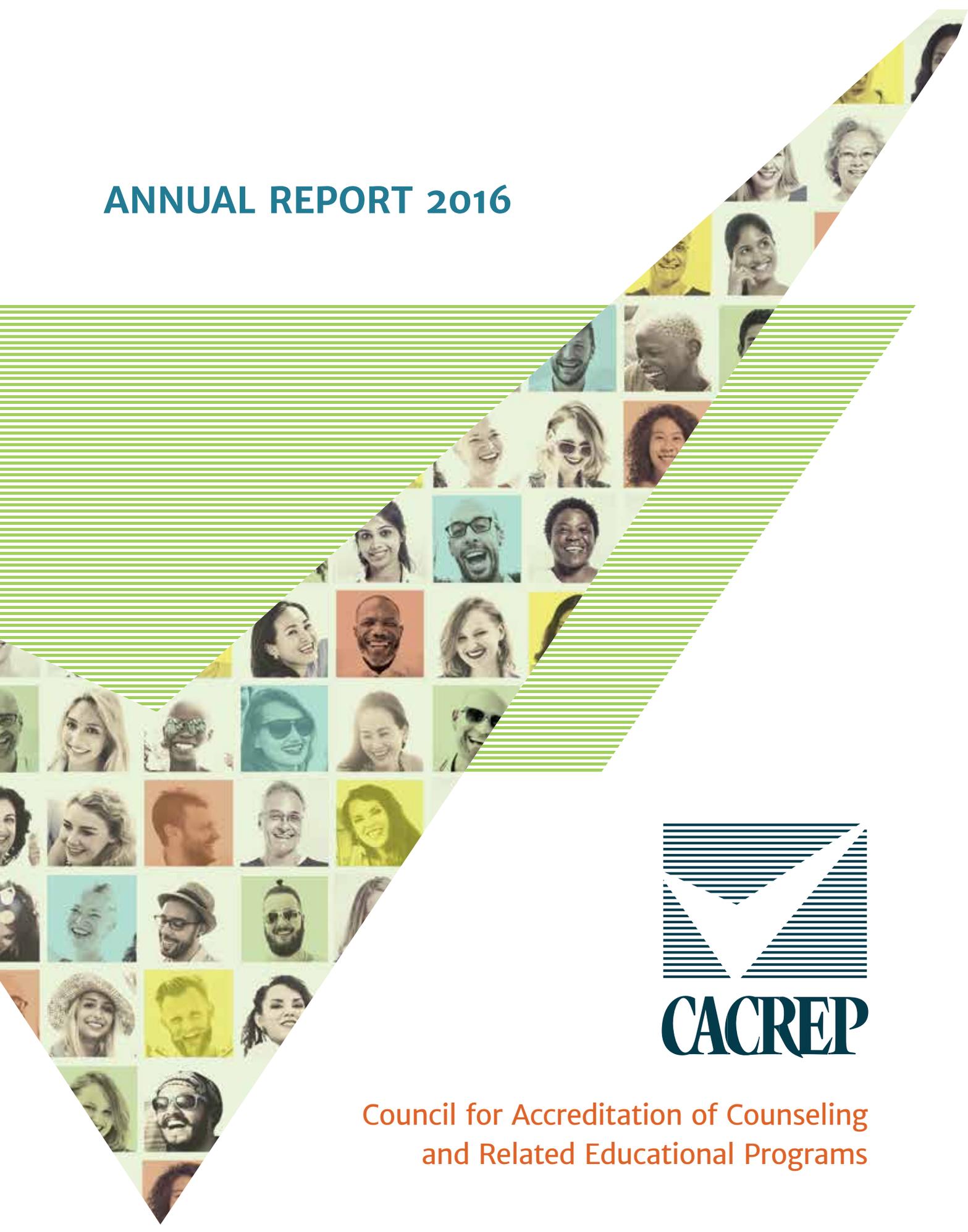


# ANNUAL REPORT 2016



**CACREP**

Council for Accreditation of Counseling  
and Related Educational Programs

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, 2016 through December 31, 2016, unless otherwise specified.

