

**BEHAVIORAL SCIENCES REGULATORY BOARD
PROFESSIONAL COUNSELING ADVISORY COMMITTEE MEETING
Monday, October 3, 2022**

Due to COVID-19, the Board office is practicing social distancing. The office space does not allow for a meeting while practicing social distancing, therefore, the meeting will be conducted virtually on the Zoom platform.

You may view the meeting here: <https://youtu.be/5vvlD5zmbxw>

To join the meeting by conference call: 877-278-8686, Pin: 327072

If there are any technical issues during the meeting, you may call the Board office at, 785-296-3240. The Behavioral Sciences Regulatory Board may take items out of order as necessary to accommodate the time restrictions of Board members and visitors. All times and items are subject to change

Monday, October 3, 2022, 10:00 a.m.

- I. Call to Order and Roll Call**
- II. Agenda Approval**
- III. Review and Approval of Minutes from Previous Meeting on August 1, 2022**
- IV. Executive Director's Report**
- V. Updates from the Counseling Regulatory Boards Annual Summit by the National Board for Certified Counselors (NBCC) and the Center for Credentialing and Education (CCE) on August 3-6, 2022**
- VI. Old Business**
 - A. Continued Discussion and Possible Recommendation on K.A.R. 102-3-3a, Education Requirements for Licensure**
 - B. Discussion on Multi-State Licensing Compact**
 - C. Comments on Council for Accreditation of Counseling and Related Educational Programs (CACREP) Draft 4**
- VII. New Business**
 - A. New Advisory Committee Member Recommendations**
 - B. Update from Subcommittee on Unprofessional Conduct Regulation Review**
 - C. Discussion on Possible Regulation for Care of Clients in Crisis**
 - D. Discussion on Kansas Fights Addiction Grant Review Board Appointee**
- VIII. Next Meeting: Monday, December 5, 2022**
- IX. Adjournment**

"...either in person or by synchronous videoconferencing." (added to end of 102-3-3a(a)(2))

102-3-3a. **Education requirements.** To qualify for licensure as a professional counselor or a clinical professional counselor, the applicant's education shall meet the applicable requirements provided in the following subsections.

(a) (1) "Core faculty member" means an individual who is part of the program's teaching staff and who meets the following conditions:

(A) Is an individual whose education, training, and experience are consistent with the individual's role within the program and are consistent with the published description of the goals, philosophy, and educational purpose of the program;

(B) is an individual whose primary professional employment is at the institution in which the program is housed; and

(C) is an individual who is identified with the program and is centrally involved in program development, decision making, and student training as demonstrated by consistent inclusion of the individual's name in public and departmental documents.

(2) "In residence," when used to describe a student, means that the student is ~~present at the physical location of the institution for the purpose of~~ completing coursework during which the student and one or more core faculty members are in face-to-face contact.

(3) "Primary professional employment" means at least 20 hours per week of instruction, research, any other service to the institution in the course of employment, and the related administrative work.

(b) At the time of application, each applicant shall have fulfilled the following requirements:

(1) Received either a master's or doctoral degree in counseling from a program that meets one of the following requirements:

(A) Is not below the accreditation standards of the council for the accreditation of counseling and related educational programs; or

(B) meets the requirements in subsections (f) and (g); and

(2) as a part of or in addition to the coursework completed for the counseling graduate degree, completed at least 60 graduate semester hours, or the academic equivalent, of which at least 45 graduate semester hours, or the academic equivalent, shall clearly satisfy the coursework requirements in subsection (c).

(c) Each applicant shall have satisfactorily completed formal academic coursework that contributes to the development of a broad conceptual framework for counseling theory and practice as a basis for more advanced academic studies. This formal academic coursework shall consist of at least 45 graduate semester hours, or the academic equivalent, that are distributed across the substantive content areas provided in this subsection. None of these credit hours shall be earned through independent study courses. There shall be at least two discrete and unduplicated semester hours, or the academic equivalent, in each of the following substantive content areas:

(1) Counseling theory and practice, which shall include studies in the basic theories, principles, and techniques of counseling and their applications to professional settings;

(2) the helping relationship, which shall include studies in the philosophical bases of helping relationships and the application of the helping relationship to counseling practice, as well as an emphasis on the development of practitioner and client self-awareness;

(3) group dynamics, processes, and counseling approaches and techniques, which shall include studies in theories and types of groups, as well as descriptions of group practices, methods, dynamics, and facilitative skills;

(4) human growth and development, which shall include studies that provide a broad understanding of the nature and needs of individuals at all developmental levels and in multicultural contexts;

(5) career development and lifestyle foundations, which shall include studies in vocational theory, the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques;

(6) appraisal of individuals and studies and training in the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, and the study of individual differences;

(7) social and cultural foundations, which shall include studies in change processes, ethnicity, subcultures, families, gender issues, the changing roles of women, sexism, racism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. These studies may come from the behavioral sciences, economics, political science, and similar disciplines;

(8) research and evaluation, which shall include studies in the areas of statistics, research design, development of research, development of program goals and objectives, and evaluation of program goals and objectives;

(9) professional orientation, which shall include studies codes of ethics, legal considerations, standards of preparation and practice, certification, licensing, and the role identities of counselors and others in the helping professions; and

(10) supervised practical experience, which shall include studies in the application and practice of the theories and concepts presented in formal study. This experiential practice shall be performed under the close supervision of the instructor and on-site supervisor with the use of direct observation and the preparation and review of written case notes. Direct observation may include the use of one-way mirrors in a counseling laboratory, the use of videotaped or audiotaped sessions, or the use of real-time video conferencing or similar synchronous communication devices.

(d) Each applicant for licensure as a clinical professional counselor whose master's or doctoral degree is earned before July 1, 2003 shall have earned the graduate degree in accordance with subsections (b) and (c).

(e) Each applicant for licensure as a clinical professional counselor whose master's or doctoral degree is earned on or after July 1, 2003 shall meet the following education requirements:

(1) Have earned a graduate degree in accordance with subsections (b) and (c);

(2) in addition to or as a part of the academic requirements for the graduate degree, have completed 15 graduate semester credit hours, or the academic equivalent, supporting diagnosis and treatment of mental disorders using the "diagnostic and statistical manual of mental disorders" as specified in K.A.R. 102-3-15. The 15 graduate semester credit hours, or the academic equivalent, shall include both of the following:

(A) The applicant shall have satisfactorily completed two graduate semester hours, or the academic equivalent, of discrete coursework in ethics and two graduate semester hours, or the academic equivalent, of discrete coursework in psychopathology and diagnostic assessment, including the study of the latest edition of the “diagnostic and statistical manual of mental disorders” and assessment instruments that support diagnosis.

(B) The applicant shall have satisfactorily completed coursework addressing treatment approaches and inter-disciplinary referral and collaboration; and

(3) completion of a graduate-level, supervised clinical practicum pursuant to K.S.A. 65-5804a(c)(1)(C), and amendments thereto.

(f) In order to be approved by the board, each educational program in professional counseling shall meet the following requirements:

(1) Have established program admission requirements that are based, in part or in full, on objective measures or standardized achievement tests and measures;

(2) require an established curriculum that encompasses at least two academic years of graduate study;

(3) have clear administrative authority and primary responsibility within the program for the core and specialty areas of training in professional counseling;

(4) have an established, organized, and comprehensive sequence of study that is planned by administrators who are responsible for providing an integrated educational experience in professional counseling;

(5) engage in continuous systematic program evaluation indicating how the mission objectives and student learning outcomes are measured and met;

(6) be chaired or directed by an identifiable person who holds a doctoral degree in counseling that was earned from a regionally accredited college or university upon that person’s actual completion of a formal academic training program;

(7) have an identifiable, full-time, professional faculty whose members hold earned graduate degrees in professional counseling or a related field;

(8) have an established, identifiable body of students who are formally enrolled in the program with the goal of obtaining a degree;

(9) require an appropriate practicum, internship, or field or laboratory training in professional counseling that integrates didactic learning with supervised clinical experience;

(10) conduct an ongoing, objective review and evaluation of each student’s learning and progress, and report this evaluation in the official student transcripts;

(11) require that at least 30 graduate semester credit hours, or the academic equivalent, of coursework be completed “in residence” at one institution and require that the practicum or internship be completed at the same institution; and

(12) require that the number of graduate semester hours, or the academic equivalent, delivered by adjunct faculty does not exceed the number of graduate semester hours, or the academic equivalent, delivered by core faculty members.

