



CANADIAN COUNSELLING AND  
PSYCHOTHERAPY ASSOCIATION  
L'ASSOCIATION CANADIENNE DE  
COUNSELING ET DE PSYCHOTHÉRAPIE

# CCPA Accreditation Procedures and Standards for Counsellor Education Programs at the Master's Level

Approved by the CCPA Board of Directors on May 2002



## Preamble

This manual was developed by Dr. Sharon E. Robertson and Dr. William A. Borgen, Co-Chairs of the CCPA Council on Accreditation of Counsellor Education Programs (CACEP) in 2001-2002, the year in which this document was approved. Many members of the Canadian community of professional counsellors, including counsellor educators at universities across Canada, members of the CCPA Counsellor Educators' Chapter, and the CCPA Board of Directors, provided comments and feedback on drafts of this document. Their contribution and support was greatly appreciated.

The current document was guided by the 1987 CGCA Procedures for Accreditation of Counsellor Education Programs in Canada, the CPA Accreditation Procedures for Doctoral Level Programs in Professional Psychology (1991), and the 2001 CACREP Standards for Accreditation of Counsellor Education Programs. The support of the American Counseling Association and the Council for Accreditation of Counselling and Related Educational Programs in the development of this manual is gratefully acknowledged.



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## INTRODUCTION

Since the early 1970's the Canadian Counselling and Psychotherapy Association (CCPA) has maintained an ongoing concern for the standards and training of counsellors in Canada (Peavy, Robertson, & Westwood, 1982). In 1987, this concern culminated in the establishment of a process for accrediting counsellor education programs. The main purposes of accreditation are:

1. To promote high standards in the pre-service training of professional counsellors.
2. To assist the administration and faculty of counsellor education programs to assess and improve their objectives, resources, and programs.
3. To promote a continuing review and evaluation of existing counsellor education programs.

It is important to distinguish between the accreditation of programs and the certification of individuals, two separate processes that are frequently referred to as if they are one and the same. On the one hand, accreditation implies the setting of minimal standards which training programs must meet. In order to become accredited, a counsellor education program must fulfill certain requirements or standards with regard to institutional settings, program mission and objectives, program content, practicum experiences, student selection and advising, faculty qualifications and workload, program governance, instructional support, and self-evaluation. On the other hand, certification implies recognition that individuals have met minimal professional standards to practice independently as a counsellor. In order to be certified, counsellors must meet certain levels of education and training in counselling, they must follow the code of ethics, and they are held accountable to show competent and ethical performance in practice. The procedures and materials outlined in this manual apply only to accreditation and not to certification.

The Board of Directors of the Canadian Counselling and Psychotherapy Association approved the CCPA Procedures and Standards for Counsellor Education Programs at the Master's Level (Robertson & Borgen, 2002) to be used as a basis for evaluation of graduate programs in counsellor education. These procedures and standards are published in this manual and are embodied in the application forms available from CCPA.

In order to administer its accreditation program, CCPA has established the Council on Accreditation of Counsellor Education Programs (CACEP) referred to simply as the Council on Accreditation. Specifically, the mandate of the Council is as follows:

- To oversee and manage the CCPA accreditation program, which involves providing professional and arms-length evaluation of counsellor education programs.
- To develop policies and procedures pertaining to the operation of the Council and to make recommendations regarding these to the CCPA Board of Directors.
- To periodically review the CCPA Accreditation Procedures and Standards and to make recommendations for change to the CCPA Board of Directors.



- To develop and implement a program for training site visitors.
- To develop documents and instruments needed to administer the accreditation program.
- To provide consultation to counsellor education programs.
- To provide information to the President of the institution applying for accreditation, regarding the outcome of the institution's application.
- To interact through the CCPA President with other elements of the CCPA governance structure on matters related to accreditation.
- To develop marketing strategies to interest universities in the accreditation of their counsellor education programs.
- To cooperate with provincial and federal institutions and agencies as well as other professional groups in promoting high standards of counsellor education.

The Council on Accreditation is composed of a minimum of a Chair, and three additional members, all of whom are recognized counsellor educators. Each member of the Council on Accreditation is appointed for a period up to four years. Members of the Council are appointed by the Board of Directors of CCPA upon the recommendation of the Council on Accreditation.

The procedures and standards outlined in this manual are intended for universities seeking accreditation, on a voluntary basis, for counsellor education programs at the master's degree level. The procedures provide the opportunity for self-study prior to application and allow time to initiate needed changes. The process is intended to be constructive rather than punitive and allows an institution to withdraw its application for accreditation at any time. This manual contains the procedures involved in the accreditation process and the minimum standards, which programs seeking accreditation must meet. Application forms may be obtained from CCPA.



## Procedures

### Overview of the Accreditation Process

Using the CCPA Standards, the accrediting process involves:

1. Submission of a written application that incorporates an internal program evaluation report. Completed applications are accepted at any time and should be sent to the Chair of the Council on Accreditation.
2. Evaluation of the institution's program by a site visiting team appointed by the CCPA Council on Accreditation to determine if the Standards are met.
3. Periodic review to determine whether or not accredited programs continue to meet the Standards.

### Preparing for Accreditation

Before making formal application to the Council on Accreditation, the faculty should study the application and rating forms carefully and use them to determine strengths and weaknesses of the program for which accreditation is sought. The purpose of this self-study is to improve the effectiveness of the program and to prepare for a formal application for accreditation. The following sequential steps are suggested as possible procedures for conducting the self-study:

1. Prepare and organize the faculty.
2. Develop materials required to complete the application form.
3. Have the faculty rate the degree to which the program meets each of the standards as they appear on the rating form.
4. Invite a consultant to assist in a review of the program<sup>1</sup>.
5. Implement the necessary program changes in order to meet the CCPA Standards.
6. Document changes made in the program as a result of the self-study.

This process may require a minimum of six months to complete. When the faculty is satisfied that its program meets the CCPA Standards, formal application for Accreditation may be made.

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<sup>1</sup> The purpose of inviting the consultant is to review the program compared with the accreditation standards and to provide feedback with respect to strengths and changes that should be made to meet the standards. The consultant should be a senior professor with extensive experience in counsellor education and the accreditation standards. This step is recommended but not required. The consultant is chosen by the program and funded by the university. The consultant's report is confidential to the university. A list of potential consultants can be obtained from CCPA.



## **Minimal Standards to be met Before Making Formal Application for Accreditation**

While there may be variation in the degree to which a program meets various standards, it is expected that most of the Standards will be met at an exemplary level. Where a standard is not adequately met, there must be some evidence of the department's effort and commitment to meet it.

### **Applying for Accreditation**

Formal application for accreditation must include:

1. A completed application together with some evidence of an internal self-study conducted over the previous six months, relevant excerpts from the Graduate Calendar, descriptive brochures, and information routinely disseminated to prospective graduate students, and any other supportive documentation.
2. A completed CCPA Accreditation Application Form indicative of current program status.
3. A letter of intent by the institution to meet the financial obligations of a site visit. An appropriate officer of the institution must sign this letter.
4. Payment of an application fee of \$1,000.00.

The institution should prepare seven copies of its application. Three copies, along with a cheque in the amount of \$1,000.00 made payable to the Canadian Counselling and Psychotherapy Association, should be sent to:

CCPA Council on Accreditation,  
202-245 Menten Place  
Ottawa, ON K2H 9E8

Upon request, the institution will supply a completed copy of all application materials to each of the three site visitation team members. One copy is to be retained for the institution's files.

### **The Response of the Council on Accreditation to the Application**

The Council on Accreditation reviews the institution's application and may respond in one of three ways:

1. Accept the application, which means that the counsellor education program will be considered for accreditation and a site visit will be made.
2. Return the application because it is incomplete and request that the missing information be supplied.





3. Recommend that the application be withdrawn because an examination of the data reveals that the standards for program approval are unmet. In this event, the Chair of the Council on Accreditation will notify the institution of the recommendation and state the reason. If the institution believes the preliminary evaluation and response to be in error, it may provide additional information and request reconsideration of the decision. The Council on Accreditation reserves the right to determine the final course of action.

