We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. This statement may not be duplicated for other purposes without permission from CAS.

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the CAS Professional Standards for Higher Education book. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu and in the standards book) in the design and assessment of your programs.

This standard has a Self-Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT
CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services

CAS STANDARDS AND GUIDELINES
Each CAS standard contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “must” and “shall” and appear in bold print so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

OVER THIRTY YEARS OF PROFESSIONAL SERVICES
The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER
The standards and guidelines published in “CAS Professional Standards for Higher Education” by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the “CAS Self-Assessment Guides” (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

Direct your questions to the CAS Executive Office, P.O. Box 1369, Fort Collins, CO 80522-1369, 202-862-1400, or email Marybeth Drechsler Sharp, Executive Director (executive_director@cas.edu)
The face of college counseling is changing to meet the needs of today’s students. It continues to represent the integration of mental health services within the educational environment (Dean & Meadows, 1995). A diverse student body now includes students who are identified as traditional, high achieving and gifted, nontraditional, under-represented, veterans, online, international and first generation enhances the campus environment but also brings greater demand to existing counseling services on campus (Howard, Schiraldi, Pineda, & Campanella, 2006; Twenge, 2006).

The nature and type of the higher education environment and its effects on students are important tools for college counselors. Steenbarger (1990) noted that college counseling exemplifies the developmental framework that has produced a history of creative outreach and support work on campuses. Twenty-five years later programming efforts, although still part of the work of counseling services, are no longer the primary focus of CS staff efforts. The delivery of clinical services to students in higher education has been and is evolving to respond effectively to client needs in an ever-changing environment.

Historically, the role and function of college counseling has changed in response to both external and internal factors. Social needs, political environment, national economy, and changing demographics all exert shifting influences to which counseling services must respond. Change also occurs in response to internal factors unique to each campus environment (e.g., location of the counseling center on campus, co-location with other offices on campus versus a standalone counseling center). As a result, the breadth and depth of counseling services reflect the intersection of these influences. Davis and Humphrey’s (2000) comprehensive work provided a thorough review of the history of college counseling roles and service delivery models, the changing demographics of higher education, and implications for the future. College counselors have a responsibility to stay informed with a strong knowledge of current student needs (Upcraft, Gardner, & Barefoot, 2005).

The current challenges for college counseling are created by external forces including changing ethnic, racial, national, and experiential backgrounds of students; increasing psychological, health, safety, and financial needs of students; increasing competition for resources in higher education; increased emphasis on accountability; new and changing regulations regarding client privacy; and the implications of health and mental health care reform (American College Health Association, 2007; Gallagher, 2007; Kadison & DiGeronimo, 2004; Magoon, 2002). Moreover, the aftermath of tragedies on college campuses such as mass shootings, cluster suicides, and highly public sexual assault response issues along with other global traumatic events highlight the necessity for college counseling programs to be responsive to unanticipated factors. The level of severity of college students’ presenting concerns is also much greater than the traditional presenting problems of adjustment issues and individuation that were typically identified in counseling center research from the 1950s through the early 1980s (Pledge, et al., 1998). Recent research indicates that the rates of self-injury and serious suicidal ideation/gestures are increasing in students seeking help at counseling services (Locke & Shockey, 2014). The level of severity of presenting problems and the complexity of problems continue to increase (ACHA, 2007; Benton et al., 2003; Kadison, 2006). According to a survey of over 100,000 U.S. college students at 130 universities conducted by the Center for Collegiate Mental Health (CCMH), 1 in 5 students report having experienced sexual assault, 1 in 10 have attempted suicide, 1 in 3 take psychiatric medication, 1 in 4 have self-injured and 1 in 3 have experienced a traumatic event (CCMH, 2014). As the severity and complexity of clients’ problems expand, it is increasingly important for college counseling professionals to be prepared to work with physicians, community mental health providers, other campus departments, and health care professionals to create an appropriate systemic response to student’s needs. An increased focus on retention and
outcomes assessment, generated in part by accreditation agencies, has challenged college counseling programs to be more intentional about demonstrating efficacy (Boyer, 2005; Dean & Meadows, 1995; Lifton, Seay, & Bushko, 2004; Tinto, 2006-07).

