

ANNUAL REPORT



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COUNCIL FOR ACCREDITATION OF COUNSELING
AND RELATED EDUCATIONAL PROGRAMS

**A N N U A L
R E P O R T**



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**COUNCIL FOR ACCREDITATION OF COUNSELING
AND RELATED EDUCATIONAL PROGRAMS**

This is the second annual report of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The information in this publication reflects events and activities from January 1, 2013 through December 31, 2013, unless otherwise specified.

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TABLE OF CONTENTS

Letter from the Board Chair	1
CACREP Board of Directors CACREP Staff	2
CACREP's Vision, Mission, and Core Values Scope of Accreditation	3
CACREP Facts 2013 Vital Statistics Survey	4
Accreditation Updates Reviews Revised and Newly Adopted Policies CHEA Recognition CACREP and its Affiliate CORE	6
CACREP Activities Workshops, Training, and "Fireside Chats" Research Grants CRIGS Program 2016 Standards Revision	13
International Engagement IRCEP INQAAHE	15
Financial Summary	16
Closing Remarks from the President/CEO	17

LETTER FROM THE BOARD CHAIR

Dear Colleagues,

CACREP had another busy and fruitful year. Guided by its strategic initiatives, CACREP has focused its activities on increasing the quality of counselor preparation through accreditation, advocacy for the counseling profession, and nurturing strategic partnerships both nationally and internationally.

This report identifies the CACREP Board of Directors and Staff and the major accomplishments in 2013 including accreditation decisions, outreach programs, and new policies. Selected data from the 2013 Vital Statistics Survey is also provided and offers valuable insights about the constituents CACREP serves.

CACREP continues to be a leader and a strong partner in unifying the counseling profession and strengthening the stature of the profession through quality assurance in counselor preparation. Four highlights of this year are the partnering with CORE as a corporate affiliate of CACREP, the adoption of Clinical Rehabilitation Counseling standards, the approval of the first IRCEP international program, and the on-going Standards revision process.

I would like to take this opportunity to thank the many committed professionals who serve on site review teams and ensure that CACREP Standards for counselor preparation are met. Thanks also to the Board of Directors, who through their collective wisdom, steer and guide CACREP in keeping with its vision and mission. Thanks also to Dr. Carol Bobby, President and CEO, and her staff for their dedication and contributions to the success of CACREP.

I hope that you find this report both informative and insightful as to the current status of professional counselor preparation.

With warmest regards,



M. Sylvia Fernandez, Ph.D.
CACREP Chair



CACREP BOARD OF DIRECTORS

The Board of Directors is composed of a minimum of 13 and a maximum of 15 members. The Board includes at least eight counselor educators (CE), at least two counseling practitioners (CP), and at least two public members (PM) appointed from the public at large who are not current or former members of the counseling profession. All directors serve for one term of five years and are not eligible for reappointment. Terms begin July 1 and end June 30 each year.



CACREP Board of Directors, January 2014
Back, l-r: Ng, Millmore, Mascari, Hill-Smith
Front, l-r: Nishimura, Paul, Parsons, Fernandez,
Davis, Heller Levitt, Coker, Tazza, Jones

BOARD ROSTER

M. Sylvia Fernandez (CE), *Chair*
Thomas E. Davis (CE), *Vice Chair*
Dana Heller Levitt (CE), *Treasurer*
Kelly Coker* (CE)
Tiffany Hill-Smith (PM)
Bethany S. Jones* (PM)
J. Barry Mascari (CE)
Patrick Millmore* (CP)
Kok-Mun Ng* (CE)
Nancy Nishimura (CE)
Jeffrey Parsons (CE)
Rhonda Paul (CE)
Chanel Tazza (CP)

*Began serving on the CACREP Board in July 2013

The following CACREP Board members ended terms in June 2013:

Charles F. (Rick) Gressard (CE)
Stephen S. Feit (CE)
Anita Engstrom Jones (CP)
Clarrice A. Rapisarda King (CE)
Judith A. Nix (PM)

CACREP STAFF

Carol L. Bobby
President & CEO

Jenny Gunderman
Managing Director

Robert I. Urofsky
Director of Accreditation

Tyler M. Kimbel
Director of Research & Information Services

Sarah M. Betz
Assistant Director of Accreditation/IRCEP Coordinator

David Moran
Assistant Director of Accreditation

Yvette Peña
Executive Assistant

CACREP'S VISION, MISSION, AND CORE VALUES

VISION

The vision of CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. CACREP is dedicated to

- encouraging and promoting the continuing development and improvement of preparation programs; and
- preparing counseling and related professionals to provide services consistent with the ideal of optimal human development.

CACREP maintains collaborative relationships with other groups that focus on accreditation, licensing, certification, and the professional development of counselors and related practitioners.

MISSION

The mission of CACREP is to promote the professional competence of counseling and related practitioners through

- the development of preparation standards;
- the encouragement of excellence in program development; and
- the accreditation of professional preparation programs.

CORE VALUES

The CACREP Board of Directors developed this *Statement of Core Values* to provide additional clarification and support for the existing Mission and Vision statements.

The CACREP Board of Directors believes in

- advancing the counseling profession through quality and excellence in counselor education;
- ensuring a fair, consistent, and ethical decision-making process;
- serving as a responsible leader in protecting the public;
- promoting practices that reflect openness to growth, change, and collaboration; and
- creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices.