### **Site Visits**

The purposes of the site visit are:

1. To validate the information presented in the application for Accreditation.
2. To gain an understanding of those aspects of the counsellor education program that cannot be evaluated fully from documentation supplied by the institution.

The typical site visit consists of a two or three day review of the program. The Chair of the Council on Accreditation is responsible for the following arrangements:

1. Scheduling the site visit.
2. Sending materials pertaining to the procedures and regulations covering site visits to the designated individual(s) at the institution.
3. Appointing the site visiting team and designating the chair of the team.
4. Providing members of the team with the necessary instructions and documents.

### **Criteria for Selection of an Individual for Accreditation Site Visits**

A member of a site visiting team must:

1. Be a member of CCPA.
2. Be a recognized counsellor educator for a program at the Master's level at a Canadian university.
3. Submit a current curriculum vita.
4. Have completed a site visitor training session on CCPA accreditation procedures.
5. Have no conflict of interest with the program under review
6. Be approved by the Council on Accreditation.

Site visitors are volunteers and do not receive an honorarium. They are compensated for travel and subsistence. Costs of the site visit are the responsibility of the university applying for accreditation.



## **Composition of the Site Visiting Team**

1. The site visiting team will consist of three members appointed by the Chair of the Council on Accreditation.
2. The Chair of the Council on Accreditation will confer with the institution before selecting the site visiting team. Site visiting team members must be acceptable to the applying institutions as well as to the Council on Accreditation.
3. The Chair of the Council on Accreditation will designate one of the site visitors as chair of the site visiting team.
4. To minimize expenses, geographical location will be considered when selecting the team. In no case, however, will a member of the team be employed in the same province in which the institution is located.

## **Duties of the Chair of the Site Visiting Team**

The duties of the chair of the site visiting team will be as follows:

1. To plan the site visit with the designated institutional representative in advance of the visit.
2. To assign duties to site visiting team members.
3. To chair an organizational meeting at the beginning of the site visit.
4. To organize and supervise the activities of the site visiting team.
5. To speak for the site visiting team in conferences with administrative officers of the institution.
6. To collect reports from team members and prepare a final report to be forwarded to the Chair of the Council on Accreditation no later than four weeks after the site visit.

## **Conduct of the Site Visit**

1. Site visiting team members should arrange their travel schedules so that arrivals and departures coincide with the beginning of the site visit and the completion of official business. Site visiting team members should not arrive late nor should they leave before the work of the team has been completed.
2. Team members should send copies of their travel schedules in advance to the Chair of the Council on Accreditation, the Chair of the Site Visiting Team, and the designated representative of the applying institution.
3. Social engagements for either the site visiting team or individual members should be avoided. Evenings should be kept free so that team members may confer with one another.
4. The Chair of the Site Visiting Team should hold a meeting of team members on the afternoon or evening before the site visit begins. The purpose of the meeting is to review relevant materials, to plan the team's work, and to divide up responsibilities.
5. Normally, the site visiting team should plan to:



- a) examine the library facilities;
- b) review the program in depth with the academic staff;
- c) meet with administrative officers of the institution, including those in positions to discuss with authority the institution's overall attitude towards the counsellor education program;
- d) meet with individual faculty members; and
- e) interview students and graduates.

The site visiting team may also request an interview with either the President or his/her designee.

6. Site visiting team members should confer with one another, as necessary, during the visit to examine progress and to plan for the rest of the visit. A meeting should be held at the end of the site visit to consolidate impressions, to identify requirements that need to be met, and to draft recommendations arising from the site visit.
7. Before leaving, the Chair and other site visiting team members should discuss with appropriate officers and faculty of the institution their general impressions of the program. The purpose of this meeting is to allow for verification and/or correction of information by program and administrative representatives.

### **Format of the Site Visit Report**

Preparation of the final report of the site visit is the responsibility of the Chair of the Site Visiting Team although various aspects of the report writing may be delegated to individual team members. The site visiting team report should follow the following format:

1. Introduction.
  - 1.1 Name of the Institution and Department
  - 1.2 Names and positions of Site Visiting Team Members
  - 1.3 Dates of the Site Visit
  - 1.4 Agenda of the Site Visiting Team
2. Evaluation against CCPA Standards
  - I -The Institution
  - II -Mission, Orientation, Objectives, and Priorities
    - Standards A, and B 1-7 are partially met, met, not met.
    - Strengths
    - Limitations
    - Recommendations for Action
  - III -Program of Studies
    - Standards A 1-14, B 1-10, C, and D 1-10 are partially met, met, not met
    - Strengths



- Limitations
  - Recommendations for Action
- IV -Students
- Standards A 1-3, B 1-2, C 1-2, and D 1-2 are partially met, met, not met.
  - Strengths
  - Limitations
  - Recommendations for Action
- V -Faculty
- Standards A 1-3 and B 1-2 are partially met, met, not met.
  - Strengths
  - Limitations
  - Recommendations for Action
- VI -Program Governance
- Standards 1-4 are partially met, met, not met.
  - Strengths
  - Limitations
  - Recommendations for Action
- VII -Instructional Support
1. Standards 1-4 are partially met, met, not met.
  2. Strengths
  3. Limitations
  4. Recommendations for Action
- VIII -Evaluation
- Standards A and B, C 1- 2, D 1 – 4, E - H are partially met, met, not met.
  - Strengths
  - Limitations
  - Recommendations for Action

Note: The Site Visit Report does not contain a recommendation regarding accreditation.

### **Disposition of the Site Visit Report**

The preparation of the Site Visit Report is coordinated by the Chair of the Site Visiting Team who forwards the report, along with any minority or supplementary reports, to the Chair of the Council on Accreditation no later than four weeks after the site visit.

A copy of this report will be sent to the President of the applying institution or his/her designee, the Dean of the Faculty, the Head of the administrative unit in which the counsellor education program is located, and to the Professional Leader of the Counsellor Education Program for verification of the factual data and/or for comment. The institution will have one month in which to respond by providing additional materials concerning the facts and



conclusions in the written report. No action will be taken on the report until the end of the one-month period.

### **Categories for Decisions on Accreditation**

After reviewing the Site Visit Report and the team's recommendation regarding accreditation and any additional information provided by the applicant institution, the Council on Accreditation will decide the action to be taken on accreditation. The Council will make a decision to place the program into one of the following three categories:

- a. Full Approval (for a 6-year period)
- b. Provisional Approval (for a 3-year period)
- c. Denial of Approval

The decision made by the Council on Accreditation will become effective as of the month of the site visit. Accredited programs must pay an annual fee of \$750.00 due on the date when accreditation first applies and on the anniversary date for each year thereafter.

### **Making Decisions on Accreditation**

1. The Council on Accreditation will be responsible for making all final decisions regarding program accreditation.
2. The Council on Accreditation will treat as confidential all materials and deliberation pertaining to any institution.
3. Two members of the Council on Accreditation will be assigned to review the information on a specific program and make separate recommendations to the Council on Accreditation. They will be supplied with (a) a copy of the program's application for accreditation, (b) a copy of the Site Visit Report, and (c) a copy of the institution's response to the Site Visit Report.
4. No member of the Council on Accreditation may participate in a decision on accreditation for an institution with which he/she has had or currently has a formal affiliation (e.g., as a faculty member, a student, or employee) or for which he/she has been a member of the site visitation team.
5. Information on a program's application will be reviewed and discussed at the first meeting of the Council on Accreditation following the Site Visit. After careful review of the materials provided, each eligible member of the Council on Accreditation shall participate in the discussion and vote on a recommendation regarding accreditation (i.e., Full Approval for 6 years, Provisional Approval for 3 years, or Denial of Approval).
6. At least 2/3 of the voting members of the Council on Accreditation must recommend Full or Provisional Accreditation for a program to be placed in that category. Programs that do not receive this support will be denied approval.



