

Accreditation Standards - Group Analysis

Accreditation Standard

Dates

CACREP 2016

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Class

Program

CMHC, School Counseling, Addictions
Counseling, CMHC/School,
CMHC/Addictions, Addictions/School

Total Students Being Assessed: **167**

STANDARD LEVEL COUNTS		
Standards	Meets*	Does Not Meet*
history and philosophy of the counseling profession 2.F.1.a	100	0
the multiple professional roles and functions of c 2.F.1.b	75	0
counselors' roles and responsibilities as members 2.F.1.c	76	0
The role and process of the professional counselor 2.F.1.d	82	0
Advocacy processes needed to address institutional 2.F.1.e	23	0
professional counseling organizations, including m 2.F.1.f	75	1
professional counseling credentialing, including c 2.F.1.g	72	1
current labor market information relevant to oppor 2.F.1.h	45	1
ethical standards of professional counseling organ 2.F.1.i	45	0
technology's impact on the counseling profession 2.F.1.j	76	0
strategies for personal and professional self-eval 2.F.1.k	100	0
self-care strategies appropriate to the counselor	75	0

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STANDARD LEVEL COUNTS		
2.F.1.l		
The role of counseling supervision in the professi	67	0
2.F.1.m		
Multicultural and pluralistic characteristics with	23	0
2.F.2.a		
Theories and models of multicultural counseling, c	47	0
2.F.2.b		
Multicultural counseling competencies.	47	0
2.F.2.c		
The impact of heritage, attitude, beliefs, underst	47	0
2.F.2.d		
The effects of power and privilege for counselors	23	0
2.F.2.e		
Help-seeking behaviors of diverse clients.	22	0
2.F.2.f		
The impact of spiritual beliefs on clients' and co	47	0
2.F.2.g		
Strategies for identifying and eliminating barrier	47	0
2.F.2.h		
Theories of individual and family development acro	43	2
2.F.3.a		
Theories of learning.	25	0
2.F.3.b		
Theories of normal and abnormal personality develo	96	3
2.F.3.c		
Biological, neurological, and physiological factor	43	2
2.F.3.e		
Systemic and environmental factors that affect hum	25	0
2.F.3.f		
Effects of crisis, disasters, and trauma on divers	19	2
2.F.3.g		
A general framework for understanding differing ab	1	0
2.F.3.h		
Ethical and culturally relevant strategies	23	0

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STANDARD LEVEL COUNTS		
for pro 2.F.3.i		
Theories and models of career development, counsel 2.F.4.a	24	0
Approaches for conceptualizing the interrelationsh 2.F.4.b	24	0
Processes for identifying and using career, avocat 2.F.4.c	0	0
Approaches for assessing the conditions of the wor 2.F.4.d	0	0
Strategies for assessing abilities, interests, val 2.F.4.e	24	0
Strategies for career development program planning 2.F.4.f	24	0
Strategies for advocating for diverse clients' car 2.F.4.g	0	0
Strategies for facilitating client skill developme 2.F.4.h	24	0
Method of identifying and using assessment tools a 2.F.4.i	0	0
Ethical and culturally relevant strategies for add 2.F.4.j	0	0
Theories and models of counseling. 2.F.5.a	96	3
A systems approach to conceptualizing clients. 2.F.5.b	96	3
Theories, models, and strategies for understanding 2.F.5.c	42	1
Ethical and culturally relevant strategies for est 2.F.5.d	0	0
The impact of technology on the the counseling pro 2.F.5.e	0	0

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STANDARD LEVEL COUNTS		
Counselor characteristics and behaviors that influ 2.F.5.f	24	0
Essential interviewing, counseling, and case conce 2.F.5.g	24	0
Developmentally relevant counseling treatment or i 2.F.5.h	0	0
Development of measurable outcomes for clients 2.F.5.i	0	0
Evidence-based counseling strategies and technique 2.F.5.j	48	0
Strategies to promote client understanding of and 2.F.5.k	16	0
Suicide prevention models and strategies 2.F.5.l	0	0
Crisis intervention, trauma-informed, and communit 2.F.5.m	12	0
Processes for aiding students in developing a pers 2.F.5.n	32	1
Theoretical foundations of group counseling and gr 2.F.6.a	43	0
Dynamics associated with group process and develop 2.F.6.b	43	0
Therapeutic factors and how they contribute to gro 2.F.6.c	43	0
Characteristics and functions of effective group l 2.F.6.d	43	0
Approaches to group formation, including recruitin 2.F.6.e	43	0
Types of groups and other considerations that affe 2.F.6.f	19	0
Ethical and culturally relevant strategies for des 2.F.6.g	19	0

