This is the annual report publication of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The information in this publication reflects events and activities from January 1, 2015 through December 31, 2015, unless otherwise specified.

Published in April 2016
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Dear Friends and Colleagues,

Last year was a year of extraordinary change for CACREP: record growth in the number of programs seeking accreditation, formal support from the American Counseling Association and the American Association of State Counseling Boards, a merger agreement with CORE, and an increasing number of states recognizing graduation from a CACREP program as an essential component of licensure. These exciting developments strengthen the counseling profession and create opportunities for counselors across the country.

At the same time, inevitable challenges arise directly related to change which must be overcome in order for progress to occur. CACREP is responding proactively to the changing face of counseling accreditation. I would like to address just a few areas of focus and change that helped define 2015 for CACREP.

**Workload.** One immediate impact of CACREP’s growth (through both new program applications and the upcoming CORE/CACREP merger) was an increase in workload, particularly in the area of program reviews. CACREP responded to workload issues in 2015 by adding a new staff position and re-organizing some staff roles. CACREP also revised its Mid-Cycle review process to increase that process's effectiveness and has been collaborating regularly with CORE to prepare to implement the CORE/CACREP merger. These steps strengthen CACREP’s infrastructure and increase our capacity to accredit programs.

**Support for programs.** CACREP worked hard last year to increase support for counseling programs. A few examples include (a) updating the “How to Write a Self-Study” workshop to reflect the 2016 Standards, (b) increasing the availability of “How to Write a Self-Study” workshops by offering more workshops and new locations, (c) developing the “Guiding Principles for Program Evaluation and Student Assessment—Section 4 of the 2016 Standards” for publication on CACREP’s website, and (d) extending grandparenting for students so that students who graduated up to 18 months before the conferral of program accreditation can still count as graduates from a CACREP-accredited program. Additional supports are on the horizon for 2016.

**Organizational relations.** CACREP is intentional in not just maintaining but strengthening its relationships with the organizations that form the basis for the counseling profession, such as the American Counseling Association and the National Board of Certified Counselors. We recognize and value the necessity of organizational collaboration to advocate for the needs of counselors by providing a unified front on key issues. A few examples of CACREP’s efforts to strengthen relations with other professional organizations include the announced merger between CORE and CACREP; a joint leadership...
meeting between ACA, NBCC, and CACREP; increased collaboration with Chi Sigma Iota; and the establishment of the Council of National School Counseling and College Access Organizations, of which CACREP, along with eight other organizations, is a founding member.

Ultimately, the increasing emphasis on educational standards in counselor preparation means greater responsibility for CACREP and, for me, a greater appreciation for the trust placed in CACREP by so many individuals and organizations. It also means increased employment opportunities for counselors in government agencies, reduced complexities in the review of licensure applications in states where graduation from a CACREP-accredited program is required, and the possibility for licensure portability to become a reality in the future. There is much to be excited about and grateful for as we move forward in strengthening the counseling profession.

Jeffrey Parsons
CACREP Chair
CACREP LEADERSHIP

The CACREP 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 5 years each and are not eligible for reappointment. Terms begin July 1 and end June 30 of the following year.

BOARD ROSTER

Pictured above left to right/top to bottom

Jeffrey Parsons (CE), Chair
Kelly Coker (CE), Vice Chair
Dana Heller Levitt (CE), Treasurer
Sejal Parikh Foxx* (CE)
Tiffany Hill-Smith (PM)
Chris Hull* (CE)
Bethany S. Jones (PM)
Kenyon Knapp (CE)
J. Barry Mascari (CE)
Patrick Millmore (CP)
Kok-Mun Ng (CE)
Vilia Tarvydas (CE)

Chanel Tazza (CP)
Tyra Turner Whittaker (CE)

*Began serving on the CACREP Board in July 2015

The following CACREP Board members ended terms in June 2015:

Thomas E. Davis (CE),
Past Vice Chair
M. Sylvia Fernandez (CE),
Past Chair
2015 Staff Updates

The CACREP staff expanded in 2015. A new part-time position was created: manager of digital information services. Sarah Betz moved into this position and now divides her time equally between addressing CACREP’s digital needs and managing the International Registry of Counselor Education Programs (IRCEP). Yvette Peña moved into her new role, the position Sarah previously held as an assistant director of accreditation, resulting in the hiring of CACREP’s eighth staff member, Liz Barnes, as the executive assistant.

CACREP STAFF

Carol L. Bobby
President & CEO

Jenny Gunderman
Chief Operating Officer

Robert I. Urofsky
Vice President, Accreditation & Training

Tyler M. Kimbel
Vice President, Research and Advocacy & Outreach

Sarah M. Betz
Managing Director for IRCEP/Manager of Digital Information Services

David Moran
Assistant Director of Accreditation

Yvette Peña
Assistant Director of Accreditation

Liz Barnes
Executive Assistant
CACREP FACTS

At the close of 2015, CACREP accredited counseling programs at 323 institutions of higher education. A majority of these institutions offer more than one counseling program area, or specialty area, (e.g., Clinical Mental Health Counseling, School Counseling), bringing the total number of CACREP-accredited counseling programs to 717. Approximately 530 institutions of higher education across the country offer close to 1,000 graduate counseling programs, which means that as of last year CACREP accredited 71% of counseling programs in the United States, a 5% increase from 2014.