SCOPE OF ACCREDITATION

CACREP accredits master's and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world.

CACREP FACTS

CACREP accredited counseling programs at 279 institutions by the end of 2013. A majority of these institutions offer more than one counseling program (i.e., specialization), bringing the total number of CACREP-accredited counseling programs to 634. There are approximately 1,000 graduate counseling programs offered by 531 institutions across the country, which means that as of last year, CACREP accredited just over 63% of counseling programs in the United States.

2013 VITAL STATISTICS SURVEY

The CACREP Vital Statistics Survey is an annual online survey completed by program liaisons at CACREP programs to collect information regarding trends in accredited counseling programs. The 2013 Survey collected program data reflecting Summer 2012 through Spring 2013 from 272 institutions that included a total of 622 CACREP programs. Selected highlights from the 2013 survey results regarding programs, students, and faculty are provided in the following subsections.

Programs

Regarding counseling program areas in 2013, School Counseling was the program area with the highest number of CACREP-accredited programs (n=224). However, this will likely change in the future as Community Counseling and Mental Health Counseling programs under the 2001 Standards are combined while they transition into Clinical Mental Health Counseling programs under the 2009 Standards. Gerontological Counseling had the fewest, with only one accredited program due to the discontinuation of standards in this area.

COUNSELING PROGRAMS BY THE NUMBERS (2012-2013)						
CACREP Program Area	Number of Programs		Enrollment		Graduates	
	2013	2012	2013	2012	2013	2012
Addiction*	2	N/A	19	N/A	9	N/A
Career***	8	8	168	167	51	59
Clinical Mental Health*	74	34	8,109	5,003	2,066	1,022
College**	9	11	147	179	43	54
Community**	136	155	9,582	10,903	2,737	3,015
Counselor Ed. & Supervision***	62	60	2,122	2,028	326	323
Gerontological**	1	1	2	9	0	3
Marriage, Couple, & Family***	39	36	2,595	2,446	828	576
Mental Health**	43	54	6,014	6,742	1,167	1,201
School***	224	218	10,221	11,042	3,680	3,843
Student Affairs**	17	19	428	423	150	146
Student Affairs & College*	7	4	95	63	42	18

*Program area in the 2009 CACREP Standards.

**Program area in the 2001 CACREP Standards.

***Program area in both the 2001 and 2009 CACREP Standards.

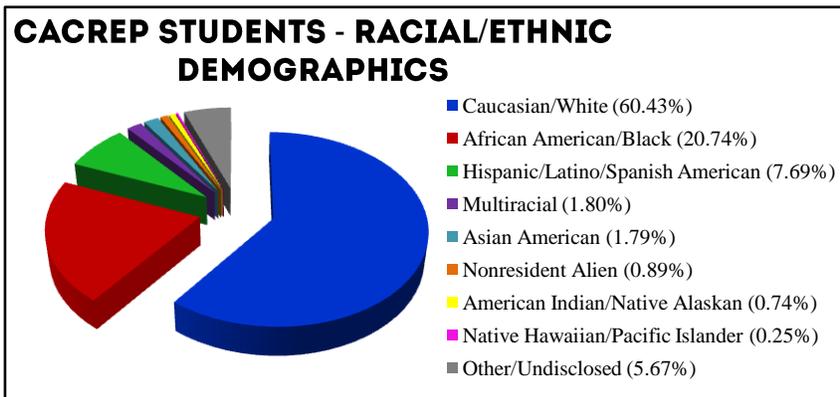
In terms of graduates in the past year, School Counseling was the top program area with 3,680 graduates. School Counseling programs also claimed the largest number of currently enrolled students (n=10,221). Six program areas reported significantly lower student enrollments than the other program areas: Student Affairs (n=428), Career Counseling (n=168), College Counseling (n=147), Student Affairs and College Counseling (n=95), Addiction Counseling (n=19), and Gerontological Counseling (n=2).

Students and Faculty

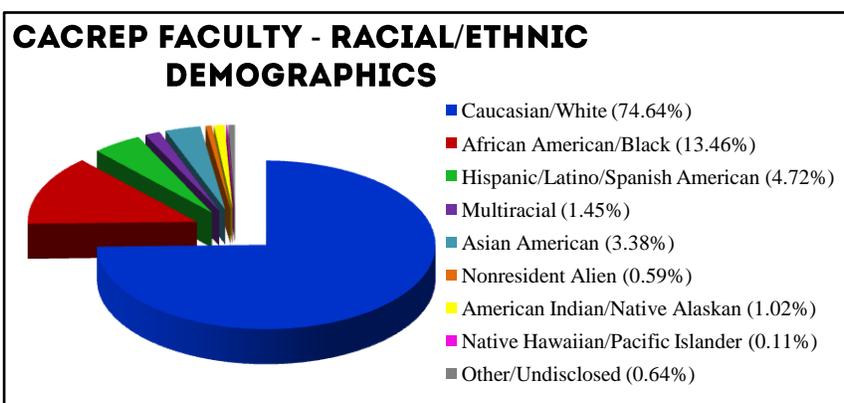
Data from the 2013 Vital Statistics Survey concerning CACREP program applicants, current enrollment, and graduates in the past year are outlined below, followed by a demographic breakdown of students. Demographics are also provided for full time faculty members in CACREP programs.