**Published in April 2017**



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## LETTER FROM THE BOARD CHAIR



Dear Friends and Colleagues,

CACREP publishes an annual report each year detailing its activities and growth. The amount of information in the report is impressive and includes everything from the number of accredited programs to new accreditation policies to changes in state and federal laws (and more!). It's exciting to read through the year's events and see how much has been accomplished in such a short amount of time, both for accreditation and for counseling as a profession. It's particularly fulfilling to go back, review annual reports from years gone by, and get a broader view of how far we have truly come!

If we view each annual report as a story, then perhaps one of the theme's of last year's story was unity. How so? Well, in a very literal way, CACREP collaborated with many organizations on a variety of initiatives. Examples include joint letters of support with both ACA and AMHCA, merger efforts with CORE, a joint task force with ACES to explore competency based education issues, an ACES/NBCC/CACREP reception at the ACA Annual Conference in Montreal, and a co-sponsored leadership essay with Chi Sigma Iota to name a few! These kinds of initiatives are critical to the health and well-being of the counseling profession. They are also a lot of fun, allowing for the development of long-lasting relationships and providing the interorganizational strength necessary to propel the profession forward.

On other fronts, CACREP has sought to strengthen and unify its relationships by supporting counseling programs. This has happened on many levels. In preparation for the merger with CORE, CACREP has been intentional about increasing its presence at the National Council on Rehabilitation (NCRE) fall and spring conferences. Beyond attending these events, CACREP has provided informational sessions and workshops at the NCRE conferences to enhance communication with the rehabilitation counseling community. More broadly, CACREP has hosted numerous self-study workshops across the country to support both previously-accredited programs as well as new programs seeking accreditation for the first time. CACREP additionally hosted an online information session specifically for historically black colleges and universities (HBCUs). Other forms of support for programs included the development of *Guiding Principles of the 2016 Faculty Standards*, a series of mini-manuals outlining the accreditation process, and an unofficial guide and template for writing self-studies—all resources which are publically available under the "For Programs" section of the CACREP website. CACREP also celebrated the publication of its first book, *A Guide to Graduate Programs in Counseling* (Oxford University Press), as a resource for students considering a career in counseling.

I hope that you find this annual report helpful and informative. The report tells many stories; some big, some small, but all with the intent of strengthening and unifying the counseling profession.

Warmest regards,

A handwritten signature in black ink that reads "Jeffrey Parsons". The signature is written in a cursive, flowing style.

Jeffrey Parsons  
CACREP Chair

## CACREP LEADERSHIP

### Board of Directors

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  
Kenyon Knapp (CE), Treasurer  
Margaret Denton\* (PM)  
Sejal Parikh Foxx (CE)  
Chris Hull (CE)  
Bethany S. Jones (PM)  
Robin Lee\* (CE)  
J. Barry Mascari (CE)  
Charles "Rip" McAdams\* (CE)  
Patrick Millmore (CP)

Vilia Tarvydas (CE)  
Chanel Tazza (CP)  
Tyra Turner Whittaker (CE)  
\* *Began serving on the  
CACREP Board in July 2016*

#### The following CACREP Board Members ended terms in June 2016:

Dana Heller Levitt (CE), Past Treasurer  
Tiffany Hill-Smith (PM)  
Kok-Mun Ng (CE)

### 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

CACREP accredited counseling programs at **346** institutions at the end of 2016. 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 **753**. About 530 institutions of higher education across the country offer approximately 1,000 graduate counseling programs, which means that as of last year **CACREP accredited 75% of counseling programs** in the United States, a 4% increase from 2015.

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## 2016 VITAL STATISTICS

The CACREP Vital Statistics Survey is an annual online survey completed by CACREP program liaisons to collect information regarding trends in accredited counseling programs. Last year marked the fifth annual collection of vital statistics data. A brief overview of the most recent survey data from 2016 is included in this annual report. However, in the summer of 2017, CACREP plans to release a 5-year trend analysis report chronicling the growth and trends of CACREP-accredited counseling programs.