7. The Chair of the Council on Accreditation will collate and summarize the recommendations of the Council members and will provide specific feedback, in writing, to each institution when granted or denied accreditation. All such feedback will be sent directly to the President of the institution or his/her designee, and to the Professional Leader of the Counsellor Education Program.
8. Any information regarding accreditation decisions will be released only by the Chair of the Council on Accreditation.
9. When Provisional Approval is granted by the Council on Accreditation, the specific steps that must be taken by the institution to gain Full Approval will be specified, in writing, and sent by the Chair to the President of the institution or his/her designee, and to the Professional Leader of the Counsellor Education Program.
10. Provisional Approval extends for three years. By the end of the second year, the program must re-apply for accreditation. At the end of the three years the Council on Accreditation will make another decision on the accreditation status of the program. In no case will the program retain provisional status for more than three years. If the CCPA Standards are not met by the program at the end of three years, program denial will be automatic unless the institution chooses to withdraw its application. Full approval will extend for six years. At the end of the fifth year, the program must reapply for accreditation.
11. In order to maintain its accredited status, a program will be required to submit to the Chair of the Council on Accreditation, a short yearly report and a longer report at the mid point of the accreditation cycle. The Council on Accreditation will review the report and the Chair will provide a written response to the submission each year.

### **Notification to the Institution**

The Chair of the Council on Accreditation will forward a copy of the decision of the Council on Accreditation, with specific feedback to the President of the institution or his/her designee, and to the Professional Leader of the Counsellor Education Program. The institution will be informed of its right to appeal an unfavourable decision and of the deadline for filing an appeal. A decision of denial will not be formalized for a period of one month after the institution has been notified of its right to appeal.

### **Appeal Procedures**

A decision of denial of approval by the Council on Accreditation may be appealed within one month after the decision has been made and notification has been sent. The appeal procedure is as follows:

1. The institution will appeal in writing to the Council on Accreditation giving its reasons for requesting reconsideration of the decision.



2. The Council on Accreditation will have the responsibility of appointing a Hearing Panel made up of a minimum of three members. Members of the Hearing Panel shall be acceptable to the Institution.
3. If another site visit is deemed appropriate by the Hearing Panel and agreed to by the appealing institution, the institution must pay the actual expenses incurred by the site Hearing Panel.
4. The Hearing Panel, on the basis of its review of the pertinent materials on which the decision of the Council on Accreditation was made, will decide on the appeal. The Hearing Panel may decide to:
  - a) Uphold the decision of the Council on Accreditation. The Council on Accreditation will receive from the Hearing Panel, a written statement giving the rationale for the Panel's decision.
  - b) Rescind the decision of the Council on Accreditation and render a decision, which it considers appropriate. The Council on Accreditation will receive from the Hearing Panel a written statement giving the rationale for the Panel's decision.
5. The Chair of the Council on Accreditation will forward the decision of the Hearing Panel to the President of the institution or his/her designee, and to the Professional Leader of the Counsellor Education Program.
6. The decision of the Hearing Panel is final.
7. An applicant institution, which has been denied approval, may reinstate application for accreditation after one year.

### **Confidentiality and Publication**

In accordance with accepted practices in accreditation, the Council on Accreditation regards all accreditation materials pertaining to an institution as confidential. Upon request from the institution, however, information may be made available to other recognized accrediting agencies by whom the institution has been accredited or of whom it is seeking accreditation. Otherwise, the information may be disclosed only if the Council on Accreditation is legally required to do so.

Routinely, the Council on Accreditation will publish lists of accredited programs in the Canadian Journal of Counselling and Psychotherapy, including the year of the next scheduled review. Lists of accredited programs may be distributed to interested organizations, agencies, or individuals.



## Standards

### I – THE INSTITUTION

- A. The academic unit in which the program in counselling is offered is located in an accredited Canadian university.
- B. The academic unit in which the program is offered is a recognized part of the Faculty of Graduate Studies. The program is fully described in the university calendar regarding admission criteria, program requirements, financial aid, etc.
- C. There is cooperation with other programs at the university and with community based resources, which are involved in components of students' programs
- D. The institution provides financial support to ensure the ongoing operation of the program. This includes financial support and time for faculty members to engage in professional activities and associations, technical and personnel support to engage in research activities, library facilities to support the scholarly and professional work of faculty and students.
- E. The institution provides counselling services. These services are provided by professionals, who are at arm's length from the program.

### II – MISSION, ORIENTATION, OBJECTIVES, and PRIORITIES

- A. The program has a clearly defined, published mission statement that indicates the program's goals, its orientation, and priorities, along with a description of the ways in which the program reviews and updates its mission. There is clear evidence that the program and the administrative unit in which it is located have endorsed the mission statement and that it is available to faculty, students and community resources connected with the program.
- B. The administrative unit that is directly responsible for the graduate preservice professional education of counsellors has developed a set of objectives for the counsellor education program.
  - 1. The objectives are consistent with current theory, research, and practice in the field of counselling within a pluralistic society.
  - 2. The objectives reflect the present and projected needs of a pluralistic society.
  - 3. The objectives are based on a systematic and documented assessment of need.
  - 4. Major stake holding groups connected with the program (program faculty, current and former students, personnel in cooperating agencies, professionals in the field, and major employers) have been involved in the assessment of need upon which objectives are determined and priorities are set.
  - 5. The program activities are directly related to program objectives;
  - 6. The objectives are written in a way that makes it possible to assess the extent to which they are being met.





7. The objectives are current as evidenced by systematic periodic review (at least every three years) and revision as needed.

### **III – PROGRAM OF STUDIES**

#### **A. General Standards**

1. The program is comprised of a minimum of 48 credit hours of course work, which may be completed on a full time or a part time basis. Distance education programs are also acceptable provided they meet accreditation standards.
2. The program facilitates opportunities for students to identify and connect with the Canadian Counselling and Psychotherapy Association and other professional bodies. Further, it encourages students to participate in the professional activities of these associations and in other ongoing professional development activities, such as workshops and seminars.
3. The program provides for a balanced integration of theory and supervised practice.
4. The program is sufficiently flexible to allow for individual differences in student background, interest, and ability.
5. A set of core competencies is specified for the program.
6. The program provides appropriate opportunities for self-appraisal and self-understanding on the part of the student.
7. The program provides appropriate opportunities for students to develop interpersonal skills through feedback from peers and instructors.
8. Educational, career, and personal counselling services are available to all students and are provided by qualified persons other than the counsellor education faculty.
9. Detailed course syllabi, which include objectives, course content, required resource materials, and evaluation criteria, are distributed and explained at the beginning of each course and are available for all current and prospective students.
10. Elective courses are available to all students.
11. Course material involves the use of relevant research data by faculty and students.
12. The program must be fully established with an ongoing record of graduates (minimum of two years).
13. There is evidence of an ongoing professional relationship between program faculty and professional counsellors in the community.
14. The program has a community based advisory committee made up of representatives of major stakeholders such as former students, personnel in cooperating agencies, professionals from the community and employers. The committee is expected to meet at least once each year.

#### **B. Core Concepts and Competencies**

All students in the counselling program are required to engage in curricular experiences and to demonstrate competence in each of the following core areas



1. Counselling as a Profession including:
  - a) the history and philosophy of counselling as a helping profession;
  - b) the role and identity of professional counsellors and their relationships with other related professionals;
  - c) professional organizations (primarily the Canadian Counselling and Psychotherapy Association) including mission and goals, membership criteria, activities, services to members, and current priorities; and
  - d) required standards of preparation including certification and accreditation standards.
2. Ethical and Legal Issues in Counselling including:
  - a) certification standards and issues;
  - b) ethical standards of the Canadian Counselling and Psychotherapy Association and related bodies;
  - c) legal issues; and
  - d) opportunity to apply ethical decision-making processes to case material.
3. Counselling and Consultation Processes including:
  - a) counselling theories that provide the student with a consistent framework to conceptualize client issues and identify and select appropriate counselling strategies and interventions. Presentation of theories should include the foundations of their development; their cognitive, affective and behavioural components; research evidence for their effectiveness; and their application to practice. Theories presented should reflect current professional practice;
  - b) an understanding of essential interviewing and counselling skills so that the student is able to establish an effective therapeutic relationship and develop and maintain appropriate professional boundaries. The student should be able to understand and apply effective counselling approaches and techniques to facilitate client exploration of issues, examination of alternate perspectives, and development of appropriate actions with respect to the issues presented. It is recognized that these involvements will also require a measure of student reflection and self-exploration. A prepracticum experience of at least 40 hours of laboratory practice in basic counselling skills and simulated interviews is required of all students;
  - c) a systems perspective that recognizes that all clients are part of larger societal, colleague, friendship and family systems. Curricular experiences are provided regarding systems theories (including family theories) and related approaches and strategies;
  - d) a general model of consultation. This should include issues related to the development of consultation models, ways in which counselling and consultation approaches differ, strategies for effective consultation, and the opportunity to apply theoretical models to practice; and
  - e) ethical and legal issues related to counselling and consultation.