2015 VITAL STATISTICS SURVEY

The CACREP Vital Statistics Survey is an annual online survey completed by CACREP program liaisons to collect information regarding trends in accredited counseling programs. The 2015 survey collected program data reflecting Summer 2014 through Spring 2015 from 312 institutions representing a total of 684 CACREP programs. The following subsections provide selected highlights from the 2015 survey results regarding programs, students, and faculty.

Programs (Specialty Areas)

School Counseling was the specialty area with the highest number of CACREP-accredited programs (n=247) in 2015. However, this is quickly changing as Community Counseling and Mental Health Counseling programs under the 2001 Standards transition into Clinical Mental Health Counseling programs under the 2009 Standards. This is demonstrated by the significant growth in Clinical Mental Health Counseling programs last year. Gerontological Counseling is the smallest specialty area, with only one accredited program remaining because standards in this area have been discontinued.

In terms of graduates in the past year, Clinical Mental Health Counseling was the top specialty area with 4,207 graduates. The Clinical Mental Health Counseling specialty area also claimed the largest number of currently enrolled students (n=15,561) in 2015. As in the past few years, six specialty areas reported significantly lower student enrollments than the other specialty areas: Student Affairs (n=289), Student Affairs and College Counseling (n=227), College Counseling (n=131), Career Counseling (n=130), Addiction Counseling (n=27), and Gerontological Counseling (n=1). Joining this group is a new category, Dually-accredited Clinical Rehabilitation/Clinical Mental Health Counseling programs (n=2). This is an accreditation designation that resulted from the CACREP/CORE Affiliation Agreement signed in 2013 before the merger was signed between the two organizations in 2015.
## Counseling Programs by the Numbers (2013–2015)

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<td>Addiction*</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td></td>
<td>27</td>
<td>27</td>
<td>19</td>
<td></td>
<td>6</td>
<td>10</td>
<td>9</td>
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<tr>
<td>Career***</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td></td>
<td>130</td>
<td>140</td>
<td>168</td>
<td></td>
<td>45</td>
<td>49</td>
<td>51</td>
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<tr>
<td>Clinical Mental Health*</td>
<td>185</td>
<td>121</td>
<td>74</td>
<td></td>
<td>15,561</td>
<td>11,390</td>
<td>8,109</td>
<td></td>
<td>4,207</td>
<td>2,915</td>
<td>2,066</td>
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<tr>
<td>College**</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td></td>
<td>131</td>
<td>111</td>
<td>147</td>
<td></td>
<td>38</td>
<td>24</td>
<td>43</td>
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<tr>
<td>Community**</td>
<td>73</td>
<td>102</td>
<td>136</td>
<td></td>
<td>5,333</td>
<td>7,457</td>
<td>9,582</td>
<td></td>
<td>1,870</td>
<td>2,435</td>
<td>2,737</td>
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<td>Counselor Ed. &amp; Supervision***</td>
<td>63</td>
<td>63</td>
<td>62</td>
<td></td>
<td>2,175</td>
<td>2,291</td>
<td>2,122</td>
<td></td>
<td>397</td>
<td>355</td>
<td>326</td>
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<tr>
<td>Gerontological**</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Marriage, Couple, &amp; Family***</td>
<td>42</td>
<td>41</td>
<td>39</td>
<td></td>
<td>2,951</td>
<td>2,819</td>
<td>2,595</td>
<td></td>
<td>658</td>
<td>690</td>
<td>828</td>
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<td>Mental Health**</td>
<td>26</td>
<td>35</td>
<td>43</td>
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<td>4,174</td>
<td>5,144</td>
<td>6,014</td>
<td></td>
<td>1,131</td>
<td>1,254</td>
<td>1,167</td>
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<td>School***</td>
<td>247</td>
<td>232</td>
<td>224</td>
<td></td>
<td>10,246</td>
<td>10,027</td>
<td>10,221</td>
<td></td>
<td>3,668</td>
<td>3,435</td>
<td>3,680</td>
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<td>Student Affairs**</td>
<td>13</td>
<td>15</td>
<td>17</td>
<td></td>
<td>289</td>
<td>338</td>
<td>428</td>
<td></td>
<td>129</td>
<td>144</td>
<td>150</td>
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<td>Student Affairs &amp; College*</td>
<td>12</td>
<td>10</td>
<td>7</td>
<td></td>
<td>227</td>
<td>194</td>
<td>95</td>
<td></td>
<td>88</td>
<td>67</td>
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<tr>
<td>Dually-accredited Clinical Rehabilitation/Clinical Mental Health*†</td>
<td>2</td>
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<td></td>
<td>88</td>
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<td>20</td>
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* Program area in the 2009 CACREP Standards.
** Program area in the 2001 CACREP Standards.
*** Program area in both the 2001 and 2009 CACREP Standards.
† Permitted by the 2013 CACREP/CORE Affiliation Agreement.
A reported 2,286 full-time faculty members worked in CACREP programs during 2015. Totals regarding the number of CACREP program applicants, current enrollment, and graduates from the past year are provided in the table below along with data from 2013 and 2014 for comparison. Regarding all CACREP programs, both master’s- and doctoral-level, an increase occurred across all three areas from 2014 to 2015, demonstrating CACREP’s continued growth as well as an expanding universe of counselor education programs, students, and graduates. Demographic breakdowns of students and full-time faculty members in CACREP programs are also provided (see page 9) based on the 2015 Vital Statistics Survey; no major changes emerged in 2015 in terms of student and faculty race/ethnicity or gender group breakdowns compared to the previous year.