The 2016 Vital Statistics Survey collected program data reflecting Summer 2015 through Spring 2016 from 333 institutions representing a total of 738 CACREP programs. The following subsections provide selected highlights from the 2016 survey results regarding programs, students, and faculty. Survey data about applicants, enrollment, graduates, and programs from the previous two years are also included to provide additional context for the most current survey results.

### Programs (Specialty Areas)

School Counseling was the specialty area with the highest number of CACREP-accredited programs (n=256) in 2016. However, this may not be the case for long as Community Counseling and Mental Health Counseling programs under the 2001 Standards have combined while they transition into Clinical Mental Health Counseling programs under the 2009 Standards. The Clinical Mental Health Counseling program specialty area continues to grow (n=241) and, based on the current growth rate, will likely become the largest specialty area sometime in 2017. Two newer specialty areas, Addiction Counseling (n=7) and Dually-accredited Clinical Rehabilitation/Clinical Mental Health Counseling (n=11), experienced noticeable increases in programs during 2016. Gerontological Counseling was the smallest specialty area, with only one accredited program remaining because standards in this area have been discontinued.

## Counseling Programs by the Numbers (2014–2016)

CACREP Program Area	Number of Programs			Enrollment			Graduates		
	2016	2015	2014	2016	2015	2014	2016	2015	2014
Addiction*	7	3	3	137	27	27	30	6	10
Career***	9	10	10	114	130	140	31	45	49
Clinical Mental Health*	241	185	121	20,577	15,561	11,390	5,703	4,207	2,915
College**	4	7	6	94	131	111	26	38	24
Community**	45	73	102	3,047	5,333	7,457	957	1,870	2,435
Counselor Ed. & Supervision***	72	63	63	2,668	2,175	2,291	428	397	355
Gerontological**	1	1	1	0	1	1	1	0	1
Marriage, Couple, & Family***	47	42	41	3,287	2,951	2,819	781	658	690
Mental Health**	18	26	35	3,823	4,174	5,144	888	1,131	1,254
School***	256	247	232	11,196	10,246	10,027	3,732	3,668	3,435
Student Affairs**	11	13	15	294	289	338	128	129	144
Student Affairs & College*	16	12	10	257	227	194	107	88	67
Dually-accredited Clinical Rehabilitation/Clinical Mental Health*†	11	2	-	326	88	-	112	20	-

\* 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 (prior to the 2015 merger signing).

In terms of graduates in the past year, Clinical Mental Health Counseling programs claimed the most with 5,703 graduates. The Clinical Mental Health Counseling specialty area also claimed the largest number of currently enrolled students (n=20,577) in 2016. As in the past few years, six specialty areas reported significantly lower student enrollments than the other specialty areas: Student Affairs (n=294), Student Affairs and College Counseling (n=257), Addiction Counseling (n=137), Career Counseling (n=114), College Counseling (n=94), and Gerontological Counseling (n=0). Another possible addition to this category is Dually-accredited Clinical Rehabilitation/Clinical Mental Health Counseling programs (n=326), 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. However, with the impending merger between the two organizations planned for 2017, this particular designation will no longer be made available to these programs once their accreditation cycle is complete.

CACREP Facts cont.