CACREP VITAL STATISTICS: STUDENT HIGHLIGHTS (2012-2013)						
Program Type	Applicants		Enrollment		Graduates	
	2013	2012	2013	2012	2013	2012
Masters Programs	34,480	34,885	37,380	36,977	10,773	9,937
Doctoral Programs	1,513	1,416	2,122	2,028	326	323
All CACREP Programs	35,993	36,301	39,502	39,005	11,099	10,260

Regarding gender differences, 82.28% of students enrolled in CACREP-accredited programs are female, with males at 17.72%. An analysis of the students' racial/ethnic background information reveals that a majority of students in CACREP programs are Caucasian/White (60.43%), with the second largest group being African American/Black students (20.74%). Additionally, 2.99% of students enrolled in CACREP-accredited programs are reported to have a known disability.



A reported **2,041 full-time faculty** members worked in CACREP programs during 2013. Regarding gender, 60% of these CACREP faculty members are female, with males at 40%.



While somewhat less diverse in racial/ethnic background, the full-time faculty are similar to students in that a majority of full-time faculty in CACREP programs are Caucasian/White (74.64%), with the second largest group being African American/Black (13.46%).

ACCREDITATION UPDATES

FULL REVIEWS

The CACREP Board completed full program reviews in 43 institutions in 2013, 10 (23.3%) of which were new applicants to CACREP. The full program reviews consisted of a combined total of 86 individual counseling programs; five of these applicant programs were from institutions with currently CACREP-accredited programs. Of the individual programs, 35 (40.7%) were granted CACREP accreditation for a full eight-year cycle (or granted accreditation for the remainder of their cycle if it was an “add a program” scenario), and 49 (57%) were granted CACREP accreditation for a two-year period and are required to show evidence of meeting cited standards to obtain accreditation for the remainder of a full eight-year cycle. Two institutions withdrew one program each from the review process but had other programs successfully complete the full review process.

In addition to the full program reviews that were completed in 2013, a full program review at one institution did not end in completion as the institution withdrew its programs from the accreditation process prior to receiving an accreditation decision.

CONGRATULATIONS TO THE FOLLOWING INSTITUTIONS WITH NEWLY ACCREDITED CACREP PROGRAMS

Alabama State University · Ashland Theological Seminary · Georgian Court University
Lincoln Memorial University · Louisiana Tech University · Northern Kentucky University
University of Louisville · University of North Carolina at Pembroke · University of St. Joseph

INTERIM REVIEWS

Interim reports are submitted by institutions with CACREP programs to address any conditions attached to a two-year accreditation status. The CACREP Board conducted 30 interim reviews in 2013, which represent 10.8% of the institutions with CACREP-accredited programs. Of the institutions that submitted an interim report, 11 institutions (36.7%) received an additional two years of their program’s accreditation cycle requiring submission of a second interim report and 19 institutions (63.3%) were granted accreditation for the remainder of their program’s accreditation cycle.

MID-CYCLE REPORTS

Each institution submits a mid-cycle report four years into its program’s accreditation cycle. The CACREP Board reviewed a total of 41 mid-cycle reports in 2013, which represent 14.7% of institutions with CACREP-accredited programs. The Board accepted the majority of the mid-cycle reports reviewed in 2013; thirteen mid-cycle reports were tabled.

CC TO CMHC CONVERSIONS

The Board reviewed and approved one application for conversion in 2013 and received two additional applications for review in 2014.

REVISED AND NEWLY ADOPTED POLICIES

Clinical Rehabilitation Counseling Standards

The CACREP Board adopted newly developed Clinical Rehabilitation Counseling Standards for immediate implementation.

Conversion from Community Counseling to Clinical Mental Health Counseling

CACREP adopted a policy for programs currently accredited as Community Counseling to convert their accreditation to Clinical Mental Health Counseling. The conversion policy is intended to serve programs that have already transitioned to a 60 hour Clinical Mental Health Counseling program, but whose students would not be eligible for TRICARE status based on the program being accredited as Community Counseling under the 2001 Standards. Conversion of a program under this policy does not impact the expiration dates or the accreditation status of any other programs at the institution.

Revision of Motion about CACREP Graduates

Accreditation Process Policy #13 was revised to extend opportunities to graduates for federal positions. The revised policy reads:

Students in a program seeking accreditation shall be considered graduates of a CACREP program if they receive their degree within one (1) academic year prior to when accreditation is conferred, and if the program can verify that the student completed the CACREP program requirements.

Posting Outcomes Data

As part of CACREP's CHEA recognition process, the following policy was adopted by the CACREP Board:

Motion that CACREP accredited programs be required to provide the student outcome data asked for on the most recent Vital Statistics Survey on their websites and that the data be easily accessible by a direct link to a page or document labeled Student Outcome Data. (read more about this on page 10)

Guiding Statement

The CACREP Board adopted a new guiding statement this year regarding Standard I.W.5a-c:

Standard I.W.5a-c requires faculty to engage in activities of the counseling profession and its professional organizations. CACREP believes that faculty engagement with organizations such as Chi Sigma Iota (both at the chapter level and national level), the National Board for Certified Counselors and Affiliates, and the American Counseling Association and/or its divisions clearly demonstrates involvement in the counseling profession and its professional organizations. Each of these organizations provides unique opportunities for development/renewal, research, scholarship, service and advocacy that can be used to document how program faculty meet this Standard. CACREP acknowledges that this list of organizations is not exhaustive, however, these organizations are provided as clear examples of where faculty may engage with the counseling profession.