(g) In order for an applicant to qualify for licensure, the college or university at which the applicant completed the counseling degree requirements shall meet these requirements:

(1) Be regionally accredited, with accreditation standards equivalent to those met by Kansas colleges and universities;

(2) document in official publications, including course catalogs and announcements, the program description and standards and the admission requirements of the professional counseling education and training program;

(3) identify and clearly describe in pertinent institutional catalogs the coursework, experiential, and other academic program requirements that must be satisfied before conferral of the graduate degree in counseling;

(4) clearly identify and specify in pertinent institutional catalogs its intent to educate and train professional counselors;

(5) have clearly established the professional counselor education program as a coherent entity within the college or university that, when the applicant's graduate degree was conferred, met the program standards in subsection (f); and

(6) have conferred the graduate degree in counseling upon the applicant's successful completion of an established and required formal program of studies.

(h) The following types of study shall not be substituted for or counted toward the coursework requirements of subsections (b), (c), (d), and (e):

(1) Academic coursework that the applicant completed as a part of or in conjunction with the undergraduate degree requirements;

(2) academic coursework that has been audited rather than graded;

(3) academic coursework for which the applicant received an incomplete or failing grade;

(4) coursework that the board determines is not closely related to the field or practice of counseling;

(5) graduate or postgraduate coursework or training provided by any college, university, institute, or training program that does not meet the requirements of subsections (f) and (g); and

(6) any continuing education, in-service activity, or on-the-job training.

(i) The following types of study may be counted toward the 60 graduate semester hours required under paragraph (b)(2):

(1) No more than six graduate semester hours of independent study that is related to the field or practice of counseling, except that independent study shall not be used to meet any of the substantive content area requirements specified in subsection (c); and

(2) no more than four graduate semester hours for thesis research and writing.

(Authorized by K.S.A. 2014 Supp. 65-5804a and 74-7507; implementing K.S.A. 2014 Supp. 65-5804a; effective Dec. 19, 1997; amended July 19, 2002; amended Aug. 8, 2003; amended Oct. 27, 2006; amended Dec. 12, 2014.)

2024 CACREP Standards

Draft 4

September 2022

Introduction

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

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

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

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

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

Graduates of CACREP-accredited programs are prepared for careers in mental health, human services, education, private practice, government, military, business, and industry. Entry-level program graduates are prepared as counseling practitioners, and for respective credentials (e.g., licensure, certification) in their specialized areas. Doctoral-level graduates are prepared for counselor education, supervision, research, and advanced practice.

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

SECTION 1: THE LEARNING ENVIRONMENT

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified and must be in compliance with applicable institutional and legal requirements.

THE INSTITUTION

- A. The counselor education program is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships between them must be clearly documented.
- B. The institutional media accurately describe:
 - 1. the counselor education program
 - 2. the core faculty with full-time appointments and affiliate counselor education faculty
 - 3. specialized practice areas offered
 - 4. types of program delivery, including locations
 - 5. admission criteria
 - 6. accreditation status
 - 7. minimum degree requirements
 - 8. program costs
 - 9. financial aid information
- C. The institution provides the program with financial and administrative support to ensure continuity, quality, and effectiveness in all program delivery types.
- D. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.
- E. The institution provides technology for all counselor education program faculty and technical support to faculty and students, in all program delivery types and sites, to ensure access to information systems for learning, teaching, and research.
- F. The institution provides access to counseling skills training environments and necessary technology that are conducive to instruction and supervision of individual and group counseling.

COUNSELOR EDUCATION PROGRAM

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

- H. The counselor education program has a process for identifying underrepresented populations and makes continuous and systematic efforts to recruit, enroll, and retain students that increase the diversity of the program.
- I. The counselor education program demonstrates efforts to create and maintain an inclusive and equitable learning community that respects individual differences.
- J. Entry-level admission decision recommendations are made by the counselor education program and include consideration of each applicant's
 - 1. relevance of career goals,
 - 2. aptitude for graduate-level study, and
 - 3. potential success in forming effective counseling relationships with diverse populations.
- K. Before or at the beginning of the first term of enrollment in the counselor education program, the program provides a new student orientation for all program delivery types during which:
 - 1. the student handbook is discussed,
 - 2. students' ethical and professional obligations are discussed,
 - 3. personal growth expectations as counselors-in-training are explained, and
 - 4. eligibility and requirements for licensure/certification are reviewed.
- L. The student handbook, for all program delivery types, includes:
 - 1. the mission statement and objectives of the counselor education program,
 - 2. matriculation requirements,
 - 3. expectations of students,
 - 4. technology resources and competence needed to complete the program,
 - 5. key performance indicators and professional dispositions,
 - 6. academic appeal policy, including potential outcomes,
 - 7. written endorsement policy explaining the conditions for recommending students for credentialing and employment,
 - 8. policy for student retention, remediation, and dismissal from the program,
 - 9. diversity, equity, and inclusion policies,
 - 10. information about disability services and reasonable accommodation processes at the institution,
 - 11. information about personal counseling services provided by professionals other than counselor education program faculty and students,
 - 12. information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, and
 - 13. professional counseling certification and licensure requirements.

- M. Syllabi are available to students enrolled in the course at the beginning of each academic term and include:
1. content areas aligned with curricular standards,
 2. key performance indicators and/or student learning outcome expectations,
 3. methods of instruction,
 4. required text(s), reading(s), materials, and technology,
 5. student performance evaluation criteria and procedures,
 6. diversity, equity, inclusion, and accessibility statement,
 7. a disability accommodation policy, procedure statement, and institutional contacts, and
 8. course schedule.
- N. Counselor education programs have and follow a written policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice.
- O. Students in entry-level programs have an assigned academic advisor throughout the program who helps them develop and review a planned program of study.
- P. Students have regular, systematic opportunities to evaluate their experience with and access to academic advising within the counselor education program.
- Q. Students have regular, systematic opportunities to evaluate counselor education program faculty. The written procedures are available to counselor education program faculty.
- R. The counselor education program identifies underrepresented populations and makes continuous and systematic efforts to recruit, employ, and retain faculty that increase the diversity of the program.
- S. The counselor education program has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the counselor education program must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. For doctoral programs, the counselor education program must employ at least two additional full-time core counselor education program faculty members.
- T. To ensure that students are taught primarily by core counselor education program faculty, for any academic year, the combined number of course credit hours taught by core faculty must exceed the number of credit hours taught by affiliate faculty.
- U. Utilizing the institution's definition for full-time status, the ratio of full-time equivalent (FTE) students to FTE faculty must not exceed 12:1 for any academic year.

V. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with clinical graduate programs at the institution.

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

FACULTY and STAFF

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

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

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

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

- Z. For each specialized practice area offered by the program, at least one core counselor education program faculty member must identify with the specialized practice area. A faculty member can identify with more than one specialized practice area. The identified faculty member for the area must:
1. have relevant professional counseling credentials related to the specialized practice area, and
 2. show evidence of sustained professional engagement through **at least two** of the following:
 - a) professional development and renewal activities related to the specialized practice area,
 - b) professional service and advocacy in the specialized practice area,
 - c) on-going counseling practice in the specialized practice area, **or**
 - d) research and scholarly activity in the specialized practice area commensurate with their faculty role.
- AA. Within the structure of the institution's policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.
- BB. Affiliate faculty may be employed who support the mission, goals, and curriculum of the counselor education program. All affiliate faculty must have graduate and/or professional degrees in a field that supports the mission of the program.
- CC. The counselor education program orients affiliate faculty to program and accreditation requirements relevant to the courses they teach, and to program and institutional policies and procedures.
- DD. All core and affiliate counselor education program faculty have relevant preparation and/or experience in relation to the: a) course content they teach and b) delivery type.
- EE. A core counselor education program faculty member is clearly designated as the leader for the counselor education program; this individual must have a written job description that includes:
1. having responsibility for the coordination of the counseling program(s),
 2. responding to inquiries regarding the overall counselor education program,
 3. providing input and making recommendations regarding the development of budget and for expenditures,
 4. providing or delegating year-round leadership to the operation of the program(s), and
 5. receiving release time from faculty member responsibilities to administer the counselor education program.