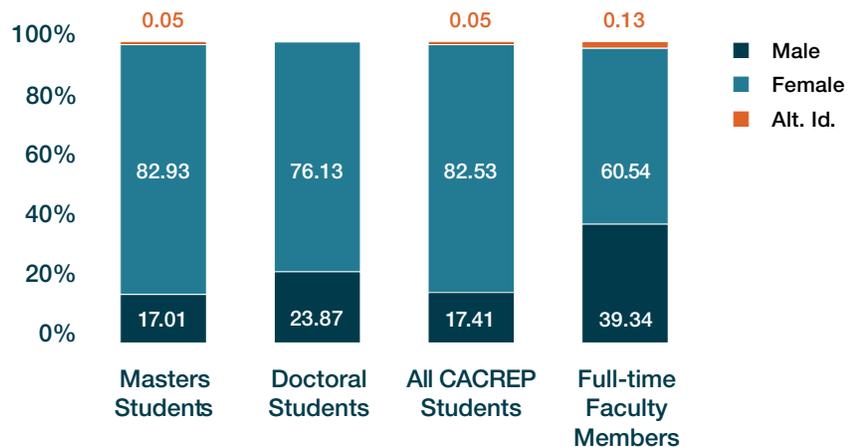
## FACULTY AND STUDENTS

A reported **2,490 full-time faculty** members worked in CACREP programs during 2016. 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 2014 and 2015 for reference. Regarding all CACREP programs, both masters- and doctoral-level, an increase occurred across all three areas from 2015 to 2016, 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 below based on the 2016 Vital Statistics Survey; no major changes emerged in 2016 in terms of student and faculty race/ethnicity or gender group breakdowns compared to the previous year.

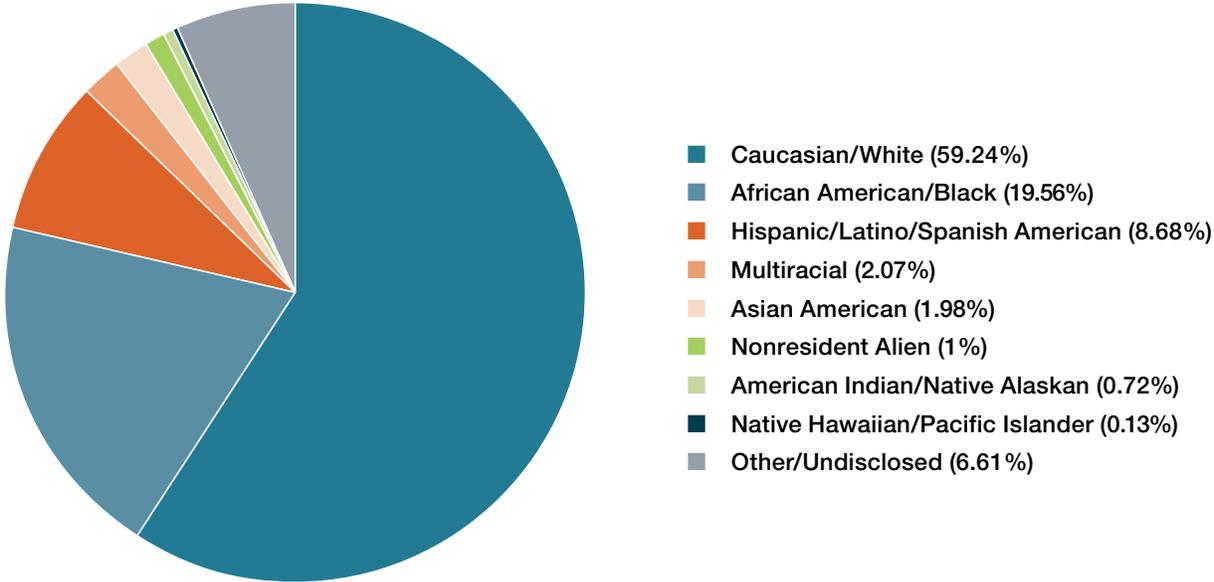
### CACREP Vital Statistics: Student Highlights (2014–2016)

Program Type	Applicants			Enrollment			Graduates		
	2016	2015	2014	2016	2015	2014	2016	2015	2014
Masters Programs	42,484	38,544	36,959	43,152	39,158	37,648	12,496	11,860	11,024
Doctoral Programs	2,113	1,888	1,736	2,668	2,175	2,291	428	397	355
All CACREP Programs	44,597	40,432	38,695	45,820	41,333	39,939	12,924	12,257	11,379