CACREP Position Statement on Licensure Portability for Professional Counselors

Adopted by the CACREP Board on 7/13/13.

CACREP

Since 1981, CACREP has served as the premier accrediting organization of the Counseling profession, accrediting over 600 graduate counseling programs at over 270 institutions in the United States and throughout the world. These programs educate a diverse body of students currently totaling more than 39,000. CACREP programs graduate over 10,000 students annually. The CACREP standards were developed and have been maintained by professional counselor educators and practitioners. The standards represent the Counseling profession's minimum knowledge and skill areas required to enter the profession. Recognized by the Council for Higher Education Accreditation (CHEA) as a quality assurance provider, CACREP is a national partner in public protection.

Issue

CACREP has spent the last three decades focusing on accreditation of programs without an explicit plan for its involvement in public policy. With recent efforts to incorporate CACREP accreditation into federal programs and state licensure, CACREP is establishing a policy for legislative action. The policy will help CACREP respond to inquiries from state licensure boards and other stakeholders, as well as establish a platform for licensure portability.

Rationale

- Of the 50 states, more than half specifically identify graduation from a CACREP-accredited program as an option for meeting the education requirements for licensure. Almost all of the remaining states (plus Puerto Rico and the District of Columbia) incorporate CACREP's core curricular areas within their education requirements. Several states have already begun the process of revising their licensure regulations to require graduation from a CACREP-accredited program.
- CACREP is regularly consulted by state licensure board leaders and administrators regarding program accreditation and quality assurance issues in counselor education. Some of these issues include training standards for licensure, information on federal hiring requirements, trends in education criteria, research, and new models of educational delivery for counseling programs, such as online learning.
- Research studies demonstrate that students from CACREP-accredited programs perform better on the National Counselor Examination for Licensure and Certification (NCE) (Adams, 2006) and pass the NCE at higher rates (Milsom & Akos, 2007). Another recent national study found that 81.7% of licensed professional counselors sanctioned for ethical violations graduated from *non*-CACREP-accredited programs (Even & Robinson, 2013).
- In 2010, the Institute of Medicine (IOM), at the request of Congress, examined the role of mental health counselors under the TRICARE program. The IOM recommended that only licensed professional counselors who graduate from a CACREP-accredited program be hired to work independently within the TRICARE system. Other federal agencies have followed suit by specifying CACREP in their hiring requirements, including the U.S. Department of Veterans Affairs and the Army Substance Abuse Program.
- Many established professions already require programmatic accreditation for licensure, such as medicine, pharmacy, and physical therapy. By requiring accreditation for licensure, these professions have experienced benefits such as public and federal recognition, third-party reimbursements, legislative clarity and unity, and national uniform education requirements which facilitate licensure portability.
- "20/20: A Vision for the Future of Counseling" was a group of 31 counseling organizations that came together to insure the future growth and direction of the counseling profession. In 2013, the Education Work Group (EWG) from 20/20 proposed education requirements for counselor licensure based on the results of a Delphi study conducted by leaders from, including the American Counseling Association (ACA) and the American Association of State Counseling Boards (AASCB), the co-sponsors of 20/20. This proposal recommended graduation from a CACREP-accredited mental health counseling or clinical mental health counseling program as the educational requirement for licensure. The EWG proposal also included considerations for grandparenting language for non-CACREP graduates, graduates from other CACREP program areas, and current licensees.

Addressing Potential Concerns

As with any maturing profession, growing pains will accompany the adoption of educational requirements that mandate graduation from an accredited program for licensure. These growing pains may cause controversy within the professional community as some members may fear the negative impact of these changes. CACREP wants to make clear that this proposal will not adversely affect licensees or counseling students. Of significance, the proposal:

- Will not change the status of anyone who obtains licensure prior to the effective date of the legislation. Graduates from non-accredited programs who obtain a counselor license will not be affected, it only applies to future applicants.
- Will provide a seven (7) year grandparenting period to allow current students and graduates on non-accredited programs to obtain a counselor license prior to implementation. Additionally, the period allows all programs adequate time to obtain accreditation if desired.

Currently licensed counselors and currently enrolled counseling students have nothing to fear from this proposal. It is intended to affect future graduates who have been given adequate notice of the new requirements.

Further, non-accredited programs are provided substantial notice and opportunity to ensure compliance with the proposal. As the majority of counseling programs are accredited by CACREP, the impact on these educational programs will be manageable. The review process to obtain accreditation typically spans only 18 months and the cost is modest compared to other disciplines.

Moreover, the proposal will provide significant benefits to counselors and the public by:

- Establishing a quality assurance model that ensures all counselors meet the rigorous education, training and institutional requirements established by CACREP. The licensing board and public will benefit by knowing that counselors who obtain a license have met a national educational standard.
- Providing a platform for portability of the license across the states. The lack of a uniform educational standard in counselor licensure laws is a key impediment to obtaining a license in other states. This proposal, once implemented, will remove that barrier and pave the way for licensure portability.