Recent challenges to state confidentiality laws have changed the expectations of disclosure of mental health information to offices and departments on and off campus. With increasing media scrutiny has come an increased understanding of the need for mental health services on campus. The APA reports that over $300,000 of funding specifically earmarked for clinical mental health services on campus have been secured through the efforts of the Center for Collegiate Mental Health (CCMH) data collection and media exposure of campus issues (CCMH, 2015).

The Americans with Disabilities Act Title II changes no longer allow a university or college to involuntarily remove a student from the institution for suicidal behavior. This behavior is seen as a symptom of a mental health issue that is protected by the ADA (U.S. Department of Justice, 1990). Title IX compliance and regulations have been strengthened and reinforced in response to sexual misconduct on campus (U.S. Department of Justice, 2000). Both of these legal changes directly affect how counseling services operates on campus and more specifically how providers collaborate with their student affairs colleagues.

Threat assessment expectations of counseling services on campus are part of a relatively new set of responsibility for most CS programs. Participating in behavioral intervention teams goes beyond clinical work and focuses our mental health expertise on the safety needs of the community. Over 92% of threat assessment teams on campus have counseling services staff as a standing committee member (Van Brunt et al., 2015).

With these challenges in mind, the earlier work of Stone and Archer (1990) is still very relevant. They stressed a need for counseling services to (a) clearly define boundaries on the types of problems and degree of severity of those clients for whom the counseling professionals will provide services and (b) develop and identify extensive referral and outreach services to effectively transition more severe clients to appropriate community resources. At the same time, college counselors strive to maintain the therapeutic, developmental, preventive, and consultative services that are integral to their work. As Stone and Archer (1990) noted, the concepts of working within limits and achieving balance between demands and resources are significant for college counseling services. Archer and Cooper (1998) further recognized the importance of demonstrating to institutions the positive outcomes of helping students maintain psychological health and develop personally in ways that support retention.

College counselors offer preventive, crisis, outreach, and consultative services, depending on the nature of the campus and students served. A strong commitment to professional development, whether through conducting research, providing training and supervision, maintaining professional credentials, upholding ethical standards of practice, or actively participating in professional organizations or other scholarly activities, is the catalyst for competent responses to the changing social issues and complex developmental, psychosocial, and mental health concerns of students (Boyd et al., 2003).

College attendance creates a unique set of circumstances and stresses that can stimulate significant student growth and development. As students experience change, they often need to address personal issues, work through challenges, and deal with the implications of growth and change. The rapid changes that characterize today’s society, compounded by the impact of global crisis, and catastrophic natural events, can exacerbate students’ personal and psychological problems (Davis & Humphrey, 2000; Kadison & DiGeronimo, 2004). However, students’ access to and success in higher education are maximized as counseling services embrace and use scientific, technological, and psychological advances such as the use of interactional and Internet-based technologies for additional service-
delivery options; this is particularly important as more students enroll through distance education options 
(Humphrey, Kitchens, and Patrick, 2000). Counseling services must offer assistance and resources to students 
through innovative means in order to serve the needs of all students.

The CAS Counseling Services Standards and Guidelines that follow provide college counselors with criteria to 
develop, enhance, evaluate, and judge the quality of campus counseling services.

References, Readings, and Resources

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Association of Counseling Center Training Agents (ACCTA): http://www.accta.net
Association of Counselor Education and Supervision (ACES): http://www.acesonline.net/
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COUNSELING SERVICES
CAS Standards and Guidelines

Part 1. MISSION

The primary mission of Counseling Services (CS) is to assist students in defining and accomplishing personal, academic, and career goals. To accomplish the mission, the scope of CS must include

- individual and group counseling services to students who may be experiencing psychological, behavioral, or learning difficulties
- programming focused on the developmental needs of students to maximize their potential to benefit from the academic environment and experience
- consultative services to the institution to help foster an environment supportive of the intellectual, emotional, spiritual, and physical development of students
- advocacy for a healthy and diverse learning community
- assessment services to identify and address student needs through appropriate services and referrals
- crisis response, including threat assessment

CS must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution’s students and other constituents. Mission statements must reference student learning and development.

