

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

Date: _____

NAME OF UNIVERSITY:

UNIVERSITY PRESIDENT:

Name: _____

Signature: _____

Postal address:

DEAN OF FACULTY/SCHOOL WITHIN WHICH PROGRAMME IS HOUSED:

Name: _____

Signature: _____

Postal address:

PROVINCIAL OR TERRITORIAL CHARTER STATUS OF UNIVERSITY:

CHAIRPERSON OF DEPARTMENT WITHIN WHICH PROGRAMME IS HOUSED:

Name: _____

Signature: _____

Telephone: _____ Fax: _____ E-mail: _____

Postal address: _____

COORDINATOR OF PROGRAM:

Name: _____

Signature: _____

Telephone: _____ Fax: _____ E-mail: _____

Postal address: _____

DEGREE(S) AWARDED 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?

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 arms 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 (Continuing, Withdrawn 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

Using Table 3 describe how the program addresses each core concept and competency.

**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. Regstrn

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.

**CCPA ACCREDITATION STANDARDS FOR COUNSELLOR EDUCATION
PROGRAMS AT THE MASTER'S LEVEL**

CHECKLIST

STANDARDS	√	COMMENTS
I – The Institution		
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. Arms Length Counselling Services Provided for Students in the Program		
II – Mission, Orientation, Objectives and Priorities		
A. Clearly Defined and Published Mission Statement which is Subject to Periodic Review		
B. Clearly Articulated Program Objectives which Are Subject to Periodic Review		
III – Program of Studies		
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. Core Concepts and Competencies		
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		
C. Elective Concepts and Competencies		

D. Supervised Practice		
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		
IV – Students		
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		
V – Faculty		
A. Core and Additional Faculty Members Meet Required Qualifications		
B. Requirement Regarding Number and Workload of Faculty Are Met		
VI - Program Governance		
1. A Core Faculty Member Is Designated as the Professional Leader (Coordinator) of the Program		
2. A Core Faculty Member is Designated as the Clinical Coordinator of the Program		
3. The duties of the Professional Leader correspond with Accreditation Requirements		
4. Student Representative are included on Appropriate Committees		
VII - Instructional Support		
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		
VIII – Evaluation		
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		