Proposal

The counseling profession must be held accountable to ensure that graduate counseling programs are meeting the minimum standards set by the profession for the preparation of future counselors. Counselors-in-training have the right to be taught and mentored by members of their chosen profession to ensure they become competent and ethical practitioners able to meet the health, safety, and welfare needs of the public. As such, CACREP proposes that all state counseling licensure boards adopt the requirement of graduation from a CACREP-accredited counseling program for licensure. This makes licensure portability for licensed professional counselors a future reality and strengthens the protection of counseling programs, students, practitioners, and the public.

A broad timeframe for implementing the proposed CACREP requirement is provided along with suggested legislative language.

Model Legislation Providing Educational Requirements for Counselor Licensure Portability

Beginning seven (7) years from enactment of this Act, an applicant for licensure in counseling must possess a master's or higher-level degree from a clinically-focused program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), including addiction counseling, clinical mental health counseling, clinical rehabilitation counseling, and marriage, family and couples counseling.

An applicant for licensure prior to the effective date of this Act shall meet the education requirements established under (cite relevant section(s) of previous licensing law).

A person who is licensed as a counselor under the provisions of (cite relevant section(s) of previous licensing law) as of the effective date of this Act shall be deemed to have met all requirements for licensure under this Act and shall be eligible for renewal of licensure in accordance with the provisions of this Act.

CACREP IMPLEMENTS NEW REQUIREMENT TO MAINTAIN ITS CHEA RECOGNITION

In December 2012, CACREP was informed that submission of additional information was required before our application for continued recognition could be approved. Although CACREP remains CHEA-recognized, the final decision for continued recognition was deferred to allow time to demonstrate further compliance with CHEA Criteria 12(B)1 and 12(B)5. Criterion 12.B.1 requires CACREP to implement a standard or policy that requires our accredited programs to “routinely provide reliable information to the public on their performance, including student achievement as determined by the institution or program.” The second criterion, 12(B)5, requires CACREP to provide more information to the public about the reasons for granting 2-year vs. 8-year accreditation to each specific program that we accredit or the specific reasons for denying a program; that is, CACREP must provide a publically available description of deficiencies for each program.

CACREP explored a variety of solutions to satisfy the new CHEA requirements based on consultation with CHEA staff and discussions with other accrediting agencies about how they are approaching the tasks at hand. Programs have been notified of CACREP’s new requirements via email, newsletter articles, and presentations at counseling conferences throughout 2013.

With regard to 12(B)5...

CACREP programs must create an outcomes report that includes, *at a minimum*, four outcomes measures as reported each year in CACREP’s annual Vital Statistics Survey. The four outcomes measures include: (a) number of program graduates from the past year; (b) completion rate; (c) licensure or certification examination pass rate (as appropriate); and (d) job placement rate. It is suggested that programs include a narrative to present and explain the outcomes data in a way that represents the program in a positive light and makes the numbers easy to interpret by potential students and the public. The program outcomes report must be posted on each program’s website and a link to the program outcomes report must be emailed to the CACREP office so that the link can be posted on the CACREP Directory of Accredited Programs.

With regard to 12(B)1...

Although the simplest way to address this requirement is to simply make all documents related to the accreditation process, including the final accreditation decision letters, public documents, CACREP was not willing to change its relationship with its programs in such a dramatic fashion. CACREP also felt that there could be misinterpretation of the types and numbers of conditions attached to programs receiving 2-year accreditation. Therefore, CACREP decided to create standard wording for *different types of accreditation decisions* and for *different groupings of cited standards* that could be published to convey the reasons for the decisions rendered. The goal is to provide useful information to the public about the general focus of the condition(s) without providing detailed information that could be misinterpreted. An alternate goal was to insure that programs with numerous conditions did not appear to be in worse shape than those with just one or two conditions cited.

CACREP will submit information regarding these new requirements for review by the CHEA Committee on Recognition meeting during 2014.

CACREP AND ITS AFFILIATE CORE

On July 12, 2013, the Boards of Directors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Council on Rehabilitation Education (CORE) entered into an historic affiliation agreement whereby CORE became a corporate affiliate of CACREP on matters related to the accreditation of clinical rehabilitation counseling programs. The affiliation agreement was a clear and timely response to the call made by the 20/20 delegate for a unified accreditation process for the counseling profession.

Following three months of discussion between the elected heads and chief staff officers of CORE and CACREP, the details of the Memorandum of Agreement (MOA) were agreed upon and signed. The MOA outlines the following seven (7) points:

1. Both organizations agree to affiliate to create a unified accreditation process.
2. The affiliation will exist for a minimum of five (5) years to allow for the creation and implementation of the unified accreditation process.
3. During the affiliation, both organizations agree to periodic review of any policies and procedures developed jointly to insure continued enhancement of the unified process.
4. Each board will designate one seat to an individual nominated by the other board, with the understanding that multiple candidates will be nominated and final selection occurs as part of each board's selection process.
5. All public communications related to the agreement or joint accreditation process for clinical rehabilitation counseling programs are jointly authorized for release and the joint accreditation processes developed are referred to as services of "CACREP and its affiliate CORE."