A wide variety of counseling, consultative, evaluative, and training functions may be performed by CS as an expression of its institutional mission.

To effectively respond to the educational needs of the institution and of students, CS should have the following complementary functions:

**Developmental.** The developmental mission is to help students enhance their personal growth. Developmental interventions help students acclimate to and benefit from the academic environment. To facilitate this, counseling services should promote student growth in the areas of positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, the ability to relate meaningfully and mutually with others, and the capacity to engage in a personally satisfying and effective lifestyle.

**Clinical.** The clinical mission recognizes that some students experience significant problems, ranging from serious adjustment issues to more severe psychological disorders that require immediate professional attention. Elements of the clinical mission include diagnosis, treatment, and crisis response, as well as consideration of the effect on the campus community. Clinical services often allow students to continue enrollment and achieve success.
**Preventive.** The preventive mission is to anticipate environmental conditions and developmental processes that may negatively influence students’ wellbeing and initiate interventions that will promote personal adjustment and growth.

Although there are basic similarities in the overall goals of various types of institutions, differences in student populations and institutional priorities may affect emphases of functions within individual counseling services. For these reasons, counseling services at different institutions may emphasize combinations of personal counseling, academic counseling, career counseling, or student development services.

CS should be organized based on institutional characteristics, priorities, and organizational structures. Accordingly, not all functions may exist within the same administrative unit.

CS must be coordinated to ensure a cohesive system of support for students when counseling functions exist in separate administrative units.

**Part 2. PROGRAM**

To achieve their mission, Counseling Services (CS) must contribute to

- students’ formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, CS must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

**STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS**

**Domain: knowledge acquisition, integration, construction, and application**

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

**Domain: cognitive complexity**

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity
Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See The Council for the Advancement of Standards Learning and Development Outcomes statement for examples of outcomes related to these domains and dimensions.]

CS must be

- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts
- designed to provide universal access

CS must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

To fulfill its mission, CS must provide the following services directly, through referral, or in collaboration:

- individual counseling in areas of personal, educational, career development, interpersonal relationships, family, social, and psychological issues
- group interventions (e.g., counseling, psychotherapy, support) to help students establish satisfying personal relationships and to become more effective in areas such as interpersonal processes, communication skills, decision-making concerning personal relationships and educational or career matters, and the establishment of personal values
- psychological testing and other assessment techniques to foster client self-understanding and decision-making
• outreach efforts to address developmental needs and concerns of students
• outreach and counseling support for students from diverse backgrounds
• counseling support for students affected by addictions and substance abuse
• counseling support to help students assess and overcome specific deficiencies in educational preparation or skills
• psychiatric consultation, evaluation, and support services for students needing maintenance or monitoring of psychotropic medications
• crisis and violence assessment, intervention, and response
• disaster preparedness and response
• staff and faculty professional development programs

In those cases where other institutional agencies address similar issues, such as career counseling and educational counseling, CS must establish cooperative relationships and maintain appropriate mutual referrals.

In those cases where specialized and needed expertise is not available within counseling services, staff members must refer students to resources within the institution or the local community.

CS must play an active role in interpreting and, when appropriate, advocating for addressing the needs of students to administration, faculty members, and staff of the institution.

CS should provide to institutional leaders a perspective that reflects an appropriate balance between administrative requirements and the needs and interests of students. CS should interpret the institutional environment to students and intervene to either improve the quality of the environment or facilitate the development of better interactions between the student and environment.

CS should help identify and advocate for the removal of barriers to student retention. CS should be sensitive to the needs of traditionally underserved populations and students with distinct needs.

CS may engage in research that contributes to knowledge of student characteristics and needs and evaluation of student outcomes in its programs. CS may assist students, faculty, and staff members who conduct individual research on student characteristics or on the influence of specific student development activities.