4. Group Counselling - Understanding and ethical application of group counselling approaches, including:
  - a) theories related to group counselling, including research evidence regarding the effectiveness of various group approaches;
  - b) group goals, function, structure and processes, including communication, norms, decision-making, problem solving and conflict management;
  - c) phases of group development and related interventions;
  - d) issues to consider in developing a group, including purpose, selection criteria and methods, member needs and roles, leader approaches and skills, group processes, group design, group activities, methods of evaluating effectiveness;
  - e) issues related to the preparation and supervision of group leaders; and
  - f) ethical and legal issues related to group counselling.
5. Human Development and Learning, including:
  - a) an understanding of the application of theories of human development in understanding and working with individuals, families and groups experiencing developmental transitions across the lifespan;
  - b) an understanding of the application of learning theory and theories of personality in a variety of counselling and consultation processes;
  - c) an understanding of developmental issues, challenges and crises including, addiction, psychopathology, disabling conditions, etc; and
  - d) ethical and legal considerations.
6. Diversity - Understanding and respecting human diversity within the Canadian multi-cultural society, including:
  - a) variability in age, gender, culture and ethnicity, race, religious preference, sexual orientation, physical and psychical ability, socioeconomic status, lifestyle and family patterns;
  - b) issues and trends affecting diverse groups;
  - c) individual, family and group strategies with diverse populations; and
  - d) ethical and legal considerations.
7. Lifestyle and Career Development, including:
  - a) knowledge of theories of career development and their application to counselling and consultation processes;
  - b) an understanding of the role of career development issues as they relate to life roles and issues of diversity across the lifespan;
  - c) knowledge of relevant print and computer-based resources needed in career focused counselling and consultation, including career guidance programs;
  - d) an ability to appropriately use a variety of vocational and career assessment instruments;



- e) an understanding of and an ability to effectively utilize career counselling processes. an ability to develop, apply and evaluate career counselling programs with specific populations; and
  - f) ethical and legal considerations.
8. Assessment Processes, including:
- a) knowledge related to the evolution of the development of individual and group assessment instruments and processes;
  - b) knowledge of basic concepts of measurement theory, including reliability and validity and related statistical concepts;
  - c) knowledge and the ability to use a variety of assessment approaches, including standardized and non-standardized instruments, computer based approaches, observational methods, etc;
  - d) an understanding of the influences of issues of diversity regarding appraisal;
  - e) an ability to appropriately select, apply and interpret appraisal techniques and instruments within counselling and consultation processes; and
  - f) ethical and legal issues related to assessment.
9. Research Methods, including:
- a) knowledge of basic principles of qualitative and quantitative research design, along with related processes of data analysis;
  - b) an understanding of challenges involved in conducting counselling research;
  - c) knowledge of the influence of issues of diversity related to conducting research; and
  - d) ethical and legal issues involved in research.
10. Program Evaluation, including an understanding of how to conduct needs assessments, specify program objectives and evaluate the impact of counselling programs.

### **C. Elective Concepts and Competencies**

The program offers elective coursework to permit students to focus on at least one area of special interest, such as the following:

- School counselling
- Counselling in higher education
- Community/agency counselling
- Rehabilitation counselling
- Career counselling
- Family counselling

### **D. Supervised Practice**

Clinical instruction includes supervised practice completed within a student's program of study. Practicum requirements are considered to be the most critical experience aspects of the program.



1. During their training, students must complete an initial 100-hour supervised practicum. The purpose of this practicum is to foster the development of counselling skills under supervision. The practicum will include:
  - a) 50 hours of direct service with clients, including experience in individual counselling (minimum 40 hours) and group work (minimum 10 hours);
  - b) weekly interaction with an average of one hour per week of individual and/or joint (two students and one supervisor) supervision;
  - c) an average of one and one half hours per week of group supervision based on video recording and case studies that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member;
  - d) evaluation of the student's performance throughout the practicum including a formal written evaluation after the student completes the practicum.

Faculty supervisors are responsible for the supervision of no more than five practicum students during any term.

Supervision of practicum students is credited by the university as a significant part of the faculty member's normal workload.

2. Students must complete a final 400 hour supervised practicum:
  - a) of the 400 hours of supervised practicum, a minimum of 200 hours is spent in direct client contact;
  - b) of the 200 hours spent in direct client contact, a minimum of 160 hours is spent in individual counselling;
  - c) of the 200 hours spent in direct client contact, a minimum of 40 hours is spent in group work;
  - d) the practicum should provide the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, team work, in-service and staff meetings);
  - e) the practicum should provide an opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
  - f) the practicum should provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and multimedia, professional literature, and research; and
  - g) there should be a formal evaluation of the student's performance during the final practicum by a program faculty member in consultation with the site supervisor.
3. For their practicum experience, students are placed in settings compatible with their career goals and their program of studies.



4. Opportunities are provided for students to develop professional relationships with staff members in their practicum settings.
5. The practicum supervisor's role is clearly identified and a specific time for supervision is allocated.
6. Practicum supervisors employ a combination of the following methods in discussing the student's counselling sessions: direct observation, review of audio tapes, review of video tapes, client reactions, and peer reactions.
7. Practicum experiences received off-campus are supervised by site personnel who have, at minimum, a master's degree in counselling; significant (minimum two years of pertinent professional experience) counselling experience; reputed competence; and knowledge of the program's expectation, requirements, and evaluation procedures for students.
8. The program faculty provides orientation, assistance, and consultation to supervisors.
9. Field personnel who assume major responsibility for the supervision of a student's practicum experience are assigned no more than two students at a given time unless the field supervisor is released from other work responsibilities.
10. Doctoral students who serve as practicum supervisors:
  - a) have completed counselling practicum experiences equivalent to those within the Master's program;
  - b) have completed or are receiving training in counselling supervision; and
  - c) are themselves supervised by qualified program faculty with a faculty / student ratio of 1:5.

## **IV – STUDENTS**

### **A. Screening, Selection, and Admission**

1. The administrative unit, which is directly responsible for the preservice professional education of counsellors, has developed a policy and procedure for screening, selecting, and admitting students to its program.
2. Admission policy and procedures reflect an effort to select individuals who represent a variety of academic, experiential, and cultural backgrounds.
3. A committee of core program faculty members makes the decisions concerning admission of applicants on the basis of established criteria. These criteria include:
  - a) Acceptability to the Faculty of Graduate Studies.
  - b) An appropriate background as specified by the program.
  - c) Evidence of openness to self-examination and commitment to self-growth.
  - d) Evidence of commitment to a career in counselling.
  - e) Reputed social and interpersonal skills.
  - f) Evidence of satisfactory person-oriented field and/work experience.

### **B. Advisement**

1. Students are assigned a faculty advisor at the time of admission and have an assigned advisor for the duration of their program.



2. Upon admission, students are provided with a program of studies that meets accreditation requirements.

### **C. Performance Review**

1. Student's performance is systematically reviewed as they progress through the program.
2. Where performance reviews indicate inappropriateness for the counselling field, faculty members assist in facilitating the student's transition out of the program and, if possible, change to an area of study more appropriate for the student.