Dr. Sylvia Fernandez (CACREP Chair) and Patricia Nunez (CORE President) signing the MOA

6. Both organizations agree to develop a joint process for implementation of CACREP's Clinical Rehabilitation Counseling Standards, along with a reasonable fee schedule. To accomplish this, CACREP will grant a nonexclusive license to CORE to use these standards.
7. CACREP will provide a grandparenting period until January 1, 2018, that will allow graduates of doctoral level rehabilitation counselor education programs who graduate prior to this date to be eligible to serve as core faculty members in CACREP accredited programs for life, including programs dually accredited by both CORE and CACREP.

After signing the MOA, representatives of CACREP and its affiliate CORE developed a licensing agreement that has gone through review by legal counsel, released the Clinical Rehabilitation Counseling Standards to the public, developed and released a conversion policy for CORE accredited programs to become dually accredited by CORE as a Clinical Rehabilitation Counseling program and by CACREP as a Clinical Mental Health Counseling program, presented key elements of the affiliation to the ACA Governing Council at its Fall 2013 meeting, written numerous articles about the affiliation for publication in *Counseling Today* and various newsletters, presented jointly at the ACES, NCRE, and AASCB annual meetings, and developed an FAQ fact sheet for publication on our respective websites.



Dr. Carol Bobby (CACREP President & CEO) and Dr. Frank Lane (CORE Executive Director) signing the MOA

Discussions will continue throughout 2014 as the first cohort of rehabilitation counseling programs seek dual accreditation as both a Clinical Rehabilitation Counseling and Clinical Mental Health Counseling program from CACREP and its affiliate CORE.

CACREP ACTIVITIES

WORKSHOPS, TRAINING, AND “FIRESIDE CHATS”

CACREP conducted four “How to Write a CACREP Self-Study” workshops in 2013 with 120 participants representing both currently accredited programs and programs interested in seeking CACREP accreditation. Thirty-four institutions interested in seeking CACREP accreditation for their counseling programs sent representatives to these workshops.

In 2013, CACREP premiered a new Team Chair Handbook which then served as the basis for a New and Recent Team Chair training session conducted at the American Counseling Association (ACA) Conference. CACREP conducted Team Member and Team Chair training sessions in conjunction with both the ACA and Association for Counselor Education and Supervision (ACES) national conferences. CACREP staff also conducted an online session with 26 team chairs demonstrating the new online team report format developed for site visits.

CACREP hosted its second “Fireside Chat” conference call with 32 representatives of programs with reaccreditation self-studies due in 2013–2015. During the call, CACREP staff provided an overview of the CACREP accreditation/reaccreditation process; information on next steps; and, highlights of key application, standard, and policy considerations. In addition, staff solicited information on training needs.

RESEARCH GRANTS

Benjamin Newman (College of William and Mary) was the recipient of a \$500 CACREP student research grant last year for his proposal, *Effects of Changing to a 60-Credit Hour School Counseling Program on Admissions Quality, Admissions Diversity, and Job Placement Rates*.

CRIGS PROGRAM

The CACREP Research Initiative for Graduate Students (CRIGS) program offers current CACREP students the opportunity to become a CRIGS Research Fellow for a one-year term to engage in collaborative research that mirrors and supports CACREP’s vision, mission, and values. The 2013 CRIGS Research Fellows, Jaime Castillo (doctoral student, Syracuse University) and Kara Hurt (doctoral student, University of North Texas) kicked off the CRIGS program by conducting a national research study on counseling student competence and professional identity. The inaugural research fellows plan to wrap up their data collection and analysis in early 2014 and will submit their work for review and publication in a peer-reviewed counseling journal.

Additionally, a search for 2014 research fellows occurred in Fall 2013. CACREP is pleased to announce the 2014 CRIGS Research Fellows will be Ian Turnage-Butterbaugh (doctoral student, University of Mississippi) and Amy Williams (doctoral student, College of William and Mary).

2016 STANDARDS REVISION

The 2016 CACREP Standards Revision Committee (SRC) spent 2013 in activities connected to Drafts 1 and 2 of the 2016 Standards. The motto “Clarify, Simplify, Unify” continued to guide the committee’s work. Final feedback on Draft 1 was gathered through a session at the AACSB Conference, a meeting with the CACREP Board, and an online feedback survey for the public commenting period that ended in January.



After the public commenting period closed, the SRC held a 3-day meeting to review all feedback and begin writing a second draft of the 2016 Standards. During the development process of Draft 2, the committee solicited additional information from accredited programs through online surveys regarding two topics: (a) how programs define core faculty and (b) possible new titles for the student affairs and college counseling specialty area.

Revisions of Draft 2 continued throughout the summer months in preparation for the next public commenting period. One major addition to this draft was the inclusion of clinical rehabilitation counseling standards which were based on the newly developed clinical rehabilitation counseling standards adopted by the CACREP Board at its July 2013 board meeting.

The SRC continued its practice of publically engaging stakeholders and soliciting feedback throughout the year by holding a general information session at the ACA 2013 Conference as well as a feedback session at the 2013 ACES National Conference.

In September, the SRC disseminated an electronic version of Draft 2 of the 2016 Standards and the Glossary via the CACREP website. Upon the release of these documents, another public commenting period began which was set to conclude in early 2014.

THE EVOLUTION OF THE CACREP STANDARDS...