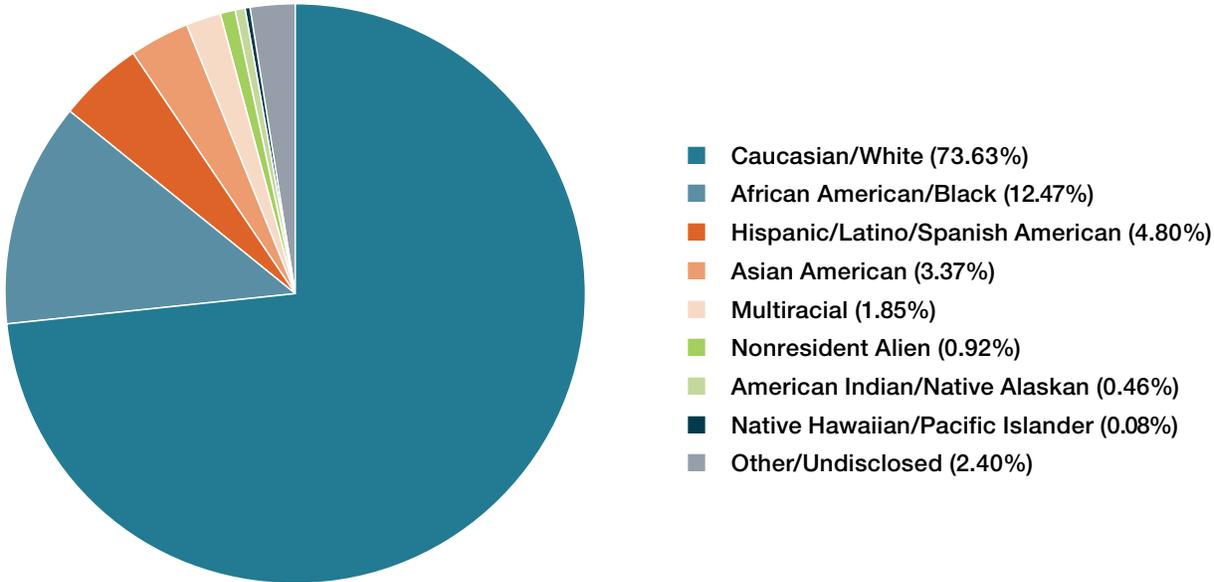
### 2016 CACREP Students and Faculty by Gender



### 2016 CACREP Students: Racial/Ethnic Demographics



### 2016 CACREP Full-time Faculty: Racial/Ethnic Demographics



## ACCREDITATION UPDATES

### Full Reviews

In 2016, the CACREP Board of Directors completed full reviews of counseling programs (i.e., academic units) at 52 institutions of higher education, representing a combined total of 94 program specialty areas. Of these institutions, 24 (46.2%) were new applicants to CACREP. The full reviews also included applications from four (7.7%) institutions housing one or more CACREP-accredited program that sought to add counseling program specialty areas to their current accreditation status. One institution elected to withdraw from the review process prior to the Board making a final accreditation decision. Of the remaining 51 full reviews, counseling programs at 25 (49%) institutions were granted accreditation for all program specialty areas for a full 8-year cycle (or through the remainder of their current accreditation cycle for institutions seeking to add additional counseling program specialty areas); counseling programs at 26 (51%) institutions were granted accreditation for a 2-year period for one or more of the counseling program specialty areas, necessitating further reporting about specific standards prior to obtaining accreditation for the remainder of a full 8-year accreditation cycle.

The 52 full review institutions in 2016 were representative of all five Association of Counselor Education and Supervision (ACES) regions, with the following new applicant [program] totals: North Atlantic—five new applicants; North Central—eight new applicants; Rocky Mountain—zero new applicants; Southern—nine new applicants; and Western—two new applicants. The new applicants, combined with the newly added program specialty areas at programs already accredited by CACREP, yielded 23 new Clinical Mental Health Counseling programs; six new School Counseling programs; two new Marriage, Couple, and Family Counseling programs; one new Addiction Counseling program; and five new doctoral Counselor Education and Supervision programs.