CS should provide consultation and inservice professional development for faculty members, administrators, staff and student staff members, and paraprofessionals. Training and supervision of paraprofessionals, practicum students, and interns is an appropriate and desirable responsibility of CS.

Wherever a fee-for-service model is employed, CS must understand students' health care insurance and work with students to utilize their coverage.

Part 3. ORGANIZATION AND LEADERSHIP
To achieve program and student learning and development outcomes, Counseling Services (CS) must be purposefully structured for effectiveness. CS must have clearly stated and current
- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for CS must provide strategic planning, management and supervision, and program advancement.

**Strategic Planning**
- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

**Management and Supervision**
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks
Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

The director should have the ability to interact effectively with administrators, faculty and staff members, students, colleagues, and community members and should possess all the general qualifications of a counseling staff member.

The director role also should include the following responsibilities:

- provision of counseling information and services to students, faculty members, and staff and, in accordance with the mission of CS and the institution, to the community
- evaluation of services
- provision of consultation/leadership in campus-wide and internal policy formation and program development
- education of staff members regarding legal issues in mental health, medicine, and higher education, as well as those governing the delivery of counseling services

CS leaders should create a work environment inclusive of various professional credentials and preparation.

Because the functions of CS are essential to the overall mission of an institution, their value and impact should be clearly articulated to the institution, and their placement within the organizational structure should be such that it facilitates significant interaction with unit heads in academic and student affairs and other relevant areas.

CS should function independently of units directly responsible for making decisions concerning students’ official matriculation status, such as student conduct, academic probation, and admissions or re-admissions actions.

Part 4. HUMAN RESOURCES

Counseling Services (CS) must be staffed adequately by individuals qualified to accomplish mission and goals.

Counseling functions must be performed by professionals from the disciplines of counseling and clinical psychology, counseling and counselor education, psychiatry, and clinical social work, as well as by others with appropriate training, credentials, and supervised experience.

CS must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, CS must

- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
• set expectations for supervision and performance
• provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
• consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of CS must
• ensure that all personnel have updated position descriptions
• implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
• develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of CS must have written performance goals, objectives, and outcomes for each year’s performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

CS personnel, when hired and throughout their employment, must receive appropriate and thorough training.

CS personnel, including student employees and volunteers, must have access to resources or receive specific training on
• institutional policies pertaining to functions or activities they support
• privacy and confidentiality policies
• laws regarding access to student records
• policies and procedures for dealing with sensitive institutional information
• policies and procedures related to technology used to store or access student records and institutional data
• how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
• systems and technologies necessary to perform their assigned responsibilities
• ethical and legal uses of technology

CS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

CS should maintain an inservice and staff development program that includes supervision, case presentations, research reports, and discussion of relevant professional issues. Institutional budgetary support should be available to provide for inservice and professional development activities.
Administrators of CS must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

CS personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

CS professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

The minimum qualification for counseling staff members must be a master’s degree from a regionally accredited institution in a relevant discipline.

Staff members should have completed a supervised practicum/internship at the graduate level, preferably in the counseling of students within a higher education setting, or should be appropriately supervised until they can transfer their skills to this setting. Counseling staff members should hold, or be eligible for, state/provincial licensure or certification in their chosen discipline (e.g., counseling, psychology, social work) where such exists.

Counseling staff members should have appropriate course work and training in psychological assessment; theories of counseling, cognitive development, personality, abnormal psychology, or psychopathology; treatment planning; group counseling; crisis intervention and management; addictions and alcohol and other drug issues; career development; multicultural counseling; legal and ethical issues in counseling; and learning styles. Counseling staff members should keep abreast of current research, including outcome research. Counseling staff members should also demonstrate knowledge of technology, leadership, organizational development, consultation, and relevant federal, regional, and state/provincial statutes.

Counseling staff members, when responsible for supervision of colleagues or graduate interns, should have doctoral degrees, hold degrees commensurate with those being supervised, or meet professional and state/provincial standards for providing clinical supervision, including licensure or certification as a supervisor.