### **D. Program Information**

1. The administrative unit which is directly responsible for the preservice professional training of counsellors has prepared, for distribution to prospective students, written descriptions of the program including admission requirements, financial aid, program offerings, and requirements for successful completion of the program.
2. Following acceptance into the program but prior to or at the beginning of the first term of enrolment in the program, the following occur:
  - a) An orientation to the program; and
  - b) A student handbook is distributed that includes university and/or program policies and/or information regarding the following:
    - i. Mission statement, orientation, and program objectives;
    - ii. Activities including involvements with relevant professional organizations (e.g., CCPA) available to students in the program;
    - iii. Policies and procedures pertaining to academic appeals;
    - iv. Policies and procedures pertaining to student retention including possible student remediation and/or dismissal from the program for non-academic reasons; and
    - v. Procedures for obtaining references for credentialing and employment.

## **V- FACULTY**

### **A. Qualifications of Faculty**

1. Core members of the counsellor education faculty:
  - a) are experienced counsellors;
  - b) possess an earned doctorate in counselling;
  - c) are qualified by preparation and experience to conduct and supervise research activities;
  - d) are actively involved in a professional organization of counsellors at the local and provincial level;
  - e) are strongly encouraged to be active members of Canadian Counselling and Psychotherapy Association and its Chapter of Counsellor Educators; and
  - f) are actively engaged in research in counselling and contribute to the literature in the field.



2. The program may employ additional program faculty who:
  - a) hold graduate degrees from a program in counsellor education or a closely-related field; and
  - b) identify with the counselling profession through memberships in appropriate professional organizations (e.g., CCPA) and appropriate certifications (e.g., CCC), and/or licenses (e.g., C. Psych) pertinent to the profession.
3. The program makes ongoing efforts to attract and retain faculty from the diverse ethnic, racial, gender, and personal backgrounds reflective of a diverse global society.

#### **B. Number and Workload of Faculty**

1. The program demonstrates that it has faculty resources of appropriate quality and sufficiency to achieve its mission, goals and objectives. The program has an identifiable full-time core faculty responsible for its leadership, who
  - a) function as an integral part of the academic unit of which the program is an element;
  - b) are sufficient in number for their academic and professional responsibilities;
  - c) number at least three (3) full-time faculty members assigned to the academic unit in counsellor education; and
  - d) have the authority to determine program curriculum within the structure of the institution's policy.
2. Within the program the recommended ratio of full-time equivalent (FTE) students to FTE faculty is 10:1.

#### **VI – PROGRAM GOVERNANCE**

1. One member of the core faculty is officially designated as the professional leader of the counsellor education program, is responsible for coordination of the program, and is the one to whom inquiries regarding the overall program are addressed. This person is a full-time faculty member whose workload is at least 50% in the program. The person has release time from faculty member responsibilities to administer the program.
2. One core faculty member is identified as the clinical coordinator for the program and is responsible for the coordination of all clinical experiences in the counsellor education program. Release time should be provided for this activity.
3. The duties of the professional leader of the program (program coordinator) include – overseeing the curriculum of the program, developing a committee structure needed to operate the program, chairing regularly scheduled meetings of the counsellor education program faculty, representing the needs of the program to the university, and acting as CCPA Accreditation liaison.
4. Student representatives are included on all appropriate committees of the counsellor education program.

#### **VII- INSTRUCTIONAL SUPPORT**

1. The program is clearly identified as part of the institution's graduate program.





2. A minimum of 1/2-time graduate assistant is assigned to the program for each 20 full-time (or equivalent) students.
3. A minimum of one full-time secretary (or equivalent) is provided for every five full-time or equivalent) faculty members assigned to the program.
4. Adequate office space for faculty and adequate office, study, and lounge space for graduate students in the counsellor education program are provided.
5. Adequate facilities for supervised practicum experiences are provided either on campus or off campus.
6. Accessible laboratory facilities, on-or off-campus, that facilitate demonstration and training are available and used for instruction. The laboratory facilities provide for:
  - a) prepracticum work in basic counselling skills and simulated interviews;
  - b) training in group work;
  - c) necessary audio, video, and other equipment; and
  - d) observational and interactive supervision capabilities that ensure protection of the student's right to confidentiality.
7. Accessible counselling practicum settings, on-or off-campus that facilitate demonstration, and training are available and used for instruction. The settings provide for:
  - a) individual and group counselling, such as to ensure privacy for clients and space for appropriate equipment (e.g., TV monitoring and taping);
  - b) necessary audio, video, and other equipment; and
  - c) observational and interactive supervision capabilities that ensure protection of the client's right to confidentiality.
8. Technical assistance is available for all equipment used.
9. Adequate test materials as well as library and laboratory space are available to support testing courses.
10. Library facilities provide adequate resource materials for study and research in counselling.
11. Inter-library loans, ERIC services, microfilm, and photocopy services are available.
12. An effort is made to secure financial assistance and/or part-time work opportunities for graduate students.

## **VIII – EVALUATION**

1. Program objectives are reviewed, discussed and changed as needed on an on-going basis, with input from faculty, students, and community-based resources.
2. The program faculty conducts an annual review of each student's progress and provides written feedback to students.
3. A yearly report should be provided to the CCPA Council on Accreditation. The report should include:
  - a) changes made to curricular offerings; and
  - b) changes in core and other faculty.



4. A formal evaluation of the program is conducted every three years, and a report provided to the CCPA Council on Accreditation. The report should include:
  - a) review of curricular offerings;
  - b) admissions and graduation statistics;
  - c) surveys of graduates, employers, and field placement supervisors;
  - d) evidence of program revision based on 1, 2, and 3.
5. The results of program evaluations are made broadly available to current students, faculty, institutional administrators, and community resources.
6. Students have regular opportunities to formally evaluate the faculty, and curricular experiences that are part of their program.
7. The academic unit leader annually discusses results of students' evaluations with faculty.
8. Faculty are made aware of faculty evaluation procedures and any changes to those procedures.



## REFERENCES

- Canadian Psychological Association. (1991). Accreditation manual. (Ottawa, Ont.: Dr. K.R. Cohen Author).
- Council for Accreditation of Counseling and Related Educational Programs. (2001). CACREP Standards for Accreditation of Counsellor Education Programs. (Washington, DC).
- Peavy, V., Robertson, S., & Westwood, M. (1982). Guidelines for counsellor education programs in Canada. *Canadian counsellor*, 16 (3) . 135 – 142.
- Robertson, S.E., & West, L.W. (1987). CGCA Procedures manual for counsellor education programs in Canada. (Ottawa, Ont.: Canadian Guidance and Counselling Association).



## **Annexe 1 – Application Form**

Please read all instructions from the Standards and Procedures pages in the Accreditation section before submitting your application. The institution should prepare seven copies of its application. Three copies, along with a cheque in the amount of \$1,000.00 made payable to the Canadian Counselling and Psychotherapy Association, should be sent to:

CCPA Council on Accreditation  
202-245 Menten Pl.,  
Ottawa, Ontario K2H 9E8

Upon request, the institution will supply a completed copy of all application materials to each of the three site visitation team members. One copy is to be retained for the institution's files.



**CCPA APPLICATION FORM FOR ACCREDITATION OF A COUNSELLOR EDUCATION PROGRAM  
AT THE MASTER'S LEVEL**

**Name of University:**

**Date:**

**Provincial/Territorial Charter Status of University:**

**University President**

**Name:**

**Signature:**

**Postal Address:**

**Dean of Faculty/School within which program is housed**

**Name:**

**Signature:**

**Postal Address:**

**Chairperson of Department within which program is housed**

**Name:**

**Signature:**

**Telephone:**

**Fax:**

**Email:**

**Postal Address:**

**Coordinator of Program**

**Name:**

**Signature:**

**Telephone:**

**Fax:**

**Email:**

**Postal Address:**

**Degree(s) Awards to Program Graduates (check all that apply):**

M.A. \_\_\_\_\_ M.Sc. \_\_\_\_\_ M.Ed. \_\_\_\_\_ Other: \_\_\_\_\_

**Exact name(s) of program(s) for which accreditation is sought?**

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If initial application, did you have a pre-site visit consultation?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, is pre-site visit report included with application materials?