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STANDARD LEVEL COUNTS		
Direct experiences in which students participate a 2.F.6.h	14	0
Historical perspectives concerning the nature and 2.F.7.a	0	0
Methods of effectively preparing for and conductin 2.F.7.b	24	0
Procedures for assessing risk of aggression or dan 2.F.7.c	24	0
Use of assessments for diagnostic and intervention 2.F.7.e	45	0
Basic concepts of standardized and non-standardize 2.F.7.f	0	0
Statistical concepts, including scales of measurem 2.F.7.g	24	0
Reliability and validity in the use of assessments 2.F.7.h	0	0
Use of assessments relevant to academic/educationa 2.F.7.i	0	0
Use of environmental assessments and systematic be 2.F.7.j	0	0
Use of symptom checklists, and personality and psy 2.F.7.k	0	0
Use of assessment results to diagnose developmenta 2.F.7.l	24	0
Ethical and culturally relevant strategies for sel 2.F.7.m	0	0
The importance of research in advancing the counse 2.F.8.a	42	1
Identification of evidence-based counseling practi 2.F.8.b	47	1
Needs assessments 2.F.8.c	42	1

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STANDARD LEVEL COUNTS		
Development of outcome measures for counseling pro 2.F.8.d	23	1
Evaluation of counseling interventions and program 2.F.8.e	23	1
Qualitative, quantitative, and mixed research meth 2.F.8.f	66	1
Designs used in research and program evaluation 2.F.8.g	66	1
Statistical methods used in conducting research an 2.F.8.h	66	1
Analysis and use of data in counseling 2.F.8.i	42	1
Ethical and culturally relevant strategies for con 2.F.8.j	66	1
theories and models of addiction related to substa 5.A.1.b	1	0
principles and philosophies of addiction-related s 5.A.1.c	1	0
principles, models, and documentation formats of b 5.A.1.d	1	0
neurological, behavioral, psychological, physical, 5.A.1.e	0	0
psychological tests and assessments specific to ad 5.A.1.f	0	0
potential for addictive and substance use disorder 5.A.2.b	1	0
factors that increase the likelihood for a person, 5.A.2.c	1	0
regulatory processes and substance abuse policy re 5.A.2.d	1	0
importance of vocation, family, social networks, a 5.A.2.e	1	0

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STANDARD LEVEL COUNTS		
role of wellness and spirituality in the addiction 5.A.2.f	1	0
culturally and developmentally relevant education 5.A.2.g	0	0
classifications, indications, and contraindication 5.A.2.h	0	0
diagnostic process, including differential diagnos 5.A.2.i	1	0
cultural factors relevant to addiction and addicti 5.A.2.j	1	0
professional organizations, preparation standards, 5.A.2.k	1	0
legal and ethical considerations specific to addic 5.A.2.l	0	0
strategies for reducing the persisting negative ef 5.A.3.e	0	0
strategies for helping clients identify the effect 5.A.3.f	0	0
evaluating and identifying individualized strategi 5.A.3.g	0	0
strategies for interfacing with the legal system a 5.A.3.h	0	0
history and development of clinical mental health 5.C.1.a	75	0
theories and models related to clinical mental hea 5.C.1.b	86	3
principles, models, and documentation formats of b 5.C.1.c	24	0
neurobiological and medical foundation and etiolog 5.C.1.d	21	0
psychological tests and assessments	24	0