- FF. A program faculty or staff member is identified as the practicum and internship coordinator for the counselor education program. This individual must:
1. have a written job description,
 2. be responsible for the coordination of practicum and internship experiences in designated counselor education program(s), and
 3. be responsible for responding to inquiries regarding practicum and internship.
 4. Coordinators hired after July 1, 2024 must have a master's degree in counseling or related profession.

SECTION 2: ACADEMIC QUALITY

Counselor education programs must be committed to attaining the highest quality in their preparation of students and must demonstrate the process, tools, and thresholds used to measure quality. Academic quality is determined by evaluation of program mission and objectives and assessment of students' knowledge, skills, and professional dispositions. The purpose of student evaluation is for counselor education program faculty to continuously monitor student demonstration of key knowledge, skills, and dispositions to prepare them for practice as a counselor. The purpose of program evaluation is for counselor education program faculty to comprehensively evaluate overall program effectiveness across specific dimensions, and to use findings to inform program modifications. The following standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

PROGRAM MISSION AND OBJECTIVES

A. PROGRAM MISSION

The counselor education program has a mission statement that:

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

B. PROGRAM OBJECTIVES

The program objectives are consistent with the program mission statement and

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

INDIVIDUAL STUDENT ASSESSMENT

- C. Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.
1. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes the following:
 - a) key performance indicators in each of the eight foundational curricular areas and in each specialized practice area (for doctoral programs, each of the five doctoral curriculum areas),
 - b) minimum performance expectations for each of the key performance indicators,
 - c) measurement of each key performance indicator must be conducted (1) using multiple measures and (2) across multiple points in time, and
 - d) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.
 2. The counselor education program faculty identify and systematically assess each student's professional dispositions throughout the program. The assessment process includes the following:
 - a) measurement of student professional dispositions over multiple points in time, and
 - b) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.
 3. The counselor education program faculty systematically review each student's formative and summative fieldwork counseling performance and ability to integrate and apply knowledge as part of individual student assessment.
 4. The counselor education program has a systematic process in place for communicating feedback to students on individual assessments of progress and professional dispositions.

PROGRAM EFFECTIVENESS

D. CONTINUOUS AND SYSTEMATIC IMPROVEMENT OF THE PROGRAM

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

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

E. ACADEMIC QUALITY INDICATORS

Programs must collect and analyze the following data annually as part of their comprehensive evaluation plan:

1. Aggregate Assessment of Student Success:
The program provides trend analysis of student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for:
 - a) entry-level programs: key performance indicators for each of the eight foundational curricular areas and for each specialized practice area;
 - b) (If applicable) doctoral programs: key performance indicators for each of the five doctoral curriculum areas;
 - c) professional dispositions for entry-level students; and
 - d) (If applicable) professional dispositions for doctoral students.
2. Aggregate Assessment of Student Success:
The program provides trend analysis of student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for:
 - a) entry-level programs: key performance indicators for each of the eight foundational curricular areas and for each specialized practice area;
 - b) (If applicable) doctoral programs: key performance indicators for each of the five doctoral curriculum areas;
 - c) professional dispositions for entry-level students; and
 - d) (If applicable) professional dispositions for doctoral students.

3. Graduate Outcomes:

The program analyzes graduate outcomes and reports in aggregate by specialized practice area the achievement of minimum thresholds determined by the program for each of the following:

- a) pass rates on credentialing examinations,
- b) degree completion rates, and
- c) job placement rates.

4. Diverse Learning Community:

As part of the continuous and systematic efforts to recruit, enroll, and retain a diverse group of faculty and students, the counselor education program analyzes disaggregated demographic data with regard to:

a) Students:

- 1) applicants,
- 2) enrolled students, and
- 3) degree completion rates.

b) Full-time Faculty:

- 1) (if applicable) applicants for open faculty positions,
- 2) employed faculty, and
- 3) retention rates.

5. Fieldwork:

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

F. STAKEHOLDER ENGAGEMENT AND ACCOUNTABILITY

The purpose of stakeholder engagement is to solicit and use feedback from parties outside of the counselor education program faculty who are knowledgeable about the counseling profession and the communities the program serves.

1. The program collects and analyzes systematic follow-up studies to analyze the extent to which the program is achieving its program objectives by collecting data from external stakeholders that include:

- a) graduates,
- b) site supervisors, and
- c) employers of program graduates.

2. The counselor education program solicits feedback from a designated advisory committee regarding proposed curriculum modification and program improvement. The advisory committee is comprised of representatives from the program and external stakeholders with diverse identities and perspectives.
3. Counselor education program faculty disseminate to stakeholders an annual report for entry and doctoral (if applicable) levels that includes:
 - a) a summary of the program evaluation results,
 - b) subsequent curriculum modifications and program improvement, and
 - c) any other substantial program changes.
4. The annual report is published on the program website in a location accessible to the public.
5. Counselor education program faculty must annually post on the program's website in a location accessible to the public the achievement of program-determined minimum thresholds for the following graduate outcomes, separated by entry and doctoral (if applicable) level programs:
 - a) passing rates on credentialing examinations,
 - b) degree completion rates, and
 - c) job placement rates.

SECTION 3: FOUNDATIONAL COUNSELING CURRICULUM

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

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

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialized practice areas
- b. the multiple professional roles and functions of counselors across specialized practice areas
- c. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams including i) collaboration and consultation, ii) community outreach, and iii) emergency response management
- d. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
- e. the role and process of the professional counselor advocating on behalf of the profession
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards for specialized practice areas
- h. legislation, regulatory processes, and government/public policy relevant to and impact on professional counseling and specialized practice areas
- i. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
- j. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling and specialized practice areas
- k. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
- l. the purpose of and roles within counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. theories and models of multicultural counseling, social justice, and advocacy
- b. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on individuals' worldviews
- c. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on help-seeking and coping behaviors
- d. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
- e. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, and violence on counselors and clients
- f. the effects of various socio-cultural influences on mental and physical health and wellness, including public policies, social movements, and cultural values
- g. disproportional effects of poverty and health disparities towards people with minoritized identities
- h. principles of independence, inclusion, choice and self-empowerment, and universal access to services within and outside the counseling relationship
- i. strategies for identifying and eliminating barriers, prejudices, and intentional and unintentional oppression and discrimination
- j. competencies of professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
- k. the role of religion and spirituality in clients' and counselors' psychological functioning

3. LIFESPAN DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of cultural identity development
- c. theories of learning
- d. theories of personality and psychological development
- e. theories and neurobiological etiology of addictions
- f. structures for affective relationships, bonds, couples, marriages, and families
- g. models of resilience, optimal development, and wellness in individuals and families across the lifespan
- h. models of psychosocial adjustment to illness and disability
- i. the role of sexuality related to overall wellness
- j. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
- k. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
- l. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
- m. effects of crises, disasters, stress, grief, and trauma across the lifespan
- n. impact of common medications on learning, behavior, and mood in children and adolescents

4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
- f. career development program planning, organization, implementation, administration, and evaluation
- g. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
- h. strategies for advocating for employment supports for individuals facing barriers in the workplace
- i. strategies for facilitating client skill development for career, educational, and life-work planning and management
- j. career and post-secondary training readiness and educational decision-making
- k. strategies for improving access to educational and occupational opportunities for people from marginalized groups
- l. ethical and legal issues relevant to career development and career counseling