Counseling staff members should participate in appropriate professional organizations and should have the budgetary support to do so. Counseling staff members should be encouraged to participate in community activities related to their profession.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have
supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must
- adhere to parameters of students’ job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

Practicum students and interns, as well as paraprofessional assistants, may perform, under supervision, such counseling functions as are appropriate to their preparation and experience.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

The director of counseling services must have an appropriate combination of graduate course work, formal training, and supervised experience.

The director of CS should have a doctoral degree in counseling psychology, clinical psychology, counselor education, medicine with completed specialty training in psychiatry, or other related discipline from an accredited institution, with a minimum of a master’s degree in such areas. The director should hold or be eligible for state licensure or certification where such exists or should pursue such credentials. It is highly desirable that the director has a minimum of three years experience as a staff member or administrator in counseling services within higher education. The director should have received supervision (either pre- or post-doctorate) in counseling within higher education.

The level of CS staffing must be established and reviewed regularly with regard to service demands, enrollment, user surveys, diversity of services offered, institutional resources, and other mental health and student services that may be available on the campus and in the local community.

The level of staffing and workloads must be adequate and appropriate for program and service demands.

The student to counselor ratio should be determined locally in light of institutional size and type, student demographics, roles and responsibilities of professional staff members, scope of services provided, and unique features of CS.

In addition to providing direct services, staff time should be allowed for preparation of interviews and reports, updating institutional information, research, faculty and staff contacts, staff meetings, training and supervision,
personal and professional development, consultation, and walk-in and emergency counseling interventions, in accordance with individual staff members’ qualifications and task assignments. Similarly, teaching, administration, research, and other such responsibilities should be identified as relevant staff functions.

Support staff members who deal directly with students should be carefully selected, because they play an important role in the students’ impressions of the counseling services, often must make some preliminary client-related decisions, and may have access to confidential information.

Part 5. ETHICS

Counseling Services (CS) must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must

- specify that CS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students’ rights and responsibilities
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

CS personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

When the condition of a client is indicative of serious and foreseeable harm to the client or to others, counseling staff members must take reasonable personal action that may involve informing responsible
authorities and, when possible, consulting with other professionals. In such cases, counseling staff members must be cognizant of pertinent ethical principles, state/provincial or federal statutes, and local mental health guidelines that stipulate the limits of confidentiality.

Information should be released only at the written request or concurrence of a client who has full knowledge of the nature of the information that is being released and of the parties to whom it is released.

Instances of limited confidentiality must be clearly articulated, reviewed with the client, and acknowledged by signature.

The decision to release information without consent may occur only after careful consideration and under the conditions described above.

CS staff members must conform to relevant federal, state/provincial, and local statutes that govern the delivery of counseling and psychological services.

Staff members must comply with applicable laws related to privacy and confidentiality.

CS staff members must be familiar with and adhere to relevant ethical standards in the field, including those professional procedures for intake, assessment, case notes, and termination summaries as well as the preparation, use, and distribution of psychological tests.

Client status and information disclosed in individual counseling sessions must remain confidential unless written permission to divulge the information is given by the client.

Clients must be made aware of issues such as the limits to confidentiality during intake or early in the counseling process so they can participate from a position of informed consent.

Consultation regarding individual students, as requested or needed with faculty and other institutional personnel is offered in the context of preserving the student’s confidential relationship with the counseling services. Consultation with parents, partners, and public and private agencies that bear some responsibility for particular students may occur within the bounds of a confidential counseling relationship.

CS must maintain records in a confidential and secure manner while specifying procedures to monitor access, use, and maintenance of the records.

Part 6. LAW, POLICY, AND GOVERNANCE

Counseling Services (CS) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution’s policies.
CS must have access to legal advice needed for personnel to carry out their assigned responsibilities.

CS must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

CS must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

CS must have written policies and procedures on operations, transactions, or tasks that have legal implications.