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STANDARD LEVEL COUNTS		
specific to cl 5.C.1.e		
roles and settings of clinical mental health couns 5.C.2.a	75	0
etiology, nomenclature, treatment, referral, and p 5.C.2.b	45	0
mental health service delivery modalities within t 5.C.2.c	12	0
diagnostic process, including differential diagnos 5.C.2.d	45	0
potential for substance use disorders to mimic and 5.C.2.e	45	0
impact of crisis and trauma on individuals with me 5.C.2.f	21	0
impact of biological and neurological mechanisms o 5.C.2.g	21	0
classifications, indications, and contraindication 5.C.2.h	1	0
legislation and government policy relevant to clin 5.C.2.i	12	0
cultural factors relevant to clinical mental healt 5.C.2.j	23	0
professional organizations, preparation standards, 5.C.2.k	76	0
legal and ethical considerations specific to clini 5.C.2.l	21	0
record keeping, third party reimbursement, and oth 5.C.2.m	12	0
intake interview, mental status evaluation, biopsy 5.C.3.a	0	0
techniques and interventions for prevention and tr 5.C.3.b	0	0

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STANDARD LEVEL COUNTS		
strategies for interfacing with the legal system r 5.C.3.c	12	0
strategies for interfacing with integrated behavior 5.C.3.d	12	0
strategies to advocate for persons with mental hea 5.C.3.e	12	0
history and development of school counseling 5.G.1.a	67	1
models of school counseling programs 5.G.1.b	5	0
models of P-12 comprehensive career development 5.G.1.c	5	0
models of school-based collaboration and consultat 5.G.1.d	5	0
assessments specific to P-12 education 5.G.1.e	0	0
school counselor roles as leaders, advocates, and 5.G.2.a	5	0
school counselor roles in consultation with famili 5.G.2.b	0	0
school counselor roles in relation to college and 5.G.2.c	0	0
school counselor roles in school leadership and mu 5.G.2.d	5	0
school counselor roles and responsibilities in rel 5.G.2.e	0	0
competencies to advocate for school counseling rol 5.G.2.f	0	0
characteristics, risk factors, and warning signs o 5.G.2.g	1	0
common medications that affect learning, behavior, 5.G.2.h	0	0

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STANDARD LEVEL COUNTS		
signs and symptoms of substance abuse in children 5.G.2.i	0	0
qualities and styles of effective leadership in sc 5.G.2.j	5	0
community resources and referral sources 5.G.2.k	0	0
professional organizations, preparation standards, 5.G.2.l	0	0
legislation and government policy relevant to scho 5.G.2.m	0	0
legal and ethical considerations specific to schoo 5.G.2.n	0	0
development of school counseling program mission s 5.G.3.a	0	0
design and evaluation of school counseling program 5.G.3.b	0	0
core curriculum design, lesson plan development, c 5.G.3.c	0	0
interventions to promote academic development 5.G.3.d	0	0
use of developmentally appropriate career counseli 5.G.3.e	0	0
techniques of personal/social counseling in school 5.G.3.f	0	0
strategies to facilitate school and postsecondary 5.G.3.g	0	0
skills to critically examine the connections betwe 5.G.3.h	0	0
approaches to increase promotion and graduation ra 5.G.3.i	0	0
interventions to promote college and career readin 5.G.3.j	4	0

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STANDARD LEVEL COUNTS		
strategies to promote equity in student achievement 5.G.3.k	0	0
techniques to foster collaboration and teamwork wi 5.G.3.l	0	0
strategies for implementing and coordinating peer 5.G.3.m	0	0
use of accountability data to inform decision maki 5.G.3.n	0	0
use of data to advocate for programs and students 5.G.3.o	0	0

Meets and Does Not Meet are based on the minimal acceptable value

STANDARD LEVEL DISTRIBUTION CHARTS	
history and philosophy of the counseling professio 1 2.F.1.a	100 (100%)
the multiple professional roles and functions of c 1 2.F.1.b	75 (100%)
counselors' roles and responsibilities as members 2 2.F.1.c	76 (100%)
The role and process of the professional counselor 3 2.F.1.d	82 (100%)
Advocacy processes needed to address institutional 4 2.F.1.e	23 (100%)
professional counseling organizations, including m 2 2.F.1.f	75 (99%)
professional counseling credentialing, including c 1 2.F.1.g	72 (99%)
current labor market information relevant to oppor 5 2.F.1.h	45 (98%)
ethical standards of professional counseling organ	45 (100%)

