling students.
>
> ***site supervisor*** - a qualified individual within a setting who is responsible for supervising a student's work at that setting.

TECHNOLOGY — electronically based hardware, software, video, and related products and knowledge, skills, and tools for learning and communication processes. Technology for counselor preparation encompasses distance learning, and computer-based and other electronic applications.