CS must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

CS must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

CS must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

CS must inform personnel about internal and external governance organizations that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Counseling Services (CS) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

CS must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

CS must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
• modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
• ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
• establish goals for diversity, equity, and access
• foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
• promote respect for commonalities and differences among people within their historical and cultural contexts
• address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
• provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
• respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
• recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

Part 8. INTERNAL AND EXTERNAL RELATIONS

Counseling Services (CS) must reach out to individuals, groups, communities, and organizations internal and external to the institution to
• establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
• garner support and resources for programs and services as defined by the mission
• collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
• engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
• disseminate information about the programs and services

CS should develop close cooperation with institutional referral sources and with potential consumers of counseling services consultations. CS should also work closely with all other segments of the institution whose goal is the promotion of psychological, emotional, and career development.

CS should work closely with the senior student affairs and academic affairs administrators to ensure that institutional goals and objectives are met.

Within the institution, CS should establish close cooperation with career services, academic advising, specialized academic support units (e.g., reading and study skills programs, learning assistance programs), and student services (e.g., services for students with disabilities; international and multicultural students; lesbian, gay, bisexual and transgender students; TRIO programs; women; veterans; returning adult students).
CS should establish relationships with a wide range of student groups (e.g., student government; gay, lesbian, bisexual, transgender groups; fraternities and sororities; spiritual groups; organizations for students from underrepresented groups) to promote visibility and serve as a resource to them.

CS should establish and maintain a close working relationship with student health services as counseling staff members are often called upon to refer clients for medical concerns or hospitalization and to serve as consultants to, or to seek consultation from, health services professionals.

CS should foster relationships with academic units and with professionals in admissions, registrar’s office, student activities, athletics, residence halls, and campus security where appropriate.

CS should establish effective relationships with the institutional legal counsel and the legal staff of relevant professional organizations in order to effectively respond to pertinent legal issues and precedents that underlie the delivery components of CS.

Where adequate mental health resources are not available on campus, CS must establish and maintain close working relationships with community mental health resources.

CS must have procedures for the referral of students who require counseling beyond the scope of institutional CS.

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

CS must have procedures and guidelines consistent with institutional policy for
- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

CS must advocate for membership on critical institutional committees, especially those related to crisis response, students at risk, and threat assessment.

**Part 9. FINANCIAL RESOURCES**

Counseling Services (CS) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, CS must conduct comprehensive analyses to determine
- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution
CS must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

CS must administer funds in accordance with established institutional accounting procedures.

CS must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must
- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Part 10. TECHNOLOGY

Counseling Services (CS) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

CS must use technologies to
- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

CS must
- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, CS must
- have policies on the use of technology that are clear, easy to understand, and available to all students
• provide information or referral to support services for those needing assistance in accessing or using technology  
• provide instruction or training on how to use the technology  
• inform students of implications of misuse of technologies

CS must maintain secure and ethical use in the application of technology for the provision of counseling services.

CS must select technology that reflects current best pedagogical practices when it is used to facilitate student learning and development.

Part 11. FACILITIES AND EQUIPMENT

Counseling Services’ (CS) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program’s mission and goals.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

CS must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, CS must take into account expenses related to regular maintenance and life cycle costs.

CS must maintain a physical and social environment that facilitates optimal functioning and ensures appropriate confidentiality.

CS, when feasible, should be physically separate from administrative offices, campus security, and student conduct units.

Individual offices for counseling staff members should be provided, appropriately equipped, and soundproofed. The offices should be designed to accommodate the functions performed by counseling staff members.

There should be a reception area that provides a comfortable and private waiting area for clients.
CS should maintain or have ready access to professional resource materials.

In those instances where counseling services include a career development unit, there should be a resource center that holds institutional catalogs and occupation and career information.

An area suitable for individual and group testing procedures should be available.

CS should maintain or have ready access to group meeting space that provides a confidential setting.

CS should maintain equipment that is capable of providing modern technical approaches, such as biofeedback and secure video conferencing accessibility, to treatment and record keeping and have access to equipment for research and media presentations.

CS with training components should have adequate facilities for recording and, where possible, for direct observations.

**Part 12. ASSESSMENT**

Counseling Services (CS) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

CS must

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

CS must employ ethical practices in the assessment process.

CS must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

*General Standards revised in 2014;
CS content developed/revised in 1986, 1997, 1999, & 2011*