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STANDARD LEVEL DISTRIBUTION CHARTS	
6	
2.F.1.i	
technology's impact on the counseling profession 3	76 (100%)
2.F.1.j	
strategies for personal and professional self-eval 7	100 (100%)
2.F.1.k	
self-care strategies appropriate to the counselor 1	75 (100%)
2.F.1.l	
The role of counseling supervision in the professi 4	67 (100%)
2.F.1.m	
Multicultural and pluralistic characteristics with 8	23 (100%)
2.F.2.a	
Theories and models of multicultural counseling, c 9	47 (100%)
2.F.2.b	
Multicultural counseling competencies. 5	47 (100%)
2.F.2.c	
The impact of heritage, attitude, beliefs, underst 10	47 (100%)
2.F.2.d	
The effects of power and privilege for counselors 11	23 (100%)
2.F.2.e	
Help-seeking behaviors of diverse clients. 2	22 (100%)
2.F.2.f	
The impact of spiritual beliefs on clients' and co 3	47 (100%)
2.F.2.g	
Strategies for identifying and eliminating barrier 6	47 (100%)
2.F.2.h	
Theories of individual and family development acro 4	43 (96%)
2.F.3.a	2
Theories of learning. 7	25 (100%)
2.F.3.b	
Theories of normal and abnormal personality develo 5	96 (97%)
2.F.3.c	3

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STANDARD LEVEL DISTRIBUTION CHARTS	
Biological, neurological, and physiological factor 8 2.F.3.e	43 (96%) 2
Systemic and environmental factors that affect hum 6 2.F.3.f	25 (100%)
Effects of crisis, disasters, and trauma on divers 7 2.F.3.g	19 (90%) 2 (10%)
A general framework for understanding differing ab 8 2.F.3.h	1 (100%)
Ethical and culturally relevant strategies for pro 9 2.F.3.i	23 (100%)
Theories and models of career development, counsel 9 2.F.4.a	24 (100%)
Approaches for conceptualizing the interrelationsh 10 2.F.4.b	24 (100%)
Processes for identifying and using career, avocat 1 2.F.4.c	
Approaches for assessing the conditions of the wor 1 2.F.4.d	
Strategies for assessing abilities, interests, val 11 2.F.4.e	24 (100%)
Strategies for career development program planning 2 2.F.4.f	24 (100%)
Strategies for advocating for diverse clients' car 2 2.F.4.g	
Strategies for facilitating client skill developme 12 2.F.4.h	24 (100%)
Method of identifying and using assessment tools a 1 2.F.4.i	
Ethical and culturally relevant strategies for add 13	

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STANDARD LEVEL DISTRIBUTION CHARTS	
2.F.4.j	
Theories and models of counseling. 1	96 (97%) 3
2.F.5.a	
A systems approach to conceptualizing clients. 3	96 (97%) 3
2.F.5.b	
Theories, models, and strategies for understanding 3	42 (98%) 1
2.F.5.c	
Ethical and culturally relevant strategies for est 14	
2.F.5.d	
The impact of technology on the the counseling pro 4	
2.F.5.e	
Counselor characteristics and behaviors that influ 4	24 (100%)
2.F.5.f	
Essential interviewing, counseling, and case conce 15	24 (100%)
2.F.5.g	
Developmentally relevant counseling treatment or i 5	
2.F.5.h	
Development of measurable outcomes for clients 5	
2.F.5.i	
Evidence-based counseling strategies and technique 6	48 (100%)
2.F.5.j	
Strategies to promote client understanding of and 6	16 (100%)
2.F.5.k	
Suicide prevention models and strategies 10	
2.F.5.l	
Crisis intervention, trauma-informed, and communit 1	12 (100%)
2.F.5.m	
Processes for aiding students in developing a pers 16	32 (97%) 1
2.F.5.n	
Theoretical foundations of group counseling and gr 1	43 (100%)
2.F.6.a	