5. COUNSELING PRACTICE AND RELATIONSHIPS

- a. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
- b. principles of critical thinking and reasoning in the counseling process
- c. case conceptualization skills using a variety of models and approaches
- d. models and strategies for understanding and practicing consultation
- e. application of technology related to counseling
- f. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
- g. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
- h. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
- i. interviewing, attending, and listening skills in the counseling process
- j. counseling strategies and techniques used to facilitate the client change process
- k. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
- l. goal consensus and collaborative decision-making in the counseling process
- m. developmentally relevant and culturally sustaining counseling treatment or intervention plans
- n. development of measurable outcomes for clients
- o. evidence-based counseling strategies and techniques for prevention and intervention

- p. record keeping and documentation skills
- q. principles and strategies of caseload management, community resources and referrals promoting independence, and optimal wellness within a range of professional settings
- r. classification of commonly prescribed psychopharmacological medications
- s. strategies to promote client understanding of and access to a variety of community-based resources to facilitate empowerment
- t. suicide prevention and response models and strategies
- u. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
- v. processes for developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors of group work and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. application of technology related to group counseling and group work
- g. types of groups, settings, and other considerations that affect conducting groups
- h. culturally sustaining and developmentally responsive strategies for designing and facilitating groups
- i. ethical and legal considerations relative to the delivery of group counseling and group work
- j. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND DIAGNOSTIC PROCESSES

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- d. reliability and validity in the use of assessments
- e. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
- f. ethical and legal considerations for selecting, administering, and interpreting assessments
- g. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
- h. use of assessments in academic/educational, career, personal, and social development
- i. use of environmental assessments and systematic behavioral observations
- j. use of structured interviewing, symptom checklists, and personality and psychological testing
- k. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
- l. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
- m. procedures for assessing clients' experience of trauma
- n. procedures for identifying and reporting signs of abuse and neglect
- o. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
- p. procedures to identify substance use and addictions and how it relates to co-occurring conditions
- q. procedures for using assessment results for referral and consultation

8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
- b. identification and evaluation of the evidence base for counseling theories, interventions, and practices
- c. qualitative, quantitative, and mixed methods research designs
- d. practice-based and action research methods
- e. statistical tests used in conducting research and program evaluation
- f. analysis and use of data in research
- g. use of research methods and procedures to evaluate counseling interventions
- h. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments
- i. culturally sustaining and developmentally relevant outcome measures for counseling services
- j. use of accountability data to inform decision making and advocacy
- k. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
- l. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

SECTION 4: PROFESSIONAL PRACTICE

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

ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. The counselor education program provides on-going support to help students find field experience sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their specialized practice areas.
- B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
- C. Supervision of practicum and internship students includes secure audio/video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, during their practicum and internship.
- E. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- F. Students have regular, systematic opportunities to evaluate their experience with the practicum and internship placement process.
- G. Students have regular, systematic opportunities to evaluate practicum and internship sites and supervisors.
- H. Programs provide a fieldwork handbook to all students and site supervisors, in all program delivery types, detailing requirements, expectations, policies and procedures including:
 - 1. CACREP standards and definitions related to supervised practicum and internship,
 - 2. supervision agreement,
 - 3. evaluation procedures and requirements, and
 - 4. policy for student retention, remediation, and dismissal from the program.

- I. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
- J. The counselor education program provides orientation to site supervisors regarding program requirements and expectations.
- K. During entry-level professional practice experiences, the counselor education program engages in consultation with the site to monitor student learning.
- L. Professional development opportunities are provided by the counselor education program to site supervisors for all program delivery types.
- M. Written supervision agreements:
 - 1. define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship,
 - 2. include emergency procedures, and
 - 3. detail the format and frequency of consultation between the program and the site to monitor student learning.

SUPERVISOR QUALIFICATIONS

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

- P. Site supervisors have:
1. a minimum of a master's degree, preferably in counseling, or a related profession;
 2. active certifications and/or licenses required for practice preferably in counseling, or a related profession;
 3. a minimum of two years post-master's professional experience in the specialized practice area in which the student is enrolled;
 4. proficiency in the use of technology utilized for supervision;
 5. knowledge of the program's expectations, requirements, and evaluation procedures for students; and
 6. relevant training for in-person and/or distance counseling supervision.

PRACTICUM

- Q. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of 8 weeks consistent with the institution's academic calendar.
- R. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

PRACTICUM SUPERVISION

- S. Throughout the duration of practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member, or
 2. a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or
 3. a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- T. Throughout the duration of practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member or
 2. a doctoral student supervisor who is under the supervision of a counselor education program faculty member.

INTERNSHIP

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

INTERNSHIP SUPERVISION

- W. Throughout the duration of internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member, or
 2. a doctoral student supervisor who is under the supervision of a counselor education program faculty member, or
 3. a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- X. Throughout the duration of internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
1. a counselor education program core or affiliate faculty member or
 2. a doctoral student supervisor who is under the supervision of a counselor education program faculty member.

PRACTICUM and INTERNSHIP COURSE LOADS AND RATIOS

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

SECTION 5: ENTRY-LEVEL SPECIALIZED PRACTICE AREAS

All entry-level students are enrolled in at least one specialized practice area. For each specialized practice area, students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area. Counselor education programs must document where each of the lettered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

ADDICTION COUNSELING

- a. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
- b. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
- c. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
- d. strategies for enhancing client motivation to change, managing cravings, and preventing relapse
- e. abstinence and harm reduction models of addiction recovery
- f. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
- g. pharmacological interventions used to mitigate substance use withdrawal, craving, and relapse prevention
- h. recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process
- i. culturally sustaining and developmentally relevant education programs that raise awareness and support addiction and substance use prevention and the recovery process
- j. regulatory processes, continuum of care, and service delivery in addiction counseling
- k. strategies for interfacing with the legal system and working with court referred clients
- l. third party reimbursement and other practice and management issues in addictions counseling

CAREER COUNSELING

- a. factors that affect clients' attitudes toward work and their career decision-making processes
- b. the unique needs and characteristics of multicultural and diverse persons with regard to career exploration, employment expectations, and socioeconomic issues
- c. implications of gender roles and responsibilities for employment, education, family, and leisure
- d. impact of globalization on careers and the workplace
- e. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations
- f. approaches and resources relevant to diverse persons that help clients acquire a set of career planning, employability, job search, job creation, and life-work role transition skills
- g. strategies to assist clients in the appropriate use of technology for career information and planning
- h. approaches to market and promote career counseling activities and services

CLINICAL MENTAL HEALTH COUNSELING

- a. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, or neurodevelopmental disorders
- b. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, and aftercare
- c. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
- d. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- e. techniques and interventions for prevention and treatment of a broad range of mental health issues
- f. strategies for interfacing with the legal system regarding court-referred clients
- g. strategies for interfacing with integrated behavioral health care professionals
- h. strategies to advocate for persons with mental, behavioral, or neurodevelopmental conditions
- i. strategies for community collaboration and outreach
- j. third party reimbursement and other practice and management issues in clinical mental health counseling

CLINICAL REHABILITATION COUNSELING

- a. effects of the onset, progression, and expected duration of disability on clients' holistic functioning
- b. environmental, attitudinal, and individual barriers for people with disabilities
- c. impact of disability on sexuality
- d. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
- e. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
- f. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
- g. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- h. assistive technology to reduce or eliminate barriers and functional limitations
- i. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- j. career- and work-related assessments
- k. strategies to advocate for persons with disabilities in regards to accessibility, Americans with Disabilities Act compliance, and accommodations
- l. third party reimbursement and other practice and management issues in clinical rehabilitation counseling