## 2016 Full Program Review Accreditation Decisions

8 Year Decisions (49%)



2 Year Decisions (51%)



### Interim Reviews

Interim Reports are submitted by institutions with CACREP-accredited counseling programs to address any standards-related deficiencies identified by the CACREP Board when making a 2-year accreditation decision. The Board reviewed 41 Interim Reports in 2016. Of the institutions that submitted an Interim Report on behalf of their counseling programs, 37 (90.2%) were granted accreditation for the remainder of their program's accreditation cycle and four (9.8%) received an additional 2 years of the program's accreditation cycle, requiring submission and subsequent review of a second Interim Report.

## Mid-Cycle Reports

Each institution housing a CACREP-accredited program submits a Mid-Cycle Report 4 years into its program's accreditation cycle to address program changes that have occurred since the original full review for the current accreditation cycle. The CACREP Board reviewed 24 Mid-Cycle Reports in 2016. Of these, 16 (66.7%) were accepted, three (12.5%) were tabled requiring further reporting, four (16.7%) were accepted pending receipt of requested information, and one (4.2%) was denied resulting in a condition being imposed and the need for further reporting. The Board also conducted five follow-up reviews of Mid-Cycle Reports on which action was tabled at the January 2015 Board meeting. On the basis of the reviews of the follow-up information, the Board accepted the tabled Mid-Cycle Reports.

## Conversions

In 2016, the CACREP Board reviewed and approved seven 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.

In addition, CACREP and CORE awarded nine programs with dual accreditation status as Clinical Mental Health Counseling and Clinical Rehabilitation Counseling programs, as permitted under the affiliation agreement between the two organizations. The CACREP Board also validated the determination by Board reviewers that the programs at five institutions did not meet the requirements outlined by the two organizations for dual accreditation. The programs at these institutions remained solely accredited by CORE as Rehabilitation Counseling programs.

**Congratulations  
to the following  
26 institutions  
with counseling  
programs newly  
accredited by  
CACREP in 2016!**

Adler University  
Argosy University, Dallas, TX  
Argosy University, Phoenix, AZ  
Asbury Theological Seminary  
City University of Seattle  
Columbia International University  
Immaculata University  
Johnson University  
Kutztown University  
Lamar University  
Lock Haven University  
McNeese State University  
Niagara University  
Ohio State University

Rhode Island College  
Richmont Graduate University  
South University, Cleveland, OH  
South University, Savannah, GA  
South University, Virginia Beach, VA  
Spring Arbor University  
University of Massachusetts–Boston  
University of the Cumberland  
University of Wisconsin–River Falls  
Wayne State College  
Webster University, St. Louis, MO  
Wheaton College

Accreditation Updates cont.

## REVISED AND NEWLY ADOPTED POLICIES

In 2016, the CACREP Board adopted two new policies and revised an existing policy on counseling program identity. These policies are outlined below and can be accessed along with all other policies in the *CACREP Policy Document* located on the CACREP website.

### New Policy on State Licensure (1.p)

State Licensure Policy. Programs have an obligation to inform current and/or potential students whether the specific specialty area(s) qualify for state licensure and/or certification in the state(s) where their courses are offered. This obligation includes referring students to appropriate websites, documents, or courses for information about qualifying for credentials in states outside of where their courses are offered.

### New Policy on Meeting New Standards (2.h)

Meeting New Standards. Programs that are currently accredited under the 2001, 2009, or 2016 Standards must comply with 2016 Standard 1.J by July 1, 2020. The move to 60 credit hours applies to students entering programs after July 2020.

### Revision to Policy on Counseling Program Identity (1.b)

Counseling Program Identity. Programs applying for CACREP accreditation must be clearly identifiable as counseling programs. Programs should demonstrate a counseling identity in the following areas at the time of application for accreditation:

1. Core Curriculum (course prefixes, course titles, course content)—Standards 2.F.1-8.
2. Specialty area (e.g., SC, CMHC) descriptions and general content.
3. Descriptions of program and its specialty area(s) in program materials (e.g., website, student handbooks, catalogs).
4. Core faculty identification with the counseling profession—Standard 1.X.
5. Student identification with the counseling profession—Standard 2.C.
6. Faculty supervisor qualifications—Standard 3.N.