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STANDARD LEVEL DISTRIBUTION CHARTS	
Dynamics associated with group process and develop 2 2.F.6.b	43 (100%)
Therapeutic factors and how they contribute to gro 17 2.F.6.c	43 (100%)
Characteristics and functions of effective group I 2 2.F.6.d	43 (100%)
Approaches to group formation, including recruitin 3 2.F.6.e	43 (100%)
Types of groups and other considerations that affe 3 2.F.6.f	19 (100%)
Ethical and culturally relevant strategies for des 4 2.F.6.g	19 (100%)
Direct experiences in which students participate a 4 2.F.6.h	14 (100%)
Historical perspectives concerning the nature and 5 2.F.7.a	
Methods of effectively preparing for and conductin 18 2.F.7.b	24 (100%)
Procedures for assessing risk of aggression or dan 5 2.F.7.c	24 (100%)
Use of assessments for diagnostic and intervention 6 2.F.7.e	45 (100%)
Basic concepts of standardized and non-standardize 19 2.F.7.f	
Statistical concepts, including scales of measurem 6 2.F.7.g	24 (100%)
Reliability and validity in the use of assessments 7 2.F.7.h	
Use of assessments relevant to academic/educationa 7 2.F.7.i	
Use of environmental	

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STANDARD LEVEL DISTRIBUTION CHARTS	
assessments and systematic be 8 2.F.7.j	
Use of symptom checklists, and personality and psy 20 2.F.7.k	
Use of assessment results to diagnose developmenta 8 2.F.7.l	24 (100%)
Ethical and culturally relevant strategies for sel 9 2.F.7.m	
The importance of research in advancing the counse 9 2.F.8.a	42 (98%) 1
Identification of evidence- based counseling practi 10 2.F.8.b	47 (98%) 1
Needs assessments 10 2.F.8.c	42 (98%) 1
Development of outcome measures for counseling pro 2 2.F.8.d	23 (96%) 1
Evaluation of counseling interventions and program 21 2.F.8.e	23 (96%) 1
Qualitative, quantitative, and mixed research meth 3 2.F.8.f	66 (99%) 1
Designs used in research and program evaluation 22 2.F.8.g	66 (99%) 1
Statistical methods used in conducting research an 1 2.F.8.h	66 (99%) 1
Analysis and use of data in counseling 1 2.F.8.i	42 (98%) 1
Ethical and culturally relevant strategies for con 2 2.F.8.j	66 (99%) 1
theories and models of addiction related to substa 3 5.A.1.b	1 (100%)
principles and philosophies of addiction-related s 23 5.A.1.c	1 (100%)

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STANDARD LEVEL DISTRIBUTION CHARTS	
principles, models, and documentation formats of b 1 5.A.1.d	1 (100%)
neurological, behavioral, psychological, physical, 24 5.A.1.e	
psychological tests and assessments specific to ad 2 5.A.1.f	
potential for addictive and substance use disorder 3 5.A.2.b	1 (100%)
factors that increase the likelihood for a person, 1 5.A.2.c	1 (100%)
regulatory processes and substance abuse policy re 25 5.A.2.d	1 (100%)
importance of vocation, family, social networks, a 1 5.A.2.e	1 (100%)
role of wellness and spirituality in the addiction 1 5.A.2.f	1 (100%)
culturally and developmentally relevant education 4 5.A.2.g	
classifications, indications, and contraindication 2 5.A.2.h	
diagnostic process, including differential diagnos 4 5.A.2.i	1 (100%)
cultural factors relevant to addiction and addicti 1 5.A.2.j	1 (100%)
professional organizations, preparation standards, 26 5.A.2.k	1 (100%)
legal and ethical considerations specific to addic 2 5.A.2.l	
strategies for reducing the persisting negative ef 27 5.A.3.e	