COLLEGE COUNSELING AND STUDENT AFFAIRS

- a. principles of student development and the effect on life, education, and career choices
- b. organizational, management, and leadership theories relevant in higher education settings
- c. organizational culture, budgeting and finance, and personnel practices in higher education
- d. current trends in higher education
- e. diversity of higher education environments
- f. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- g. unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- h. policies, programs, and services that are equitable, preventative, and responsive to the unique needs of individuals in higher education settings
- i. higher education resources to improve student learning, personal growth, professional identity development, and mental health
- j. models of violence prevention in higher education settings
- k. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions

MARRIAGE, COUPLE, AND FAMILY COUNSELING

- a. sociology of the family, family phenomenology, and family of origin theories
- b. aging and intergenerational influences and related family concerns
- c. impact of interpersonal violence on marriages, couples, and families
- d. interactions of career, life, and gender roles on marriages, couples, and families
- e. impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families
- f. the impact of immigration on family functioning
- g. theories and models of marriage, couple, and family counseling
- h. principles and models of assessment and case conceptualization from a systems perspective
- i. family assessments, including genograms and family mapping
- j. techniques and interventions of marriage, couple, and family counseling
- k. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling
- l. strategies for interfacing with the legal system relevant to marriage, couple, and family counseling
- m. third party reimbursement and other practice and management issues in marriage, couple, and family counseling

REHABILITATION COUNSELING

- a. individual response to disability, including the role of families, communities, and other social networks
- b. strategies to enhance adjustment to disability
- c. effects of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
- d. principles of independent living, self-determination, and informed choice
- e. rehabilitation counseling services and organizational settings, including independent living, community rehabilitation, and public/proprietary vocational rehabilitation programs
- f. benefit systems used by individuals with disabilities, including but not limited to Social Security, governmental monetary assistance, workers' compensation insurance, long-term disability insurance, and veterans' benefits
- g. classification, terminology, etiology, functional capacity, and prognosis of disabilities
- h. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
- i. evaluation and application of assistive technology with an emphasis on individualized assessment and planning
- j. career development and employment models and strategies for achieving and maintaining meaningful employment for people with disabilities
- k. strategies to analyze work activity and labor market data and trends to facilitate the match between an individual with a disability and targeted jobs
- l. case management strategies that facilitate rehabilitation and independent living planning
- m. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including Americans with Disabilities Act compliance, accommodations, universal design, and workplace disability prevention

- n. strategies to promote self-advocacy skills of individuals with disabilities
- o. facilitating client knowledge of and access to, community and technology services and resources
- p. strategies to advocate on behalf of persons with disabilities as related to disability and disability legislation

SCHOOL COUNSELING

- a. models of school counseling programs
- b. models of PK-12 comprehensive career development
- c. models of school-based collaboration and consultation
- d. development of school counseling program mission statements and objectives
- e. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
- f. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
- g. qualities and styles of effective leadership in schools
- h. advocacy for school counseling roles
- i. school counselor roles and responsibilities in relation to the school crisis and management plans
- j. school counselor consultation with families, PK-12 and post-secondary school personnel, community agencies, and other referral sources
- k. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- l. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
- m. strategies for implementing and coordinating ~~peer~~ school-based interventions
- n. techniques of social/emotional and trauma informed counseling in school settings
- o. evidence-based and culturally sustaining interventions to promote academic development
- p. approaches to increase promotion and graduation rates
- q. interventions to promote postsecondary and career readiness
- r. strategies to facilitate school and postsecondary transitions
- s. strategies to promote equity in student achievement and access to postsecondary education opportunities

SECTION 6: DOCTORAL STANDARDS COUNSELOR EDUCATION AND SUPERVISION

A. THE DOCTORAL LEARNING ENVIRONMENT

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

THE PROGRAM

1. The doctoral program consists of a minimum of 48 semester hours or 72 quarter hours of doctoral-level credits beyond the entry-level degree. Beginning July 1, 2026 doctoral programs must consist of a minimum of 60 semester hours or 90 quarter hours beyond the entry-level degree.
2. Doctoral programs provide evidence that they extend the knowledge base of the profession by immersing students into a climate of scholarly inquiry, demonstrated by all of the following:
 - (a) preparing students to generate new knowledge that can inform professional counseling practice,
 - (b) ensuring students are engaging in scholarly activities under counseling faculty mentorship,
 - (c) supporting students to publish and/or present the results of scholarly inquiry,
 - (d) mentoring students in planning and engaging in advocacy,
 - (e) supporting students to pursue credentialing and licensure appropriate to their career goals,
 - (f) equipping students to assume positions of leadership in the counseling profession, and
 - (g) preparing students to become familiar with and knowledgeable about current trends and technology use in the delivery of counseling, counselor education, and counselor supervision.
3. When counselor education program faculty provide supervision of doctoral students providing supervision to entry-level students at any point in their program of study, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.
4. Doctoral program admission criteria include:
 - (a) academic aptitude for doctoral-level study,
 - (b) previous professional experience,
 - (c) dispositions consistent with professional practice,
 - (d) oral and written communication skills,
 - (e) commitment to diversity, equity, inclusion, and social justice,
 - (f) potential for scholarship, and
 - (g) potential for professional leadership and advocacy.

5. During the doctoral program admissions process, students' curricular experiences are evaluated to verify completion of coursework including (a) CACREP entry-level foundational curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level specialized practice area requirements so that any missing content can be completed before or concurrently with doctoral-level counselor education coursework.
6. Students in doctoral-level programs have an approved advisor who is a core counselor education doctoral program faculty member, with whom they work to develop and complete a program of study.
7. Doctoral students complete a qualifying assessment to demonstrate comprehensive knowledge as outlined in the Doctoral Curriculum standards.
8. Doctoral students must complete dissertation research or a capstone project focusing on areas relevant to counseling practice, counselor education, and/or supervision.
9. Current counseling-related research is infused throughout the doctoral counselor education curriculum.

B. DOCTORAL CURRICULUM

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

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

2. SUPERVISION

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

3. TEACHING

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

4. RESEARCH AND SCHOLARSHIP

- a. research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses
- b. quantitative data analysis methods including univariate and multivariate
- c. qualitative approaches to data analysis
- d. models and methods of sampling relevant to research design
- e. models and methods of instrument design
- f. models and methods of program evaluation
- g. research questions or hypotheses appropriate for professional research and publication
- h. professional writing for peer-reviewed journal publication
- i. professional conference proposal preparation
- j. development of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. strategies for conducting culturally relevant and culturally competent research
- m. ethical considerations and strategies for conducting research

5. LEADERSHIP AND ADVOCACY

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

C. DOCTORAL INTERNSHIP

1. Prior to the internship, the counselor education program assesses doctoral students' counseling skills to ensure preparedness for the doctoral counseling internship. The counselor education program provides assistance and/or opportunities to students who need additional counseling skill preparation prior to enrolling in the doctoral internship.
2. Doctoral students are required to complete internships that total a minimum of 600 hours. The 600 hours must include supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, leadership and advocacy).
3. Doctoral students are covered by individual professional counseling liability insurance policies at any time they are providing counseling or supervision as part of their doctoral program.
4. Individuals serving as doctoral counseling internship supervisors have (a) a minimum of a master's degree in counseling or a related profession, with preference for a doctoral degree, (b) relevant certifications and/or licenses, (c) relevant training in counseling supervision, and (d) knowledge of the program's expectations, requirements, and evaluation procedures for students.

5. Individuals serving as doctoral internship supervisors for supervision, teaching, research and scholarship, and leadership and advocacy experiences have (a) a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills, and (b) knowledge of the program's expectations, requirements, and evaluation procedures for students.
6. During internships, the student receives an average of one hour per week of individual and/or triadic supervision. When individual/triadic supervision is provided by the counselor education program faculty, internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
7. Doctoral internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be performed by a counselor education program faculty member. Group supervision of internship students should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

GLOSSARY TO ACCOMPANY THE 2024 CACREP STANDARDS DRAFT 4

Note: The terms listed in the glossary are those used in this draft of the CACREP standards.