<table>
<thead>
<tr>
<th>Program Type</th>
<th>Applicants</th>
<th>Enrollment</th>
<th>Graduates</th>
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<tr>
<td>Masters Programs</td>
<td>38,544</td>
<td>36,959</td>
<td>34,480</td>
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<tr>
<td>Doctoral Programs</td>
<td>1,888</td>
<td>1,736</td>
<td>1,513</td>
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<tr>
<td>All CACREP Programs</td>
<td>40,432</td>
<td>38,695</td>
<td>35,993</td>
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### 2015 CACREP Students and Faculty by Gender

- **Masters Students**
  - Male: 82.54%
  - Female: 17.40%
  - Alt. Id.: 0.06%

- **Doctoral Students**
  - Male: 76.91%
  - Female: 23.09%
  - Alt. Id.: 0.06%

- **All CACREP Students**
  - Male: 82.25%
  - Female: 17.69%
  - Alt. Id.: 0.04%

- **Full-time Faculty Members**
  - Male: 61.17%
  - Female: 38.79%
  - Alt. Id.: 0.04%
2015 CACREP Students: Racial/Ethnic Demographics

- Caucasian/White (60.22%)
- African American/Black (18.63%)
- Hispanic/Latino/Spanish American (8.39%)
- Asian American (2.09%)
- Multiracial (2.06%)
- Nonresident Alien (0.90%)
- American Indian/Native Alaskan (0.61%)
- Native Hawaiian/Pacific Islander (0.14%)
- Other/Undisclosed (6.96%)

2015 CACREP Full-time Faculty: Racial/Ethnic Demographics

- Caucasian/White (74.33%)
- African American/Black (12.72%)
- Hispanic/Latino/Spanish American (4.74%)
- Asian American (3.65%)
- Multiracial (2.10%)
- Nonresident Alien (0.87%)
- American Indian/Native Alaskan (0.68%)
- Native Hawaiian/Pacific Islander (0.09%)
- Other/Undisclosed (0.82%)
Full Reviews

In 2015, the CACREP Board of Directors completed full reviews of counseling programs (i.e., academic units) at 63 institutions of higher education, representing a combined total of 112 counseling programs (i.e., specialty areas). Of these institutions, 28 (44.4%) were new applicants to CACREP. The full reviews also included applications from seven (11.1%) institutions housing one or more CACREP-accredited programs that sought to add counseling specialty areas to their current accreditation status. One institution elected to withdraw from the review process prior to the final rendering of an accreditation decision. Of the remaining 62 full reviews, counseling programs at 33 (53.2%) institutions were granted accreditation for a full 8-year cycle (or through the remainder of the current accreditation cycle for institutions seeking to add additional specialty areas) and counseling programs at 29 (46.8%) institutions were granted accreditation for a 2-year period, necessitating further reporting about specific standards prior to obtaining accreditation for the remainder of a full 8-year cycle.

Congratulations to the following institutions with counseling programs newly accredited by CACREP in 2015

Alfred University
Carson-Newman University
Drake University
East Carolina University
East Central University
Hampton University
Harding University
Hofstra University
Husson University
Illinois Institute of Technology
LaSalle University
Liberty University
Louisiana State University
(MHealth Sciences Center)
Medaille College
Missouri State University
Mount Mary University
Northeastern State University
Northwestern University
Seattle Pacific University
South University, Columbia, SC
South University, Richmond, VA
South University, West Palm Beach, FL
Southern Adventist University
Tennessee Tech University
Trevecca Nazarene University
University of Arizona
University of Pittsburgh
Villanova University
Viterbo University
Western Seminary
Xavier University
Interim Reviews
Interim Reports are submitted by institutions with CACREP-accredited programs to address any standards-related deficiencies identified by the CACREP Board when rendering a 2-year accreditation decision. The Board reviewed 36 Interim Reports in 2015. Of the institutions that submitted an Interim Report on behalf of their counseling programs, 29 (80.6%) were granted accreditation for the remainder of their program's accreditation cycle and seven (19.4%) received an additional 2 years of the program's accreditation cycle, requiring submission of a second Interim Report.

Mid-Cycle Reports
Each institution housing a CACREP-accredited counseling program submits a Mid-Cycle Report 4 years into its program's accreditation cycle, addressing program changes that have occurred since the original full review for the current accreditation cycle. The CACREP Board reviewed 33 Mid-Cycle Reports in 2015. Of these, 25 (75.8%) were accepted, six (18.2%) were tabled requiring submission of further reporting, and two (6.1%) were accepted pending receipt of requested information. The Board also conducted 11 follow-up reviews of Mid-Cycle Reports on which action was tabled at the January 2014 Board meeting. Regarding these Mid-Cycle Report follow-up reviews, eight (72.7%) were accepted and three (27.3%) were accepted pending receipt of requested information.