INTERNATIONAL ENGAGEMENT

IRCEP

The International Registry of Counsellor Education Programs (IRCEP) continues to see significant progress in its efforts to encourage excellence in the education and training of counselors worldwide. In response to the growing number of requests from programs, IRCEP restructured the application review process and compilation of the Steering Committee to better meet the needs of applicant programs. The committee was reduced to five members to help streamline and facilitate work among members and the role of IRCEP Ambassador was created to offer individual consultation to interested programs. Steering Committee members who concluded their terms in June of 2013 include past Chair, **Rebecca Stanard** (Region of the Americas), **Salleh Amat** (Western Pacific Region), **Fidan Korkut-Owen** (European Region), **Brian F. Sullivan** (Western Pacific Region), and **George Vera** (Region of the Americas).

STEERING COMMITTEE	
	Charles F. (Rick) Gressard , Chair <i>Region of the Americas</i>
	Sachin Jain <i>South-East Asia Region</i>
	Uchenna Nwachuku <i>African Region</i>
	Syntia Santos <i>Region of the Americas</i>

In addition to the 38 US-based CACREP-accredited programs approved for the registry, IRCEP is excited to announce that Centro Argentino de Psicología Humanistic y Counseling Holos-San Isidro was approved for the registry. IRCEP also received an application from Veer Bahadur Singh Purvanchal University in India that will be reviewed by the CACREP Board in 2014.

Beyond restructuring activities and welcoming new programs, IRCEP published a newsletter last fall and also hosted an international student luncheon at the ACES Conference in Denver, CO.

INQAAHE

CACREP has been a full member of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) for 15 years. Full membership in INQAAHE is reserved for organizations that provide external quality assurance reviews for postsecondary institutions or education programs. There are 178 full members in INQAAHE representing countries in every region of the world. INQAAHE has been in existence for over 22 years and is known to national governments and ministries of education as a highly prestigious membership association that offers professional development support to QA agencies worldwide.

In April 2013, Carol Bobby was handed a gavel at the annual INQAAHE meeting being held in Taipei, Taiwan and officially began her two year term as INQAAHE's president. She is the first specialized accreditor to serve on the INQAAHE Board of Directors and the first American to be elected to the presidency. Serving in her dual role as both president and CEO of CACREP and as the elected head of INQAAHE allows Carol to interact with international leaders in accreditation and quality assurance agencies from around the world. In this role, she has also been asked to keynote or attend meetings in Europe, Africa, Asia, the Caribbean, Central America, and the Middle East. All of these meetings provide CACREP with a global presence and image that will be invaluable in the years to come.

FINANCIAL SUMMARY

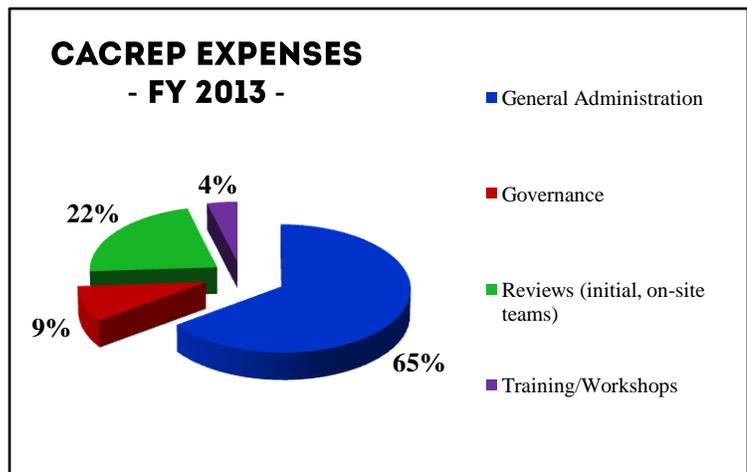
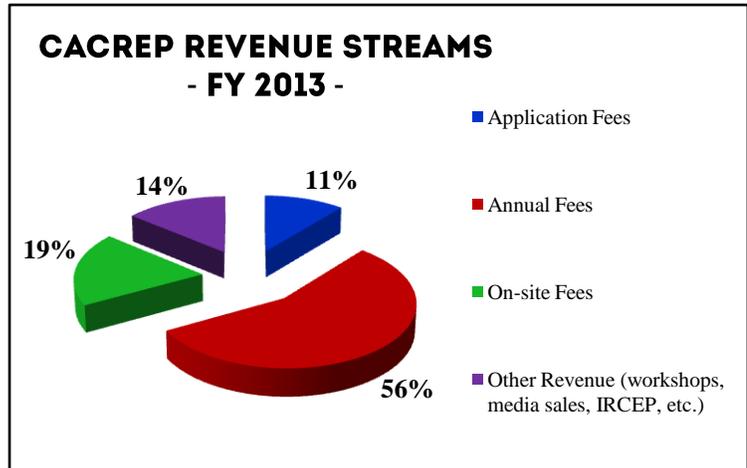
CACREP's fiscal year runs from July 1 through June 30 of each year. At the end of each fiscal year, CACREP's financial records undergo an independent audit to determine if appropriate accounting practices are being used and if financial disclosures are clear, neutral, and free of material misstatement. CACREP's FY 2013 audit was clean, consistent with all previous audits. CACREP's most recent audit was conducted by Halt, Buzas, & Powell, Ltd., a firm located in the Washington, DC metropolitan area.