Academic quality indicators	Outcomes that the faculty have chosen to demonstrate the program’s achievement of the critical functions and purposes of the program.
Academic term	An institutionally defined unit of course delivery (e.g., quarter, semester).
Academic year	An institutionally defined period of time in which delivery of courses is included.
Accessibility	“When the needs of people with disabilities are specifically considered, and products, services, and facilities are built or modified so that they can be used by people of all abilities” (CDC , n.d.).
Accommodation	Any modification or adjustment to enable an individual with a disability to have an equal opportunity to successfully perform the task to the same extent as people without disabilities.
Accreditation	A system for approving educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met, (2) an onsite review by a selected group of peers, and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.
Affiliate faculty	To include any faculty teaching in the counselor education program who do not meet criteria for core Counselor Education Faculty. For example, full-time faculty in the Counseling program who do not meet Standard Z; full-time faculty at the institution but not in the Counseling programs; part-time or adjunct faculty who may or may not identify as counselors.
Certification	The process by which an agency or association grants recognition to a person who has met predetermined qualifications specified by that agency or association.

Comprehensive evaluation plan	The program's empirically based process for systematically evaluating and monitoring achievement of program objectives including academic quality indicators as identified in Academic Quality Standard E, minimum thresholds for successfully meeting each program objective, the data that will be collected, a procedure for how and when data will be collected, a method for how and when data will be reviewed or analyzed, a process for addressing unmet minimum thresholds, an explanation for how data will be used for curriculum and program improvement, and a timeline for report.
Continuous and systematic	In a regular, ongoing, planned, and documented method.
Core counselor education faculty	One who is employed by the institution and holds a full-time academic appointment in the counselor education program for at least the current academic year and meets the criteria for core faculty as delineated in Standard 1.X. Faculty members may be designated as core faculty in only one institution regardless of the number of institutions in which they teach classes.
Counselor education	A distinct academic discipline that has its roots in educational and vocational guidance and counseling, human development, supervision, and clinical practice. The primary focus of counselor education programs is the training and preparation of professional counselors who are competent to practice, abide by the ethics of the counseling profession, and hold strong counseling identities. At the doctoral level, counselor education programs may focus on the preparation and training of future academic professionals who will teach the curriculum of counseling theory and practice and include specialized practice areas.
Counselor education program	The academic department or specifically defined subsection of a department identified and defined in a college or university that has programmatic and operational responsibility for curricular and clinical experiences for which accreditation is sought. A counselor education program includes allocated faculty and resources.
Course credit hours	The number of credit hours of the course, <i>not</i> the number of student credit hours generated by the course.
Cultural Identity	A person's intersectional identities that could represent the following: age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin, language, migration status, and veteran status among others.

Culturally Sustaining	Inclusive practices that preserve, support, and affirm a person's diverse heritage, values, language, and cultural identities
Digital Delivery	A program delivers, collects, evaluates and/or stores any portion of its curriculum and learning activities using software and/or tele-communications tools. These tools are also used to facilitate regular and substantive interaction or engagement among students and between students and instructor(s). (from CACREP Glossary of Digital Learning Terms [insert link])
Direct service	Supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.
Disability	According to the World Health Organization (2011, p. 4), “Disability is the umbrella term for impairments, activity limitations and participation restrictions, referring to the negative aspects of the interaction between an individual (with a health condition) and that individual’s contextual factors (environmental and personal factors).” [https://apps.who.int/iris/handle/10665/44575] This includes physical, mental, developmental, cognitive, and psychiatric disabilities.
Diversity	All aspects of intersectional and cultural group identity, including age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status among others.
Entry-level	In the context of these standards, entry-level refers to a minimum of a master’s degree program.
Evidence-based	The use and application of the best available current research to inform decision-making and practice.
External stakeholders	Individuals and organizations who employ, consult, or otherwise engage with a program. This may include site supervisors of entry-level professional counselors, organizations who employ graduates of counselor education programs, and higher education administration.

Formative and summative evaluations	Formative evaluation examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions. Summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistent with a professional standard.
Group supervision	A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.
Inclusive learning environment	An educational setting where students of every ability and background receive training in the same place, are supported intellectually and academically, and are extended a sense of belonging regardless of identity.
Indirect service	Supervised activities that do not involve interaction with clients and hold the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities may include (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) simulated role plays.
Individual professional counseling liability insurance	Insurance that provides legal protection for an individually named student during fieldwork.
Individual supervision	A tutorial and mentoring relationship between a member of the counseling profession and one counseling student.
Institutional media	Publicly available digital and print sources that provide information about the institution.
Internship	A distinctly defined, post-practicum, supervised 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 related to program objectives.
Intersectional identity	A term pertaining to multiple interconnected social and cultural identities associated with systems of privilege and oppression and inequality that could represent the following: age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin, language, migration status, and veteran status among others.

Key performance indicators (KPIs)	Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.
Learning resources	Texts, videos, software, learning management systems, and other materials/tools used for the training and development of students.
Licensure	The process by which a state agency or government grants permission to a person 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 public health, safety, and welfare are reasonably well protected.
Live supervision	A combination of direct observation of the counseling session with some method that enables the supervisor to communicate with and thereby influence the work of the supervisee during the session.
Marginalized Populations	Individuals or groups who are historically and/or currently underserved or experience discrimination on the basis of age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status among others.
Matriculation	Enrollment in a counselor education program and movement towards completion of the degree.
Modality	The format that counselor education programs use to deliver the curriculum and engage with students. Modality also refers to the format that counseling services and supervision are delivered. Modalities may be asynchronous, digital synchronous, or in-person synchronous
Multiple measures	The use of two or more different types of measures per assessment area.
Multiple points	Data collected at two or more points in at least two academic terms throughout students' program of study.
Practicum	A distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.
Professional counseling	A professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. (Kaplan et al., 2014)

Professional counseling organizations	Organizations whose primary mission is to advocate for and to provide development, support, and/or recognition for professional counselors across the specialized practice areas.
Professional dispositions	The commitments, characteristics, values, beliefs, and behaviors that influence the counselor's professional growth and interactions with clients, faculty, supervisors, and peers including working in a diverse, multicultural, and global society with currently and historically marginalized populations.
Program delivery type	A program's determination of the tools it will use, and to what degree, to deliver its curriculum. Programs may deliver curriculum digitally asynchronous, digitally synchronous, and/or in-person synchronous. (from CACREP Glossary of Digital Learning Terms)
Program evaluation	The review and interpretation of information that has been gathered from and about individuals, programs, or processes that leads to decisions and future actions. Evaluation refers to the method and process of determining and judging overall program effectiveness using the assessment and other data that has been gathered to review the program and implement improvements based on the results.
Prospective students	individuals not yet admitted to or enrolled in a program who may have interest and be eligible for application and future enrollment.
Qualifying assessment	An activity or culminating experience that is used to determine students' readiness to move to an advanced experience in the curriculum or advance to candidacy in a doctoral program.
Relevant training in counseling supervision	Training in counseling supervision to be determined by the program (e.g., workshop offered by the institution, graduate supervision course, possession of supervisory credential, etc.).
Service delivery modalities	The ways in which counseling may be conducted (e.g., in-person, digitally)
Specialized practice areas	A structured sequence of curricular and clinical experiences that assists students to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in an area of specialized practice. In the context of these standards, specialized practice areas are housed within an entry-level master's degree program.

Student Assessment	The systematic gathering of information for decision making about individuals, groups, programs, or processes. Assessment is the measurement of an individual student's level of attainment of knowledge, skills, and dispositions. Student assessment is distinct from program evaluation that includes aggregating the individual student data into the overall student assessment data used in the process of program evaluation.
Student learning	Measurable acquisition of knowledge or skills.
Sustained	Maintained or occurring consistently over a period of time beyond the year prior to when accreditation is being sought.
Systematic	In a regular, planned, and comprehensive manner.
Threshold	Baseline performance outcomes for acceptable results associated with program performance, including student achievement, consistent with program mission and objectives (Council for Higher Education Accreditation [CHEA], 2019)
Triadic supervision	A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.
Underrepresented	A student or faculty subset that holds a smaller percentage within the counselor education program than the subset holds in the general population. Specific characteristics of an underrepresented subset vary depending on the counselor education program.
Universal design	Design of buildings, products, and environments that makes them usable to the greatest extent possible by all people regardless of their level of ability or disability, without the need for specialized modifications.