Conversions
In 2015, the CACREP Board reviewed and approved four applications from institutions housing Community Counseling programs accredited under the 2001 CACREP Standards to convert the programs to Clinical Mental Health Counseling programs accredited under the 2009 CACREP Standards. Seven additional institutions submitted CC>CMHC conversion applications for review during 2015 with accreditation decisions anticipated for rendering in 2016.

In addition, last year CACREP and CORE awarded eight programs with dual accreditation status as Clinical Mental Health and Clinical Rehabilitation Counseling programs (as permitted under the affiliation agreement between the two organizations).
REVISED AND
NEWLY ADOPTED
POLICIES

CACREP conducted a thorough review and update of all existing policies, revising them to reflect the 2016 Standards. The Board adopted this revised policy document in July 2015. In addition, the Board adopted only one new policy in 2015:

**New Board Operation Policy on Program Requests for Re-review of a Board Decision**

It is moved that when a complaint is received by the CACREP Office after a Board decision is rendered, the Executive Committee’s role may be one of assuring due process by assessing that: 1) materials have been fairly reviewed, and 2) the Board had followed its process in the final decision-making. It is not in the Committee’s purview to make accreditation decisions outside of the full Board review process.

NEW CACREP RECOGNITIONS

**AASCB Letter of Support**

The American Association of State Counseling Boards (AASCB) conducted an analysis of education requirements for counselor licensure and, in November 2015, published an open letter in support of CACREP, stating [in part]:

> We have reached the conclusion that the process of CACREP accreditation, not only the CACREP standards, is best for consumers as CACREP is the leading national, accrediting body for counseling programs. Creating consistency in the realm of accreditation will result in consistency of scope of practice and regulation of counselors across state lines. This uniformity will, in turn, mean greater protection of the public and access by the public to quality, regulated care.

(www.aascb.org)

**ACA Motions of Endorsement**

At its July 2015 meeting, the American Counseling Association (ACA) Governing Council adopted three new policies regarding accreditation. These policies officially endorse graduation from a counseling program accredited by CACREP [and its affiliate CORE] as the pathway to initial licensure for future graduates, as well as provide support for those from non-CACREP-accredited schools who are currently licensed, in graduate school, or completing licensure requirements. The language of the motions passed and a helpful FAQ page on the new policies are available on the ACA website: www.counseling.org.
AMHCA—ACES—NBCC Portability Plan

A new plan for licensure portability was jointly developed, endorsed, and released in 2015 by the American Mental Health Counselors Association (AMHCA), the Association for Counselor Education and Supervision (ACES), and the National Board for Certified Counselors (NBCC). The portability plan was created to help licensed professional counselors be able to move between states while maintaining their license to practice. The plan promotes “acceptance of a license from another state when the individual holds a degree from a clinically focused counselor preparation program accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP), holds certification as a National Certified Counselor, or meets standards adopted by the state board of counseling.”

North Carolina Adopts CACREP Requirement for Licensure

The North Carolina State Legislature passed a bill in 2015 changing the requirements to become licensed as a professional counselor. The changes include a new requirement for those seeking licensure (after July 1, 2022) to possess a degree from a CACREP-accredited program. The inclusion of CACREP-degree requirements for counselor licensure appears to be a growing trend, as two other states (Ohio and Kentucky) adopted CACREP-degree requirements just prior to 2015, and there continues to be discussion and movement in this direction in other states as well.
Training and Workshops

CACREP conducted five “How to Write a CACREP Self-Study” workshops in 2015 which were held in Kentucky, Oregon, Pennsylvania, Tennessee, and Virginia. One hundred forty-seven participants attended the workshops, representing counseling programs at 86 institutions of higher education. Participants from 45 (52.3%) of these institutions were from non-CACREP-accredited counseling programs. Participants from the other 41 (47.7%) institutions were from CACREP-accredited programs nearing completion of their current accreditation cycle.

In addition to the self-study workshops, CACREP board members and staff, with the assistance of counselor educators across the country, participated in numerous training and education sessions in 2015. These sessions included a webinar with Chi Sigma Iota (CSI) on promoting counseling professional identity, a panel presentation to the members of the Association of Specialized and Professional Accreditors (ASPA) on the use of social media for public outreach, and a presentation to the New York Mental Health Counselors Association—Counselor Educators group. A number of training and education sessions were also presented at professional conferences.

At the American Counseling Association (ACA) 2015 Conference, CACREP presented on parity and portability issues for the counseling profession and hosted a table at CSI’s Showcase of Programs. CACREP also teamed up with ACES to jointly host a panel on current issues in school counselor education. CACREP appreciates Dr. Marty Jencius’s (Kent State University, ACES) participation as a co-facilitator and the participation of Dr. Daniel Cinotti (New York Institute of Technology), Dr. Derick Williams (University of Virginia), and Dr. Susannah Wood (University of Iowa) as panelists during the session.

At the 2015 ACES Conference, CACREP participated in a poster session overview of higher education accreditation and hosted a “Table Talk” session for faculty in counseling programs. CACREP also conducted update sessions at ACES for site visit chairs and team members on considerations in conducting site visits and on the CACREP 2016 Standards. A combined total of 93 site visitors attended these two update sessions.