Yes \_\_\_\_\_ No \_\_\_\_\_





## **SECTION I – INSTITUTION**

Please provide information regarding SECTION I of the standards, pertaining to the INSTITUTION.

- A. Provide evidence that the academic unit in which the program in counselling is offered is located in an accredited Canadian university.
- B. Provide evidence that the academic unit in which the program is offered is a recognized part of the Faculty of Graduate Studies. How is the program described in the university calendar regarding admission criteria, program requirements, financial aid, etc.
- C. Describe the nature of the cooperation with other programs at the university and with community based resources, which are involved in components of students' programs
- D. Describe and comment on the adequacy of financial support to ensure the ongoing operation of the program. This includes financial support and time for faculty members to engage in professional activities and associations, technical and personnel support to engage in research activities, library facilities to support the scholarly and professional work of faculty and students.
- E. Describe the counselling services provided by the institution. Are these services provided by professionals who are at arm's length from the program?

## **SECTION II – MISSION, ORIENTATION, OBJECTIVES, AND PRIORITIES**

Please provide a description of the Program, its Mission, Objectives, and Priorities as outlined in SECTION II of the Standards. (Describe the mission, objectives and priorities of the program(s) for which accreditation is sought. Outline the typical features of the program(s) and any features considered to be innovative or unique. Use additional pages as necessary.)

- A. Describe the program's mission statement, indicating the program's goals, its orientation, and priorities, along with a description of the ways in which the program reviews and updates its mission. Provide evidence that the program and the administrative unit in which it is located have endorsed the mission statement and that it is available to faculty, students and community resources connected with the program.
- B. Provide a set of objectives for the counsellor education program. These objectives need to be:
  - 1. consistent with current theory, research, and practice in the field of counselling within a pluralistic society,
  - 2. reflective of the present and projected needs of a pluralistic society,
  - 3. based on a systematic and documented assessment of need,
  - 4. developed with the involvement of major stake holding groups connected with the program (program faculty, current and former students, personnel in cooperating agencies, professionals in the field, and major employers),
  - 5. directly connected with program activities,
  - 6. written in a way that makes it possible to assess the extent to which they are being met,



7. current as evidenced by systematic periodic review (at least every three years) and revision as needed.

### **SECTION III – PROGRAM OF STUDIES**

Please provide information as outlined in SECTION III of the Standards. Include information regarding General Standards, Core Concepts and Competencies, Elective Concepts and Competencies and Practice. Be sure to include, course outlines for core and elective courses, a scope and sequence of a typical program, information regarding practicum sites (including the types of clients served and supervisors over the past two years), and ways in which issues related to ethical standards and diversity are addressed.

#### **A. General Standards**

1. Provide evidence that the program is comprised of a minimum of 48 credit hours of course work, which may be completed on a full time or a part time basis.
2. Provide evidence that the program facilitates opportunities for students to identify and connect with the Canadian Counselling and Psychotherapy Association and other professional bodies. Further, indicate ways that it encourages students to participate in the professional activities of these associations and in other ongoing professional development activities, such as workshops and seminars.
3. Indicate ways in which the program provides for a balanced integration of theory and supervised practice.
4. Demonstrate how the program allows for individual differences in student background, interest, and ability.
5. Provide a set of core competencies for the program.
6. Indicate ways in which the program provides appropriate opportunities for self-appraisal and self-understanding on the part of the student.
7. Indicate ways in which the program provides appropriate opportunities for students to develop interpersonal skills through feedback from peers and instructors.
8. Describe the educational, career, and personal counselling services available to students. Specify that these services are provided by qualified persons other than the counsellor education faculty.
9. Provide detailed course syllabi, which include objectives, course content, required resource materials, and evaluation criteria, are distributed and explained at the beginning of each course, and are available for all current and prospective students.
10. Specify elective courses that are available to all students.
11. Indicate how course material involves the use of relevant research data by faculty and students.
12. Demonstrate that the program is fully established with an ongoing record of graduates (minimum of two years). Complete Table 1.





**Table 1: Student Admission and Graduation**

| Name of Student | Year Admitted | Current Status<br>(Continuing, Withdrawn<br>or Graduated) |
|-----------------|---------------|---|
|                 |               |   |

13. Provide evidence of an ongoing professional relationship between program faculty and professional counsellors in the community.
14. Provide evidence that the program has a community based advisory committee made up of representatives of major stakeholders such as former students, personnel in cooperating agencies, professionals from the community and employers. Provide documentation of yearly meetings.

### **B. Core Concepts and Competencies**

Using Table 2, describe how the program addresses core concepts and competencies.

**Table 2: Core Concepts and Competencies**

| Core Concepts and Competencies | Means of Addressing Core Concepts and Competencies (e.g particular course work or practical experience) | Method of Assessing Competence in Core Areas (e.g. examinations, papers, projects, behaviour) |
|--------------------------------|---|---|
|                                |   |   |
|                                |   |   |

### **C. Elective Concepts and Competencies**

Using Table 3, describe how the program addresses elective concepts and competencies.

For example:

- School counselling
- Counselling in higher education
- Community/agency counselling
- Rehabilitation counselling
- Career counselling
- Family counseling



**Table 3: Elective Concepts and Competencies**

| Elective Concepts and Competencies | Means of Addressing Elective Concepts and Competencies (e.g particular course work or practical experience) | Method of Assessing Competence in Elective Areas (e.g. examinations, papers, projects, behaviour) |
|------------------------------------|---|---|
|                                    |   |   |
|                                    |   |   |

#### **D. Supervised Practice**

1. Provide evidence that during their training, students must complete an initial 100-hour supervised practicum. The purpose of this practicum is to foster the development of counselling skills under supervision. The practicum will include:
  - A. 50 hours of direct service with clients, including experience in individual counselling (minimum 40 hours) and group work (minimum 10 hours);
  - B. weekly interaction with an average of one hour per week of individual and/or joint (two students and one supervisor) supervision;
  - C. an average of one and one half hours per week of group supervision based on video recording and case studies that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
  - D. evaluation of the student's performance throughout the practicum including a formal written evaluation after the student completes the practicum.
  - E. Faculty supervisors are responsible for the supervision of no more than five practicum students during any term.
  - F. Supervision of practicum students is credited by the university as a significant part of the faculty member's normal workload.
2. Provide evidence that students must complete a final 400 hour supervised practicum:
  - A. Of the 400 hours of supervised practicum, a minimum of 200 hours is spent in direct client contact.
  - B. Of the 200 hours spent in direct client contact, a minimum of 160 hours is spent in individual counselling.
  - C. Of the 200 hours spent in direct client contact, a minimum of 40 hours is spent in group work.
  - D. The practicum should provide the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, team work, in-service and staff meetings);



- E. The practicum should provide an opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
  - F. The practicum should provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and multimedia, professional literature, and research; and
  - G. There should be a formal evaluation of the student's performance during the final practicum by a program faculty member in consultation with the site supervisor.
3. Provide evidence that for their practicum experience, students are placed in settings compatible with their career goals and their program of studies.
  4. Indicate ways in which opportunities are provided for students to develop professional relationships with staff members in their practicum settings.
  5. Provide evidence that the practicum supervisor's role is clearly identified and a specific time for supervision is allocated.
  6. Provide evidence that practicum supervisors employ a combination of the following methods in discussing the student's counselling sessions: direct observation, review of audio tapes, review of video tapes, client reactions, and peer reactions,
  7. Provide evidence that practicum experiences received off-campus are supervised by site personnel who have, at minimum, a master's degree in counselling; significant (minimum two years of pertinent professional experience) counselling experience; reputed competence; and knowledge of the program's expectation, requirements, and evaluation procedures for students.
  8. Provide evidence that the program faculty provides orientation, assistance, and consultation to supervisors.
  9. Provide evidence that field personnel who assume major responsibility for the supervision of a student's practicum experience are assigned no more than two students at a given time unless the field supervisor is released from other work responsibilities.
  10. Provide evidence that doctoral students who serve as practicum supervisors:
    - A. have completed counselling practicum experiences equivalent to those within the Master's program;
    - B. have completed or are receiving training in counselling supervision; and
    - C. are themselves supervised by qualified program faculty with a faculty /student ratio of 1:5.