Advisory Committee Policy

Adopted by the Board on January 10, 2022

Purpose: A BSRB Advisory Committee, as a creation of the Board, has the purpose of supporting the Board in carrying out its mission to protect the public. Members serve at the pleasure of the Board. Actions pertaining to informing, licensing, and disciplining of those persons regulated by the Board are the methods for accomplishing the mission.

Process: An Advisory Committee fulfills its purpose by addressing issues referred to it by the Board through the Advisory Committee Chair or the Executive Director. A Committee may suggest issues it believes the Board should consider by referring those through the Chair of the Advisory Committee. When the latter occurs the Board has three courses of action from which to choose:

1. The Board can agree the issue needs to be addressed at the Board level.
2. The Board can agree the issue should be addressed and refer the matter to the appropriate person or committee for additional information, review, or analysis, which will then be brought back to the Board.
3. The Board can decide to not address the issue.

Structure of the Committee: Chairs of Advisory Committees will be members of the Board. If the profession is represented on the Board, the Chair of the Advisory Committee will be a Board member licensed in the discipline of the committee and appointed by the Governor to represent that discipline on the Board. Any other Board members appointed by the Governor to represent that discipline on the Board will serve as a member of that advisory committee. A public member of the Board will also be a member. There will be a minimum of three and a maximum of ten additional members appointed. The Executive Director will be a non-voting, ex officio member. The Assistant Director or Licensing Manager is encouraged to attend. The Assistant Attorney General representing the Board should attend meetings when their attendance is requested.

Terms for Advisory Committee members will be two years. They will be appointed by the Chair of the BSRB and can serve up to four terms. Appointments to the committee should be staggered to avoid having too many members of the Advisory Committee reach their maximum length of service at the same time. The policies and procedures under which the BSRB Board Members are expected to operate will apply also to the Advisory Committee Members. The Chair of the BSRB can remove members.

Selection: Members for the Committee may be nominated by anyone, including the public, committee members, members of a professional organization — either the discipline's own or other's — or through self-nomination. In reviewing nominations, the Committee should work to ensure that there is diverse representation including, but not limited to, geographic setting, gender, culture, and ethnicity. Members should provide representation of the levels of licensing for that discipline and those members should be selected from among public and private practitioners and educators.

The Committee as a whole discusses nominations and reaches recommendations on new members. The nominee's resume, a letter stating the reasons why he or she desires to be appointed, and a copy of the Board's mission and goals to which the nominee has indicated agreement, are reviewed. The Chair of the Committee will submit the Committee's recommendations for new members to the BSRB Board Chair. The Chair will review the recommendations and may request input before making a decision, which will be announced at a Board meeting.

After the appointment has been approved the Executive Director will inform the Advisory Committee appointee by letter or e-mail. The Executive Director may assist the new member by providing information, which will help orient the member to the Board's, and Advisory Committee's, role and function.

**BEHAVIORAL SCIENCES REGULATORY BOARD
PROFESSIONAL COUNSELING ADVISORY COMMITTEE'S
SUBCOMMITTEE ON UNPROFESSIONAL CONDUCT REGULATION REVIEW
JULY 18, 2022**

Draft Minutes

- I. Call to Order.** David Fye, Executive Director for the Behavioral Sciences Regulatory Board, called the Subcommittee meeting to order at 10 a.m.

Subcommittee Members: Subcommittee members who participated by Zoom were Jessica Allison, Michelle Fairbank, Bob Kircher, and Andrew Secor.

BSRB Staff: David Fye and Leslie Allen were present by Zoom.

- II. Review of Unprofessional Conduct Regulation.** The Executive Director noted the Professional Counseling Advisory Committee requested creation of a Subcommittee for the review of the unprofessional conduct regulations for the profession. The Board authorized the Subcommittee to meet and the Advisory Committee selected members to serve on the Subcommittee. The Executive Director asked the members of the Subcommittee to review the current unprofessional conduct regulations for the professional counseling profession so that the Subcommittee could submit recommendations for possible changes back to the Professional Counseling Advisory Committee, which could be recommended by the Advisory Committee back to the Board of the BSRB for changes to the regulations. The Subcommittee was asked to focus on areas where new unprofessional conduct regulations should be added, whether other regulations should be removed, and whether existing regulatory language should be changed to provide clarity to the regulations. The Executive Director advised the members of the Subcommittee to be mindful of regulations that may need additional language, considering changes in technology including telehealth and social media.

The Subcommittee reviewed the K.A.R. 102-3-12a(a) and (b).

For item (2)(D), Subcommittee members discussed whether “*conviction of a crime*” was sufficient” or whether other language was needed, such as “*conviction of a felony.*” It was noted that some professions under the BSRB use “*crime,*” while other use “*felony.*” The Subcommittee highlighted this item for further review at a later date.

For item (11), Subcommittee members discussed whether a more appropriate term could be included, rather than “*cruel.*”

For item (12), Subcommittee members recommended adding additional language to the regulation on discrimination to better match the American Counseling Association’s Code of Ethics.

For item (23), the Executive Director noted it may be helpful to clarify this regulation by changing the language from “*engaging in professional activities, including billing practices and advertising, involving dishonesty, fraud, deceit, or misrepresentation*” to “*engaging in professional activities, including **but not limited to** billing practices and advertising, involving dishonesty, fraud, deceit, or misrepresentation.*” Subcommittee members were supportive of the proposed change.

For item (24), the Subcommittee referenced a version of K.A.R. 102-3-12a which showed potential changes which had been considered by a past Professional Counseling Advisory Committee of the BSRB. The proposed change would strike existing language “*using alcohol or illegally using a controlled substance*” and replace that language with “*Being under the influence of any substance that impairs professional judgment.*” The new language would precede existing language “*... while performing the duties or services of a professional counselor or clinical professional counselor.*” Subcommittee members supported the proposed language.

For item (25), the Subcommittee members expressed the need to support and protect students. Subcommittee members questioned the definition of the term “*active,*” as it related to clients and students.

For item (26), the Subcommittee members discussed the current language concerning inappropriate sexual advances or physical intimacies with clients. Subcommittee members expressed support for changing the length of time from 24 months to stating that a client should never have a sexual relationship with someone who has been a client.

VII. Adjournment. The meeting was adjourned at 11:00 a.m.

**BEHAVIORAL SCIENCES REGULATORY BOARD
PROFESSIONAL COUNSELOR ADVISORY COMMITTEE MEETING
AUGUST 1, 2022**

Draft Minutes

- I. Call to Order.** Laura Shaughnessy, Chair of the Advisory Committee, opened the meeting and called roll.

Advisory Committee Members: Advisory Committee members who participated by Zoom were Laura Shaughnessy, Jim Kilmartin, Harriet Bachner, Michelle Fairbank, Bob Kircher, Andrew Secor, and Edil Torres-Rivera.

BSRB Staff: David Fye and Leslie Allen were present by Zoom.

Guests Present: Lynn Linde from the American Counseling Association; Dan Logsdon and Carl Sims from the Council on State Governments.

- II. Public Comment. Presentation on the Professional Counseling Multi-State Compact by Lynn Linde, Executive Director of the Center for Counseling Practice, Policy, and Research for the American Counseling Association; and Dan Logsdon, Director of the National Center for Interstate Compacts.** Presenters provided background and an overview of a multi-state compact for the clinical-level of the professional counseling profession. The compact was passed by Georgia and Maryland in 2021 and adopted by several more states during the 2022 legislative session. Following the presentation, presenters answered questions from Advisory Committee members. More information on the compact can be found at counselingcompact.org.

- III. Agenda Approval.** Edil Torres-Rivera moved to approve the agenda. Andrew Secor seconded. The motion passed.

