

# The Council for the Accreditation of Counseling and Related Educational Programs

Assuring High Quality for Counseling Programs

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CACREP Board of Directors

# CACREP's Mission

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- To promote the professional competence of counseling and related practitioners through
  - the development of preparation standards
  - encouragement of excellence in program development, and
  - accreditation of professional preparation programs

# CACREP's Scope of Accreditation

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- Graduate level, both master's and doctoral, counselor preparation programs
- Knowledge and skills development are part of every CACREP program through both didactic and experiential training requirements
- These programs are currently located in colleges and universities across the United States and in Canada

# Components of CACREP Accreditation

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- Self-study
- Initial review of the self-study
- On-site peer evaluation
- Site Team Report and Program Response
- Accreditation decision
- Periodic review and reporting

# The CACREP Standards

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- There are 6 major areas of standards that all programs must meet
- These are referred to as the Core Areas
- There are counseling specialty areas with training standards specific to that counseling area
- These are referred to as the Specialty Standards

# Section I – The Institution

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- Regional higher education accreditation
- The program is primarily responsible for preparing students in these areas
- Sufficient support from the university
- Program faculty support
- Adequate and appropriate library resources

# Section II – Program Objectives and Curriculum

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- Program mission statement and objectives
- Students actively identify with the counseling profession
- Minimum syllabi requirements
- There must be a history of graduates
- Eight core curricular areas of study

# Section II – Program Objectives and Curriculum

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- Professional Identity
- Social and cultural diversity
- Human growth and development
- Career development
- Helping relationships
- Group work
- Assessment
- Research and program evaluation



# Section III – Clinical Instruction

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- Supervisor guidelines
- Clinical instruction site parameters
- 100 clock hours for practicum with 40 hours of direct service to clients
- 600 clock hours for internship with 240 hours of direct service to clients
- Faculty:student course ratios

# Section IV – Faculty and Staff

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- Appropriate level of faculty resources
  - Minimum of 3 faculty
  - Minimum of 5 faculty with a doctoral degree
- Clearly defined administrative and curricular leadership
- Guidelines for adjunct faculty
- Faculty professional development

# Section V – Organization and Administration

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- Procedures for public dissemination of program information
- Student information guidelines
- Faculty/student teaching load expectations
- Admissions criteria guidelines
- Faculty student advising procedures

# Section VI – Evaluations in the Program

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- Evaluation of mission, objectives, and student learning outcomes
- Systematic assessment of student progress
- Systematic program evaluation
  - Input from graduates, employers of graduates, site supervisors
- Program adjustments based on evaluation findings
- Dissemination of evaluation results

# Counseling Specialty Areas

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- Career
- College
- Community
- Gerontological
- Marital, Couple, and Family
- Mental Health
- School
- Student Affairs
- Counselor Education and Supervision (doctoral-level only)

# Community Counseling

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- Foundation knowledge and contextual understanding of community counselors
- Community counseling skill areas of client services, biopsychosocial assessment, case conceptualization, human development, psychopathology, diagnosis, treatment planning, client advocacy, and social justice
- 600 hour internship requirement at an appropriate community counseling setting

# Mental Health Counseling

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- Foundation knowledge and contextual understanding of mental health counselors
- Mental health counseling skill areas of diagnosis, treatment, and referral of clients with mental and emotional disorders
- Knowledge of the DSM-4 diagnostic manual, psychopharmacology, biopsychosocial assessment and intake interviewing, clinical supervision and counselor development, client advocacy, and social justice issues
- 900 hour internship requirement at an appropriate mental health counseling setting

# 2009 CACREP Standards

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- This revision process has been ongoing since 2004
- The proposed standards will have some important changes
- The 6 core areas will be consolidated into 3 areas
  - The Learning Environment-institution, organization, delivery
  - Professional Identity-curriculum, faculty
  - Professional Practice-clinical practice/internships



# 2009 CACREP Standards

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- The Community Counseling and Mental Health Counseling specialties are consolidated into Clinical Mental Health Counseling
- Gerontological Counseling is dropped
- The College Counseling and Student Affairs specialties are consolidated into College Counseling and Student Development
- Addiction Counseling is a new specialty area being added

# Licensing Regulations

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- Incorporate CACREP's educational and clinical standards as eligibility requirements for applicants desiring to become Licensed Professional Counselors
- Many state Boards accept CACREP graduates without further review of the degree requirements

# NBCC Recognition

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- Students enrolled in CACREP accredited programs can sit for the National Counselor Exam (NCE) during their last semester
- Graduates of CACREP programs can become National Certified Counselors immediately upon passing the NCE
- NBCC waives the two year post-master's supervised experience requirement for CACREP program graduates
- Research has shown that CACREP program graduates perform significantly better on the NCE

# Number of Accredited Programs

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- Career-8
- College-15
- Community-148
- Gerontological-2
- Marital, Couple, and Family-31
- Mental Health-50
- School-181
- Student Affairs-28
- Counselor Education and Supervision-50

CACREP currently has 513 accredited programs in 212 institutions

# What Do CACREP Programs and Students Look Like?

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- CACREP programs accommodate many different types of students.... traditional and nontraditional
- Many already have work experience and many are changing careers
- CACREP programs are in traditional teaching institutions, small regional institutions, urban centered part-time programs, and level 1 research institutions

# Questions

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