## **SECTION IV – STUDENTS**

Please provide information as outlined in SECTION IV of the Standards. Include information pertaining to Screening, Selection and Admission; Advisement; Performance Review; and Program Information.

### **A. Screening, Selection, and Admission**

1. Describe the policy and procedures used for screening, selecting, and admitting students to the program for which accreditation is sought.
2. Provide evidence that admission policy and procedures reflect an effort to select individuals who represent a variety of academic, experiential, and cultural backgrounds.
3. Provide evidence that a committee of core program faculty members makes the decisions concerning admission of applicants on the basis of established criteria. These criteria include:
  - a. Acceptability to the Faculty of Graduate Studies.
  - b. An appropriate background as specified by the program.
  - c. Evidence of openness to self-examination and commitment to self-growth.
  - d. Evidence of commitment to a career in counselling.
  - e. Reputed social and interpersonal skills.
  - f. Evidence of satisfactory person-oriented field and/work experience.

### **B. Advisement**

1. Describe how students are assigned to a faculty advisor at the time of admission and indicate that they have an assigned advisor for the duration of their program.
2. Indicate that, upon admission, students are provided with a program of studies that meets accreditation requirements.

### **C. Performance Review**

1. Describe how student's performance is systematically reviewed as they progress through the program.
2. Where performance reviews indicate inappropriateness for the counselling field, describe how faculty members assist in facilitating the student's transition out of the program and, if possible, change to an area of study more appropriate for the student.

### **D. Program Information**

1. Provide written descriptions of program information that is available for distribution to prospective students. Written descriptions of the program should include admission requirements, financial aid, program offerings, and requirements for successful completion of the program.
2. Provide evidence that following acceptance into the program but prior to or at the beginning of the first term of enrolment in the program, the following occur:
  - a. An orientation to the program; and
  - b. A student handbook is distributed that includes university and/or program policies and/or information regarding the following:
    - i. Mission statement, orientation, and program objectives;



- ii. Activities including involvements with relevant professional organizations (e.g., CCPA) available to students in the program;
- iii. Policies and procedures pertaining to academic appeals;
- iv. Policies and procedures pertaining to student retention including possible student remediation and/or dismissal from the program for non-academic reasons; and
- v. Procedures for obtaining references for credentialing and employment.

**Also, please provide the following information.**

1. Total number of students currently enrolled in counsellor education programs in your department.

| Type of Program                       | Part -time |        | Full-time |        |
|---------------------------------------|------------|--------|-----------|--------|
|                                       | Male       | Female | Male      | Female |
| Masters students (non thesis)         |            |        |           |        |
| Masters students (thesis route) _____ |            |        |           |        |
| EdD students _____                    |            |        |           |        |
| PhD students _____                    |            |        |           |        |
|                                       |            |        |           |        |

2. Total number of students admitted to counsellor education programs in the current year.

| Type of Program                       | Part -time |        | Full-time |        |
|---------------------------------------|------------|--------|-----------|--------|
|                                       | Male       | Female | Male      | Female |
| Masters students (non thesis)         |            |        |           |        |
| Masters students (thesis route) _____ |            |        |           |        |
| EdD students _____                    |            |        |           |        |
| PhD students _____                    |            |        |           |        |
|                                       |            |        |           |        |

3. Number of applications for admission and the number of admissions over the past five years by degree.
4. Number of degrees in counselling awarded by the counsellor education program for the current academic year.

|   | Part-time | Full-time |
|---|-----------|-----------|
| (a) Masters students (non thesis route) |           |           |
| (b) Masters students (thesis route)     |           |           |
| (c) EdD students                        |           |           |
| (d) PhD students                        |           |           |



5. Admission Procedures: (Describe the policy and procedures used to select and admit students to the programs for which accreditation is sought. Add pages as necessary.)
6. Describe the sources and amounts of support for students in the programs for which accreditation is sought (e.g., graduate assistantships).
7. Describe your Department's policy and procedures for allocating various kinds of support among students.

## **SECTION V – FACULTY**

Please provide information regarding SECTION V of the Standards. Include information regarding Qualifications of Faculty and Number and Workload of Faculty. Be sure to include the contribution to the program of each core and additional faculty member.

### **A. Qualifications of Faculty**

1. Provide evidence that core members of the counsellor education faculty:
  - a. Are experienced counsellors.
  - b. Possess an earned doctorate in counselling.
  - c. Are qualified by preparation and experience to conduct and supervise research activities.
  - d. Are actively involved in a professional organization of counsellors at the local and provincial level.
  - e. Are strongly encouraged to be active members of Canadian Counselling and Psychotherapy Association and its Chapter of Counsellor Educators.
  - f. Are actively engaged in research in counselling and contribute to the literature in the field.
2. Provide evidence that additional program faculty :
  - a. hold graduate degrees from a program in counsellor education or a closely-related field; and
  - b. identify with the counselling profession through memberships in appropriate professional organizations (e.g., CCPA) and appropriate certifications (e.g., CCC), and/or licenses (e.g., C. Psych) pertinent to the profession.
3. Describe how the program makes ongoing efforts to attract and retain faculty from the diverse ethnic, racial, gender, and personal backgrounds reflective of a diverse global society.

### **B. Number and Workload of Faculty**

1. Provide evidence that the program demonstrates that it has faculty resources of appropriate quality and sufficiency to achieve its mission, goals and objectives. The program has an identifiable full-time core faculty responsible for its leadership, who
  - a. function as an integral part of the academic unit of which the program is an element;
  - b. are sufficient in number for their academic and professional responsibilities;
  - c. number at least three (3) full-time faculty members assigned to the academic unit in counsellor education;



- d. have the authority to determine program curriculum within the structure of the institution's policy.
2. Indicate the ratio of full-time equivalent (FTE) students to FTE faculty.

**Also, please provide the following information.**

**Table 4: Full-time Core Faculty**

| Name | Date hired | Acad. rank | Highest degree and area of specialization | Contribution to prog | No. of theses, distns. currently supervising M.A. Ph.D. | Hrs. per wk. in prof. Supervision | Grad Courses currently teaching | Prof. Regstn |
|------|------------|------------|---|----------------------|---|-----------------------------------|---------------------------------|--------------|
|      |            |            |   |                      |   |                                   |                                 |              |

**Table 5: Additional Program Faculty**

| Name | Date hired | Acad. rank | Highest degree and area of specialization | Contribution to prog | No. of theses, distns. currently supervising M.A. Ph.D. | Hrs. per wk. in prof. Supervision | Grad Courses currently teaching | Prof. Regstn |
|------|------------|------------|---|----------------------|---|-----------------------------------|---------------------------------|--------------|
|      |            |            |   |                      |   |                                   |                                 |              |

**Attach a copy of a complete and current vita for each person listed.**

## **SECTION VI – PROGRAM GOVERNANCE**

Please provide information regarding SECTION VI of the Standards. Provide information regarding how the program is administered, including committee structure and decision making processes regarding the program.

1. Provide evidence that one member of the core faculty is officially designated as the professional leader of the counsellor education program. Indicate their level of involvement in the program and the amount of release time provided for them to administer the program.
2. Provide evidence that one core faculty member is identified as the clinical coordinator for the program and is responsible for the coordination of all clinical experiences in the counsellor education program. Indicate the amount of release time that is provided for this activity.
3. Outline the duties of the professional leader of the program (program coordinator).



4. Provide evidence that student representatives are included on all appropriate committees of the counsellor education program.

## **SECTION VII – INSTRUCTIONAL SUPPORT**

Please provide information regarding SECTION VII of the Standards. Please comment on the adequacy of the support provided.