Additional training sessions for site visitors in 2015 included a webinar for team chairs on visits involving multiple sites and a three-part new team member training. Twenty-nine new site visitors began the training process, and to date 15 have completed all three components. CACREP thanks Dr. Patrick Akos (University of North Carolina at Chapel Hill) and Dr. Amy Milsom (Clemson University) for serving as co-facilitators for the webinar component of the training.
We also thank former CACREP board members Dr. Steve Feit (Idaho State University, ret.) and Dr. Martin Ritchie (University of Toledo, ret.) for facilitating the Team Member Handbook revision process that was completed last year. A final highlight from 2015, which added to a growing list of resources, was the CACREP Board’s development and release of “Guiding Principles for Program Evaluation and Student Assessment—Section 4 of the 2016 CACREP Standards.” This document serves as an important, free resource for program faculty and site visitors alike and is available at www.cacrep.org.
CACREP Signs Merger Agreement with CORE

On July 20, 2015, the counseling profession’s two major accrediting organizations—the Council on Rehabilitation Education (CORE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP)—signed a Plan of Merger Agreement. The Plan, which both the CORE Board and CACREP Board approved at their respective summer meetings, represents several years of discussions on strengthening the counseling profession by establishing a single unified accreditation process for counselor preparation programs. In 2013, CORE and CACREP had entered into an historic affiliation agreement to accomplish this on behalf of all future counselors and their clients. However, the two organizations believe their vision for a unified counseling profession is better realized through a merger of both organizations.

Upon signing the agreement, CORE and CACREP immediately began taking steps to implement the conditions of the merger. The transition will be completed by June 30, 2017. Beginning July 1, 2017, CACREP will carry on the mission of both organizations, and all CORE-accredited programs will become CACREP-accredited. Some of the transition tasks to be conducted include reformatting the current CORE Standards to fit into the CACREP review structure, developing recommendations on how disability concepts can be more fully and clearly infused into the CACREP Standards to strengthen the future preparation of all counselors, and informing doctoral level rehabilitation counselor education programs of their ability to seek accreditation from CACREP.

According to the U.S. Census Report “Americans with Disabilities: 2010,” approximately 20% of our country’s citizens live with some form of disability. This prevalence increases exponentially with age and reaches a frequency of seven in 10 individuals 80 years of age and older. These data indicate that all counselors need knowledge of disability regardless of the setting in which they practice. The benefits to the profession and the public have been of paramount importance as CACREP and CORE entered into merger discussions. Recognizing the prevalence of disability in our society, both organizations have agreed that counselors will be better prepared to meet the needs of all clients if there is a unified set of standards supported by the counseling profession.
Signing the Plan of Merger Agreement (L-R): Patricia Nunez (CORE President), Dr. Carol Bobby (CACREP President & CEO), Dr. Frank Lane (CORE Executive Director), and Dr. Sylvia Fernandez (former CACREP Board Chair).

CRIGS Program

The CACREP Research Initiative for Graduate Students (CRIGS) program offers current CACREP students the opportunity to become a Research Fellow for a 1-year term to engage in collaborative research that mirrors and supports CACREP’s vision, mission, and values. The 2015 CRIGS Research Fellows—the third cohort of researchers for the CRIGS program—were Lynn Bohecker (Idaho State University) and Sunhee Jang (The Pennsylvania State University). Both doctoral students, Sunhee and Lynn conducted a truly unique qualitative research study examining the development of various professions to understand how current challenges facing the counseling profession could be better addressed as the profession continues to mature. The Research Fellows were in the final stages of data analysis and report writing at the close of 2015 and anticipate submitting a manuscript based on their study for review and publication in a peer-reviewed counseling journal.

A search for 2016 Research Fellows occurred in Fall 2015. CACREP is pleased to announce the 2016 CRIGS Research Fellows will be Genevieve Dash (masters student, Portland State University) and Michael Schmit (doctoral student, Texas A&M University-Corpus Christi).
CACREP Advocacy Week

CACREP held its second Advocacy Week at the end of February 2015. CACREP Advocacy Week is a time set aside for counseling program faculty, students, and graduates to make their voices heard through engaging in advocacy efforts on behalf of their counseling programs and profession. The theme of CACREP Advocacy Week 2015, Promote Your Counselor Identity, included 5 days of advocacy activities aimed at promoting counselor identity, licensure portability, professional service involvement, graduate counseling programs, and public awareness of counseling. Over 56% of institutions with CACREP-accredited counseling programs participated in Advocacy Week, with the highest number of institutions reporting to have engaged in Community Awareness Advocacy (see graph for breakdown). The winners of the 2015 Advocacy Week Video Contest were Mary Hogg and Dr. Carrie Alexander-Albritton from Western Illinois University Quad Cities who, along with other students who contributed to the creation of the video, generously donated the $500 grand prize to their counselor education department to help purchase resources for the department’s new lab space. In addition, CACREP programs donated over 200 books and journals which have been sent to counseling programs in need throughout the world. CACREP would like to thank everyone who donated books during the IRCEP book drive held during Advocacy Week 2015.

Advocacy Week Activities: Institutional Involvement
Martin Ritchie Award for Excellence in Advocacy

CACREP’s Martin Ritchie Award for Excellence in Advocacy recognizes individuals who engage in superlative advocacy efforts on behalf of CACREP and its vision, mission, and values, which ultimately serve to advance the counseling profession through quality and excellence in counselor education. As a newly created award in 2014, Dr. Martin Ritchie was chosen by the CACREP Board of Directors as the inaugural recipient. So 2015 was the very first year that CACREP held a national nomination process for the award.