- IV. Minutes Approval:** Bob Kircher moved to approve the minutes with technical corrections. Michelle Fairbank seconded. The motion passed.

- V. Executive Director's Report.** David Fye, Executive Director for the BSRB, reported on the following topics:

A. Advisory Committee Membership Update. Jessica Allison emailed and updated the Executive Director that unfortunately is needing to resign from the Advisory Committee. The Advisory Committee thanks her for service to the Advisory Committee.

B. BSRB Updates. The BSRB is still under the Governor's direction to avoid in-person meetings. The Executive Director noted he will update the Advisory Committee when that direction is changed. There is a new part time licensing specialist. The BSRB will

be focusing on the next Budget cycle. The budget is due on September 15. The Executive Director will be checking on contracts we have with other agencies.

- C. Board Meeting on July 11.** The Board elected new Chair Mary Jones and new Vice-Chair David Anderson. The Governor appointed new Board members Cynthia Schendel for social work and Richard Nobles for Licensed Psychology. The Governor appointed Jim Kilmartin to serve as a public member of the Board beginning July 12, 2022. The Board will hold an offsite planning meeting that will take place at the end of October.
- D. Other Meetings and Events.** The Executive Director will be attending an upcoming conference for the National Board for Certified Counselors (NBCC) and will be a presenter at the conference on the topic of innovations in licensing.

VI. Old Business

- A. Continued Discussion on Possible Pre-Approved Continuing Education Providers and Programs.** The Executive Director sent the language for continuing education pre-approved providers. There is a question of who would create the list of providers and when. The list can be requested through a mailing list and an application will be made for providers that want to apply. There is a recommendation that there be a note that if there is ever an issue with a program to call the Board. Edil Torres-Rivera motioned to bring recommendations to the Board, Michelle Fairbanks seconded. The motion passed.
- B. Continued Discussion on Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2024 Standards – Draft 3.** The Executive Director provided Draft 3 of the CACREP accreditation proposed changes for Advisory Committee member review. The Executive Director will continue to keep the Advisory Committee up to date in the event Draft 4 is released for comment.
- C. Continued Discussion on Education Requirements for Licensure.** Advisory Committee members reviewed educational requirements for licensure in K.A.R 102-3-3a, specifically as they relate to requirements for chair or directors of programs, ratio of core faculty to non-core faculty, and the in-residence requirement for certain education. Advisory Committee members reviewed and discussed degree requirements for the chair or director of programs and did not recommend changes to those requirements. The Advisory Committee reviewed and discussed the requirement of a ratio of education received by core faculty and did not recommend changes to that requirement. The Advisory Committee discussed the physical presence requirement that is included in the definition of “in residence” and how this requirement creates difficulty for applicants from online schools. The Advisory Committee was supportive of a recommendation to remove the physical presence requirement from the “in residence” definition, but requested to review draft language of the proposed change before making a recommendation.

VI. New Business

- A. New Advisory Committee Member Recommendations.** Due to time constraints, review of candidates and possible recommendations on new members of the Advisory Committee will take place at the next Advisory Committee meeting.
- B. Update for Subcommittee on Unprofessional Conduct Regulation Review.** The Advisory Committee's Subcommittee on Unprofessional Conduct Regulation Review met in July and the Subcommittee was able to review the first half of the unprofessional conduct regulations for the profession. The Subcommittee will meet again in September.
- C. Licensed Psychology Regulation K.A.R 102-1-15(g).** At the July Board meeting, the Executive Director referenced a continuing education regulation for the Licensed Psychology profession, which allows Licensed Psychologists to submit a request to the BSRB for additional time to complete their continuing education hours for their license period. If approved, the licensee would renew their license, even though they had fewer hours than required, but the licensee is provided additional time during the next license period to complete the past continuing education. Advisory Committee members were supportive of the change, though they questioned whether the 6-month time period in regulation was too lengthy. Language specific to the Professional Counseling profession will be reviewed at a future meeting.

VII. Next Meeting. October 3, 2022.

VIII. Adjournment. Michelle Fairbank moved to Adjourn. Kenton Olliff seconded. The motion passed.

**BEHAVIORAL SCIENCES REGULATORY BOARD
PROFESSIONAL COUNSELING ADVISORY COMMITTEE'S
SUBCOMMITTEE ON UNPROFESSIONAL CONDUCT REGULATION REVIEW
SEPTEMBER 30, 2022**

Draft Minutes

- I. Call to Order.** David Fye, Executive Director for the Behavioral Sciences Regulatory Board, called the Subcommittee meeting to order at 11 a.m.

Subcommittee Members: Subcommittee members who participated by Zoom were Andrew Secor and Bob Kircher. Michelle Fairbank was absent.

BSRB Staff: David Fye and Leslie Allen were present by Zoom.

- II. Continued Review of Unprofessional Conduct Regulation.** The Executive Director reminded the members of the Subcommittee of their charge to review the current unprofessional conduct regulations for the professional counseling profession and to submit recommendations for possible changes back to the Professional Counseling Advisory Committee, which could be recommended by the Advisory Committee back to the Board of the BSRB for changes to the regulations. The Subcommittee was asked to focus on areas where new unprofessional conduct regulations should be added, whether other regulations should be removed, and whether existing regulatory language should be changed to provide clarity to the regulations. The Executive Director advised the members of the Subcommittee to be mindful of regulations that may need additional language, considering changes in technology including telehealth and social media. At the previous Subcommittee meeting, the Subcommittee reviewed the K.A.R. 102-3-12a(a) and (b)(1-27).

The members of the Subcommittee continued to review the unprofessional conduct regulations for the professional counseling profession, beginning with K.A.R. 102-3-12a(b)(28).

For item 33, Subcommittee members questioned the use of the phrase “secret or special treatment” and considered alternative language, such as “untested or experimental.”

For item 34, Subcommittee members expressed support for replacing the term “tests” with “assessments.”

For item 35(D), Subcommittee members expressed support for replacing the term “tests” with “assessments.”

For item 37, a past grouping of the Professional Counseling Advisory Committee had considered alternative language, which was reviewed by the Subcommittee. Members indicated support for continuing to include language that the consent of each participant

be voluntary and informed. The item was highlighted for additional discussion by the full Advisory Committee.

For item 43, Subcommittee members expressed support for adding additional language to clarify whether a different length of time is necessary for retention of minor records.

For item 44, Subcommittee members asked for clarification whether the language would cover supervision of students, and expressed a desire for clarification to make sure that safety of students is covered.

For item 47, Subcommittee members expressed support for moving the term “sexual abuse” to the section of the regulation that includes “physical, mental, or emotional abuse,” rather than following “neglect.” (*Note: Item 47 links to K.S.A. 38-2223, Reporting of Certain Abuse or Neglect of Children; Persons Reporting; Reports, Made to Whom; Penalties; Immunity from Liability. Under K.S.A. 38-2223(a)(1), the specific language in the statute currently states “...physical, mental or emotional abuse or neglect or sexual abuse...”*)

For item 51, Subcommittee members discussed whether some of the content of this item might already be covered in item 33 and item 37 and highlighted the item for further discussion.

For item 55, Subcommittee members discussed the language of the regulation and the difficulty in differentiating between mental disorder, mental illness, or disease. Advisory Committee members expressed support for removing this regulation.

A past grouping of the Professional Counseling Advisory Committee expressed support for adding three new regulations, two specifically directed towards social media and a third directed a telehealth practices. Subcommittee members expressed support for adding the proposed language for each of the three regulations.

Additionally, Subcommittee members supported adding additional regulations based on language in the American Counseling Association (ACA) Code of Ethics, as it relates to telehealth practices. Subcommittee members discussed disclosure of practitioner telehealth credentials and training, disclosure of physical location of practice and provider contact information, mindfulness of time zone differences, expected delivery response times, and consistency of telehealth services being provided in the state.

VII. Adjournment. The meeting was adjourned at 12:05 p.m.