1. Provide evidence that the program is clearly identified as part of the institution's graduate program.
2. Indicate the number of graduate assistants assigned to the program.
3. Provide evidence that a minimum of one full-time secretary (or equivalent) is provided for every five full-time or equivalent) faculty members assigned to the program.
4. Describe the office space for faculty and office, study, and lounge space for graduate students. Indicate the adequacy of this space.
5. Describe facilities for supervised practicum experiences that are provided either on campus or off campus.
6. Describe laboratory facilities, on-or off-campus, that facilitate demonstration and training are available and used for instruction. Indicate to what extent the laboratory facilities provide for:
  - a. prepracticum work in basic counselling skills and simulated interviews;
  - b. training in group work;
  - c. necessary audio, video, and other equipment;
  - d. observational and interactive supervision capabilities that ensure protection of the student's right to confidentiality.
7. Describe counselling practicum settings, on-or off-campus, that facilitate demonstration, and training are available and used for instruction. Indicate to what extent the settings provide for:
  - a. individual and group counselling, such as to ensure privacy for clients and space for appropriate equipment (e.g., TV monitoring and taping);
  - b. necessary audio, video, and other equipment;
  - c. observational and interactive supervision capabilities that ensure protection of the client's right to confidentiality.
8. Describe technical assistance available for all equipment used.
9. Describe test materials as well as library and laboratory space that are available to support testing courses.
10. Describe the extent to which the library facilities provide adequate resource materials for study and research in counselling.
11. Describe the extent to which Inter-library loans, ERIC services, microfilm, and photocopy services are available.
12. Describe the efforts made to secure financial assistance and/or part-time work opportunities for graduate students.





## **SECTION VIII – EVALUATION**

Please provide information regarding SECTION VIII of the Standards. Please be specific regarding the means and criteria by which evaluations are conducted.

1. Describe how program objectives are reviewed, discussed and changed as needed on an on-going basis, with input from faculty, students, and community-based resources.
2. Provide evidence that the program faculty conducts an annual review of each student's progress and provides written feedback to students.
3. Not applicable for initial application.
4. Not applicable for initial application.
5. Provide evidence that the results of program evaluations are made broadly available to current students, faculty, institutional administrators, and community resources.
6. Provide evidence that students have regular opportunities to formally evaluate the faculty, and curricular experiences that are part of their program.
7. Provide evidence that academic unit leader annually discusses results of students' evaluations with faculty.
8. Describe ways in which faculty members are made aware of faculty evaluation procedures and any changes to those procedures.



## CHECKLIST

| STANDARDS  | √ | COMMENTS |
|--|---|----------|
| <b>I – The Institution</b>   |   |          |
| A. Accredited University   |   |          |
| B. Program Described in University Calendar  |   |          |
| C. Cooperation with other Programs and Community Resources                             |   |          |
| D. Adequate Financial Support for the Program  |   |          |
| E. Arm's Length Counselling Services Provided for Students in the Program              |   |          |
| <b>II – Mission, Orientation, Objectives and Priorities</b>                            |   |          |
| A. Clearly Defined and Published Mission Statement which is Subject to Periodic Review |   |          |
| B. Clearly Articulated Program Objectives which Are Subject to Periodic Review         |   |          |
| <b>III – Program of Studies</b>  |   |          |
| A. General Standards   |   |          |
| 1. 48 credit hours of course work  |   |          |
| 2. Student connection with CCPA and other professional bodies                          |   |          |
| 3. Balanced integration of theory and supervised practice                              |   |          |
| 4. Flexibility in allowing for individual differences in students' backgrounds         |   |          |
| 5. Identified Set of core competencies   |   |          |
| 6. Opportunities for student self-appraisal and self-understanding                     |   |          |
| 7. Opportunities for students to develop interpersonal skills                          |   |          |
| 8. Required counselling services available for students                                |   |          |
| 9. Detailed course syllabi are available   |   |          |
| 10. Elective courses are available   |   |          |
| 11. Inclusion of relevant research data in course materials                            |   |          |



|   |  |  |
|---|--|--|
| 12. Program has a record of graduates for a minimum of two years  |  |  |
| 13. Ongoing relationship between the program and professionals in the community   |  |  |
| 14. Community based advisory committee  |  |  |
| <b>B. Core Concepts and Competencies</b>  |  |  |
| 1. Counselling as a profession  |  |  |
| 2. Ethical and legal issues   |  |  |
| 3. Counselling and consultation Processes   |  |  |
| 4. Group counselling  |  |  |
| 5. Human development and learning   |  |  |
| 6. Diversity  |  |  |
| 7. Lifestyle and career development   |  |  |
| 8. Assessment processes   |  |  |
| 9. Research methods   |  |  |
| 10. Program evaluation  |  |  |
| <b>C. Elective Concepts and Competencies</b>  |  |  |
| <b>D. Supervised Practice</b>   |  |  |
| 1. Initial 100 hour supervised practicum that includes 50 hours direct client contact and required hours of supervision, and an appropriate faculty/student supervision ratio |  |  |
| 2. Final 400 hour supervised practicum that includes 200 hours direct client contact and appropriate levels of supervision  |  |  |
| 3. Practicum placements appropriate to students' career goals and programs of study   |  |  |
| 4. Opportunities for students to work with staff members in practicum settings  |  |  |
| 5. Clear identification of practicum supervisor's role and clear specification of supervision time  |  |  |
| 6. Use of a combination of methods of Supervision   |  |  |



|  |  |  |
|--|--|--|
| 7. Practicum supervisors have required levels of training and experience   |  |  |
| 8. Program provides orientation and support for practicum supervisors  |  |  |
| 9. Practicum supervisors have appropriate supervisory loads  |  |  |
| 10. Doctoral students who serve as practicum supervisors have the required background and receive required levels of supervision |  |  |
| <b>IV – Students</b>   |  |  |
| A. Required Policies and Procedures for Screening, Selection, and Admission  |  |  |
| B. Required levels of Student Advisement   |  |  |
| C. Systematic Performance Review of Students in line with Published Policies and Procedures                                      |  |  |
| D. Provision of Required Program Information to Students   |  |  |
| <b>V – Faculty</b>   |  |  |
| A. Core and Additional Faculty Members Meet Required Qualifications  |  |  |
| B. Requirement Regarding Number and Workload of Faculty Are Met  |  |  |
| <b>VI - Program Governance</b>   |  |  |
| A. A Core Faculty Member Is Designated as the Professional Leader (Coordinator) of the Program                                   |  |  |
| B. A Core Faculty Member is Designated as the Clinical Coordinator of the Program  |  |  |
| C. The duties of the Professional Leader correspond with Accreditation Requirements  |  |  |
| D. Student Representative are included on Appropriate Committees   |  |  |
| <b>VII - Instructional Support</b>   |  |  |
| 1. Clear identification of the program as part of the university's graduate program  |  |  |



|  |  |  |
|--|--|--|
| 2. A minimum of 1 half time graduate assistant per 20 full time equivalent students  |  |  |
| 3. A minimum of one full time secretary per five full time faculty members   |  |  |
| 4. Adequate office space for faculty members and students  |  |  |
| 5. Adequate facilities for supervised practicum experiences  |  |  |
| 6. Required laboratory facilities  |  |  |
| 7. Accessible counselling practicum settings   |  |  |
| 8. Required technical assistance   |  |  |
| 9. Adequate test materials, library and laboratory space   |  |  |
| 10. Adequate counselling related library resource materials  |  |  |
| 11. Adequate access to Inter-library loan, library data bases and photocopy services   |  |  |
| 12. Availability of scholarships and part time work for students   |  |  |
| <b>VIII - Evaluation</b>   |  |  |
| 1. Required review of program objectives   |  |  |
| 2. Required annual review of student progress  |  |  |
| 3. Agreement to provide a yearly report to CCPA  |  |  |
| 4. Agreement to conduct a formal review of the program every three years and provide a report to the CCPA Council on Accreditation |  |  |
| 5. Agreement to engage in broad dissemination of the results of program evaluations  |  |  |
| 6. Opportunities for students to formally evaluate faculty curricular experiences  |  |  |
| 7. Annual discussion of results of students' evaluations of the program  |  |  |



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