Dr. Gerard Lawson (Virginia Tech University) was the recipient of the 2015 Martin Ritchie Award for Excellence in Advocacy. CACREP formally honored Dr. Lawson with the award at the 2015 ACES Conference in Philadelphia, PA. In a letter of support for Dr. Lawson’s nomination, one colleague offered:

He is able to eloquently navigate his beliefs about the advancement of our profession while considering the emotions for those that this may affect as a challenge. At a time when many publically struggle with these issues, Gerard has a clear identity as a professional counselor and exemplifies professional advocacy, leadership, and excellence.

Another proclaimed:

Dr. Lawson has been both fearless and tireless in his advocacy of CACREP with a tenacity that would, no doubt, make Dr. Ritchie himself quite proud.
THE COUNCIL OF NATIONAL SCHOOL COUNSELING AND COLLEGE ACCESS ORGANIZATIONS

New Council Aims to Boost Students’ College and Career Readiness

CACREP joined forces with eight other organizations in 2015 to form the Council of National School Counseling and College Access Organizations, with the goal of supporting every United States student with college and career preparation, access, and success. Through this collaborative council, the member organizations that reach almost 20 million professionals, students, and families will develop competencies and identify priorities for professionals who support students in their transition to college and careers.

The organizations comprising the new council include the American Counseling Association (ACA), ACT, American School Counselor Association (ASCA), College Advising Corps (CAC), The College Board, Council for Accreditation of Counseling and Related Educational Programs (CACREP), National Association for College Admission Counseling (NACAC), National College Access Network (NCAN), and the Southern Regional Education Board’s Go Alliance (SREB).

The new Council of National School Counseling and College Access Organizations was created following the second White House Convening in November 2014 at San Diego State University to support the Reach Higher Initiative launched by First Lady Michelle Obama. According to the Council’s statement of purpose, the member organizations “believe in the right of every student to have access to counseling and advisement for postsecondary (career and college) preparation, access and success.” The statement also acknowledges that many different professions serve students in this regard, including school counselors, advisors, and other professionals, each with different specialized training, skills, and competencies.

The new organization plans to conduct a comprehensive asset map across organizations and institutions to identify competencies, knowledge and skill set requirements, and resources for advising students for postsecondary access and success. The Council will also identify other concrete priorities, including advocacy, research, and communication to policymakers and administrators on behalf of counseling and advising professionals.

Visit the Council’s website at www.schoolcounselingcollegeaccess.org.
IRCEP 2015 Recap

Last year was another full and rewarding year for the International Registry of Counsellor Education Programs (IRCEP), CACREP’s international subsidiary. The IRCEP Steering Committee engaged in a 2-day strategic planning meeting in April that sparked discussions on how better to serve counselor education programs, faculty, and students worldwide. The development of IRCEP’s strategic initiatives provided a roadmap that outlined IRCEP’s priorities and created an actionable plan for the next several years. These initiatives focus on promoting the ongoing development and recognition of the counseling profession globally and improving the network of counselor education programs, faculty, and students.

IRCEP highlights from 2015 include engaging in collaborative activities with the ACES International Initiative Committee and sponsoring a book drive for CACREP’s 2015 Advocacy Week. CACREP programs donated over 200 books and journals which have been sent to counseling programs in need throughout the world. Additionally, representatives from IRCEP presented at a number of conferences, including the ACA Conference in Orlando, Florida; the International Association for Counseling (IAC) Conference in Verona, Italy; and the ACES Conference in Philadelphia, Pennsylvania. Drs. Rick Gressard, Carol Bobby, and Sachin Jain also met with the President of the National Assessment and Accreditation Council (NAAC) to discuss ways to strengthen the counseling profession in India. Through NAAC’s support, IRCEP has seen an increased interest from counseling programs that want IRCEP approval. In 2015, IRCEP received another international program application, its second from India, which was scheduled for review at the January 2016 CACREP Board meeting.

Finally, IRCEP is pleased to announce that Andreas Bienert (doctoral candidate, Regent University) of Austria has been selected to fill the European appointment to the Steering Committee. In addition to the newest steering committee member, IRCEP appointed its inaugural fellow, Kadie-Ann Caballero-Dennis (doctoral candidate, North Dakota State University) of Jamaica. Kadie-Ann submitted a proposal to the committee focusing on counselor identity and developing quality assurance practices in the Caribbean. The fellowship program offers opportunities for current international doctoral students in CACREP programs to receive in-depth training and exposure to quality assurance in higher education specifically related to counselor education.
As per CACREP policy, CACREP’s financial records for fiscal year (FY) 2015 underwent an annual audit. CACREP’s FY ends June 30, so the audit took place in August 2015 to allow time to reconcile any outstanding income or expense items invoiced during the FY under review.

Halt, Buzas & Powell, Ltd., a firm located in the Washington, D.C., metropolitan area, conducted CACREP’s audit. The audit firm reported that they encountered no difficulties in working with management to perform or complete the audit. They found the financial statements consistent and clear with all transactions in the statements allocated to the proper period, and they found CACREP’s changes in net assets and cash flows for FY 2015 to be in accordance with accounting principles and standards generally accepted in the United States of America. In other words, CACREP’s audit was a “clean” audit.