The audited financial statements for FY 2013, ending on June 30, 2013, continue to represent CACREP's growth. Revenue increased by 5.79% from the previous year. This is due in large part to the increasing number of applicant programs, onsite visits, and added workshops (e.g., self-study). Expenses also increased by 8.9% due to increased expenditures of on-site team visits, review costs, trainings, and the work of the Standards Revision Committee. Despite growing expenses, CACREP ended FY 2013 in the black. As with the previous year, CACREP's FY 2014 budget reflects a planned net increase of assets to ensure continued growth in staff and program offerings.

The pie charts developed for FY 2013 provide an overview of where CACREP derives its financial support and how its money is expended.



Dana Heller Levitt
CACREP Treasurer



CLOSING REMARKS FROM THE PRESIDENT/CEO

When One Door Closes, another Door Opens

When I was young, my father often told me as I complained bitterly about having to do homework or household chores: “Young lady, hard work never hurt anyone!” “Yeah, right,” I thought. “What does he know?” In retrospect, I realize that hearing such statements as a child shaped my work ethic. As a result, I not only have high expectations of myself, but also of the CACREP staff— Jenny, Robert, Tyler, Sarah, Dave, and Yvette. Yet, unlike my father, I never find myself thinking of that old cliché when it comes to anyone in the CACREP office. Every single person working at CACREP is top-notch. Everyone has a professional attitude, a solid work ethic, and a desire to provide the best service possible to constituents. My kudos to the CACREP staff for the work accomplished in 2013 reported in this annual report.



Speaking of clichés, there is another one I feel compelled to share: “When one door closes, another one opens.” But what does this mean in relation to CACREP’s activities in 2013? Which doors have closed and which doors have opened? What is behind each of these doors?

Door #1 - Changes to CACREP’s Scope of Recognition Approved by CHEA

When CACREP submitted its most recent self-study for continued CHEA recognition in 2012, a change of scope request was included in the application. CACREP requested the following scope be recognized by CHEA:

CACREP accredits master’s and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world.

This scope was officially recognized by the CHEA Board of Directors at its April 2013 meeting. The change is significant on several levels and has the potential to open many new doors.

1. It focuses CACREP’s primary role as the accrediting organization for degree programs in counseling rather than on specialized program areas within counseling, thus, allowing CACREP’s structure to evolve in future standards revision processes.
2. It provides CACREP the flexibility to develop standards, as needed, for specialties within the profession that were not previously listed in its scope, such as Clinical Rehabilitation Counseling.
3. It allows CACREP to accredit international counseling programs offered outside of the borders of the United States.
4. It furthers the goals of the profession to present itself as a unified profession.

Door #2 - 20/20 Concludes; CORE Becomes a Corporate Affiliate of CACREP

In March 2013, the final meeting of the 20/20 delegates was held at the ACA Conference in Cincinnati. But many great things were accomplished over the five years of meetings, including the motion that passed endorsing the concept that a single educational accrediting body would be a clear benefit for the counseling profession. This was a clear message to both CORE and CACREP. It opened a door that many thought would never happen— CORE becoming a corporate affiliate of CACREP. Behind the decision to affiliate is the belief that working collaboratively and presenting a unified approach to accreditation will lead to improvement in the preparation of *all* counselors, regardless of their area of specialized training.

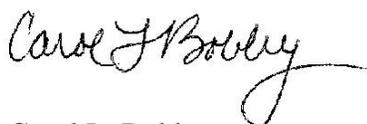
Door #3 - The Scoop on CACREP and Grandparenting

If there was one CACREP myth that needed busting in 2013, it was the one saying CACREP does not support grandparenting. This myth was spread far and wide with regard to CACREP's inclusion in the hiring regulations of the Veteran's Administration and TRICARE, in proposals for state licensure regulations, and in the 2009 CACREP Standards on core faculty requirements. What is interesting about this myth is the fact that CACREP not only supports grandparenting provisions when significant new requirements including graduation from a CACREP program are proposed, but advocates for grandparenting as a way to move the profession forward.

July 1, 2013, is a prime example of a grandparenting date that moves the profession forward. It was built into the 2009 CACREP Standards and it will likely remain in the 2016 CACREP Standards. It was a grandparenting date set back in 2008 when the CACREP Board adopted the 2009 Standards. It provided due notice to all counseling programs that in five years' time, when programs hire brand-new doctoral level graduates to serve as core faculty, these graduates must have a terminal degree in counselor education. This date did not apply to anyone who had already been serving as a counselor educator for at least one year prior to this date even if the degree was from a related profession. This grandparenting clause is an example of moving the profession forward.

CACREP has taken a similar stance with regard to how state licensing boards might implement changes which require graduation from a CACREP program for future applicants without harming currently licensed professionals (see pages 8–9 for the full text of this position statement). CACREP has even offered to work with other counseling organizations to better educate our respective constituents about how certain federal agencies make decisions and how doors that are currently open to meet grandparenting provisions will soon close.

For the counseling profession, grandparenting is an example of the cliché, “when one door closes, another opens.” The door opening for the counseling profession looks out on a strong and vibrant profession that is understood and respected by the public we serve.



Carol L. Bobby
CACREP President and CEO