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STANDARD LEVEL DISTRIBUTION CHARTS	
strategies for helping clients identify the effect 3 5.A.3.f	
evaluating and identifying individualized strategi 28 5.A.3.g	
strategies for interfacing with the legal system a 4 5.A.3.h	
history and development of clinical mental health 29 5.C.1.a	75 (100%)
theories and models related to clinical mental hea 5 5.C.1.b	86 (97%) 3
principles, models, and documentation formats of b 30 5.C.1.c	24 (100%)
neurobiological and medical foundation and etiolog 6 5.C.1.d	21 (100%)
psychological tests and assessments specific to cl 7 5.C.1.e	24 (100%)
roles and settings of clinical mental health couns 8 5.C.2.a	75 (100%)
etiology, nomenclature, treatment, referral, and p 4 5.C.2.b	45 (100%)
mental health service delivery modalities within t 5 5.C.2.c	12 (100%)
diagnostic process, including differential diagnos 31 5.C.2.d	45 (100%)
potential for substance use disorders to mimic and 6 5.C.2.e	45 (100%)
impact of crisis and trauma on individuals with me 32 5.C.2.f	21 (100%)
impact of biological and neurological mechanisms o 2 5.C.2.g	21 (100%)

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STANDARD LEVEL DISTRIBUTION CHARTS	
classifications, indications, and contraindication 7 5.C.2.h	1 (100%)
legislation and government policy relevant to clin 33 5.C.2.i	12 (100%)
cultural factors relevant to clinical mental health 8 5.C.2.j	23 (100%)
professional organizations, preparation standards, 9 5.C.2.k	76 (100%)
legal and ethical considerations specific to clinical 34 5.C.2.l	21 (100%)
record keeping, third party reimbursement, and other 10 5.C.2.m	12 (100%)
intake interview, mental status evaluation, biopsy 11 5.C.3.a	
techniques and interventions for prevention and treatment 12 5.C.3.b	
strategies for interfacing with the legal system 13 5.C.3.c	12 (100%)
strategies for interfacing with integrated behavior 14 5.C.3.d	12 (100%)
strategies to advocate for persons with mental health 35 5.C.3.e	12 (100%)
history and development of school counseling 15 5.G.1.a	67 (99%)
models of school counseling programs 2 5.G.1.b	5 (100%)
models of P-12 comprehensive career development 3 5.G.1.c	5 (100%)
models of school-based collaboration and consultation 36 5.G.1.d	5 (100%)

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STANDARD LEVEL DISTRIBUTION CHARTS	
assessments specific to P-12 education 4 5.G.1.e	
school counselor roles as leaders, advocates, and 5 5.G.2.a	5 (100%)
school counselor roles in consultation with famili 6 5.G.2.b	
school counselor roles in relation to college and 7 5.G.2.c	
school counselor roles in school leadership and mu 37 5.G.2.d	5 (100%)
school counselor roles and responsibilities in rel 8 5.G.2.e	
competencies to advocate for school counseling rol 38 5.G.2.f	
characteristics, risk factors, and warning signs o 9 5.G.2.g	1 (100%)
common medications that affect learning, behavior, 39 5.G.2.h	
signs and symptoms of substance abuse in children 10 5.G.2.i	
qualities and styles of effective leadership in sc 11 5.G.2.j	5 (100%)
community resources and referral sources 40 5.G.2.k	
professional organizations, preparation standards, 1 5.G.2.l	
legislation and government policy relevant to scho 53 5.G.2.m	
legal and ethical considerations specific to schoo 2	

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STANDARD LEVEL DISTRIBUTION CHARTS

5.G.2.n development of school counseling program mission s 54	
5.G.3.a design and evaluation of school counseling program 3	
5.G.3.b core curriculum design, lesson plan development, c 55	
5.G.3.c interventions to promote academic development 1	
5.G.3.d use of developmentally appropriate career counseli 1	
5.G.3.e techniques of personal/social counseling in school 1	
5.G.3.f strategies to facilitate school and postsecondary 1	
5.G.3.g skills to critically examine the connections betwe 4	
5.G.3.h approaches to increase promotion and graduation ra 5	
5.G.3.i interventions to promote college and career readin 6	4 (100%)
5.G.3.j strategies to promote equity in student achievemen 7	
5.G.3.k techniques to foster collaboration and teamwork wi 8	
5.G.3.l strategies for implementing and coordinating peer 2	
5.G.3.m use of accountability data to inform decision maki 2	
5.G.3.n use of data to advocate for	

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STANDARD LEVEL DISTRIBUTION CHARTS

programs and students 2
5.G.3.o