With regard to changes in assets, CACREP continued to experience growth. CACREP’s net assets increased by a little under 17% over FY 2015; CACREP’s expenses also increased by over 13%. This increase in expenses is directly attributable to increases in the numbers of applications received and reviewed, site team visits scheduled, trainings and workshops offered, and staff members required for managing the process.

The pie charts on the adjacent page represent a breakdown of CACREP’s primary revenue and expense streams for FY 2015. It is important to note that CACREP’s audit now includes in-kind services (e.g., average costs associated with volunteer services) and allocates portions of staff-related expenses directly to the review process rather than the general administration category, thus presenting a distribution of funds that may appear different from that in past reports.

Dana Heller Levitt
CACREP Treasurer
**CACREP REVENUE STREAMS, FY 2015**

- Annual Fees (56%)
- On-site Fees (24%)
- Other Revenue: Workshops, Media Sales, IRCEP, etc. (10%)
- Application Fees (10%)

**CACREP EXPENSES, FY 2015**

- Review Process: Initial, on-site teams (59.4%)
- Governance (13.9%)
- General Administration (22.5%)
- Training/Workshops (4.2%)
“The reality is that the ‘ups’ far outweigh the ‘downs’...”
The Truth about CACREP

He was poking along through his ups and downs, and when he come to that place he went right along.

– excerpted from Mark Twain’s book *Tom Sawyer Detective*

Like any small not-for-profit organization, CACREP has had its share of ups and downs and 2015 was no different. Poking around in those ups and downs throughout CACREP’s 34 years of existence would likely give the curious detective a pretty good history lesson on the counseling profession. Poking around in the ups and downs specific to 2015 will likely give you a sense not only of the history, but also of the future of the counseling profession. The important thing to remember when poking along through all those ups and downs is that CACREP has managed and will manage to go right along with its plans to build a stronger and more unified profession through the continued development and application of the counselor preparation standards developed by the profession over 40 years ago.

Many people do not understand that CACREP was not the originator of the counseling profession’s accreditation standards. Most people do not even know that the standards were developed by members of the profession who came from organizations such as the American School Counselors Association (ASCA), the Association of Counselor Education and Supervision (ACES), and the American Counseling Association (ACA) [then the American Personnel and Guidance Association (APGA)]. In fact, ACES was accrediting programs in the mid- to late 1970s before CACREP even came into existence in 1981 through the support of APGA and its divisions (including ACES). CACREP has been from that time forward responsible for managing the accreditation process on behalf of the entire profession. The creation of CACREP was a bold and deliberate step taken by the profession to ensure that counseling would someday be publicly recognized as a bona fide profession on par with other helping professions. Thus, the historical truth about CACREP is that the CACREP Standards do not emanate from a single organization, but rather they belong to the profession and are created with input and support from all professionals in our field. It has always been that way.

Misunderstandings of what and whom the Standards represent and why CACREP was created in the first place have often been the genesis of the ups and downs that both CACREP and the profession have experienced. Moreover, as mentioned above, 2015 was no different. Join me in poking around our year in review; I will start with the “downs” of 2015 because it is always best to get the negatives out of the way first.
From my perspective, the “downs” of 2015 were hard for anyone involved with the counseling profession to ignore. This is because the “downs” of 2015 were usually related to postings on counseling listservs that were full of misinformation about CACREP and often made insinuations about CACREP’s motives that were simply not true. These postings served to perpetuate myths about CACREP and created a lot of public confusion, which in turn required an inordinate amount of CACREP’s limited resources to correct. Examples of these “downs” included claims and allegations that CACREP harms the profession, divides the profession, lobbies against recognition of non-CACREP program graduates, restricts the hiring of faculty to CACREP-only doctoral graduates, disadvantages historically black colleges and universities (HBCUs) from being able to seek accreditation, and misuses the allegedly “too high” accreditation fees that institutions pay. As an FYI, CACREP has done presentations refuting each of these misstatements. CACREP also presents both data and context for understanding how CACREP helps the profession to gain recognition, provides information (which is not the same as lobbying), has set faculty requirements that allow for diversity of degrees and practice areas, offers reasonable fees either comparable to or lower than other professional accreditors, and works with HBCUs that wish to seek CACREP accreditation. In fact, CACREP has already accredited programs at over 57% of the HBCUs offering graduate counseling programs (including CORE-accredited rehabilitation counseling programs).

However, enough about the “downs.” What about the “ups” of 2015? Well, the reality is that the “ups” far outweigh the “downs.” A detective’s logic might even say that the “ups” predict a healthy future for the counseling profession. Listed below are some of this year’s “ups”:

- CACREP adopted the final version of the 2016 CACREP Standards for Accreditation following 3 years of revision activity that sought input from all members of the counseling profession as well as the public.
- CACREP experienced its largest growth spurt ever, conducting full reviews of programs offered at 63 institutions, of which 28 were institutions with programs applying to CACREP for the very first time. This was accompanied by a growth in staff with one additional person hired and a concomitant reallocation of job responsibilities.
- CACREP and CORE signed an agreement to merge effective July 1, 2017.
- ACA’s Governing Council passed motions in July 2015 that endorsed CACREP and its affiliate CORE as the future pathway to licensure for independent practice and committed to advocating for CACREP’s inclusion in legislation.
✓ The American Mental Health Counseling Association (AMHCA),
the National Board for Certified Counselors (NBCC), and ACES
adopted and promoted a licensure portability plan that recognizes
a clinically focused degree from a CACREP-accredited program.
✓ The American Association of State Counseling Boards (AASCB)
sent a letter to its membership concluding that the “process of
CACREP accreditation, not only the CACREP Standards, is best for
consumers as CACREP is the leading, national accrediting body for
the counseling profession.”
✓ A third state, North Carolina, passed legislation requiring graduation
from a CACREP-accredited program for future licensees.
✓ CACREP became a founding member of the Council of National
School Counseling and College Access Organizations, along with
ASCA, ACA, and six other related organizations committed to
supporting competent practice with all students to improve access
to and success in postsecondary educational endeavors.
✓ CACREP attended the third invitational White House Convening on
First Lady Michelle Obama’s Reach Higher Initiative to strengthen
school counselors’ roles in improving college access.

Poking along through all those ups and downs does make
one think differently about CACREP and the role it plays in the
professionalization and recognition of the counseling profession.
Poking around in all those ups and downs also makes me want to
share the truth about CACREP, because, in the words of Chris Carter,
creator of The X-files, “The truth is out there.” However, I know it is
not always easy for everyone to see the truth or understand what it
means, especially when information is provided without necessary
context. But the real truth about CACREP is that, as an organization,
CACREP continues to remain true to its history, mission, and core
values. Because CACREP was created to develop and maintain
preparation standards for counseling programs, to encourage
excellence in counselor education program development, and to
offer an accreditation review process for counseling programs
based on the standards, it focuses on these types of programs and
does not accredit programs within other disciplines (e.g., master’s
degrees in counseling psychology). CACREP also takes very
seriously its responsibility to serve as an important partner in public
protection. Preparing tomorrow’s counselors to practice ethically and
competently is a primary reason why bona fide professions develop
accreditation standards. Finally, CACREP believes that quality and
excellence in counselor education will lead to continued advancement
and public recognition of the profession. CACREP believes this will
benefit all counselors. This is the truth about CACREP.

Carol L. Bobby
CACREP President and CEO
A HEARTFELT THANK YOU TO OUR 2015 SITE VISITORS

Team Chairs who served on site visits in 2015

Patrick Akos
Linda Barclay
Don Basse
Mary Alice Bruce
Matthew Buckley
Karla Carmichael
Craig Cashwell
Yvonne Castillo
Kelly Coker
Jack Culbreth
Shannon Dermer

Kimberly Desmond
Stephen Feit
Brenda Freeman
Joshua Gold
Bryce Hagedorn
Donna Henderson
Richard Henriksen
Glenda Isenhour
Marty Jencius
Thomas Keller

David Kleist
Nadene L’Amoreaux
Don Locke
Joe Maola
Amy Milson
Nancy Nishimura
Richard Percy
Clarrice Rapisarda
Martin Ritchie
Carolyn Rollins

Tina Sacin
Carl Sheperis
Howard Smith
Jacqueline Smith
Shon Smith
Loriann Stretch
Sue Stickel
Jerry Trusty
Susan Vahely
Janice Ward
Geoffrey Yager

Team Members who served on site visits in 2015

Mary Adekson
Casey Barrio-Minton
Linda Black
Jennifer Boswell
Imelda Bratton
Andrew Burck
Blaire Cholewa
Jane Cox
Mikal Crawford
David Creamer
Jolie Daigle
Gloria Dansby-Giles
Monica Darcy
Donna Dockery
Tom Dodson
Neil Duchac
Bruce Dykeman
Julaine Field
Linda Foster
Janet Froeschle
Todd Frye
Troyann Gentile

Kristi Gibbs
Mark Gillen
Stephen Gitonga
Cyndia Glorfield
Rick Gressard
Stephanie Hall
Heather Helm
Bret Hendricks
Virginia Holeman
Elizabeth Horn
Tara Jungersen
Patricia Kerstner
Beliah Kiteki
Kathryn Klock-Powell
Rebecca Koltz
Leslie Kooyman
Nicole Kyser
Simone Lambert
Eugenie J. Looby
Raul Machua
Suzanne Maniss
Aretha Marbly

Mike Mariska
Mary Mayorga
Arthur McCann
Ann McCaughan
Angela McDonald
Amanda Minor
Michelle Mitcham
Christine Moll
Teah Moore
Leanne Morgan
Jill Nelson
Evadne Ngazimbi
Brigid Noonan
Brandie Oliver
Rebecca Pender Baum
Patrick Powell
Ronnie Priest
Christopher Quarto
Mary Kate Reese
Brock Reiman
Jane Rheineck
Hector Rios

Tina Sacin
Carl Sheperis
Howard Smith
Jacqueline Smith
Shon Smith
Loriann Stretch
Sue Stickel
Jerry Trusty
Susan Vahely
Janice Ward
Geoffrey Yager

Team Members newly trained in 2015

Nick Abel
Christine Arnzen
Heather Barto
Nancy Carlson

Savitri Dixon-Saxon
Ned Farley
Thom Field
Suzanne Mudge

Elizabeth O’Brien
Sherry Rosenblad
Mark Scholl
Carol Smith

Elizabeth Villares
Martin Wesley
Tara Wilson
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.

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.