## CACREP AND CORE BEGIN MERGER PROCESS

Twenty-sixteen was a year of action for the respective Boards and staff of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Council on Rehabilitation Education (CORE). The Plan of Merger agreed to by both organizations in July 2015 outlined several actions to be implemented by the effective merger date of July 1, 2017.

Actions required under the Merger Plan that were undertaken in 2016 include the following:

### **Formation of a jointly appointed committee to review the data collected during CORE's final standards revision process and to use the information to create the new specialty area standards for traditional rehabilitation counseling for inclusion in CACREP's 2016 Standards.**

Both CORE and CACREP nominated individuals for inclusion on CORE's Standards Revision Committee roster. Nominees from CACREP selected to serve were Dr. Rick Gressard, a professor from the College of William and Mary whose previous experience with CACREP includes participation as a member of the 2009 CACREP Standards Revision Committee and service as a board member from 2008-2013, and Dr. Lisa Lopez-Levers, a faculty member from a CACREP-accredited Clinical Mental Health Counseling program at Duquesne University and an experienced CACREP site team visitor. Serving alongside Rick and Lisa are the following individuals from CORE's Board of Directors: Patty Nunez (Board President), Carrie Wilde, Mary Barros-Bailey, and Lori Bruch. Chris Reid, a former member from both the CACREP and CORE Boards, was engaged to serve as a consultant to the group.

### **Formation of a jointly appointed task force to develop recommendations, with accompanying rationale statements, focused on where and how disability concepts could be better infused into CACREP's core curricular requirements. The recommendations will then be forwarded to the CACREP Board for discussion and use in CACREP's next standards revision process.**

On October 26, 2016, CACREP and CORE issued a joint press release announcing the appointment of four individuals to a special task force charged with exploring and recommending how disability concepts could be infused into CACREP's eight common core curricular areas. Because CACREP's eight core areas represent the foundational knowledge required of all entry-level counselor education graduates regardless of specialization, this particular requirement within the Merger Plan acknowledged the need for disability concepts to be included in the training of all future counselors.

*continued next page*

*Accreditation Updates cont. (CACREP and CORE Begin Merger Process)*

*continued from previous page*

Members of the jointly appointed Disability Standards Infusion Task Force include Dr. Sylvia Fernandez, a professor of counselor education and associate dean of clinical practice at Barry University; Dr. Jack Culbreth, a professor of counselor education at UNC Charlotte; Dr. Irmo Marini, a professor of rehabilitation counseling at the University of Texas Rio Grande Valley; and Dr. Mark Stebnicki, a professor of rehabilitation counseling at East Carolina University. Each of the task force members holds multiple national credentials within the counseling profession and has served in leadership positions within the counseling profession's major membership and/or credentialing organizations.

**Development of a process whereby doctoral degree programs in rehabilitation counselor education, which currently offer CORE-accredited master's degree programs, can also apply for CACREP-accredited status through a jointly agreed upon review and decision-making process.**

Although the invitation to apply for CACREP accreditation under an expedited process and timeline was extended to doctoral programs in rehabilitation counselor education (RCE) in October 2015, the actual submission of RCE program applications did not occur until 2016. The review process for these programs occurred throughout 2016 with site visits scheduled for a total of five RCE doctoral degree programs. Final decisions regarding the accreditation of these programs will occur in 2017 prior to the merger.

In addition to ensuring that terms of the Merger Plan were being met, CACREP and CORE also agreed in 2016 to offer a second opportunity for eligible CORE-accredited programs to seek dual accreditation through the approved joint review process that afforded status as both a CORE-accredited clinical rehabilitation counseling program and a CACREP-accredited clinical mental health counseling program. All programs that either previously completed this process or completed the process through the second offering were also informed that the end date for the dual accreditation status would extend through October 31, 2023.

CACREP and CORE offered many jointly presented or jointly endorsed sessions throughout 2016 including a session offered at the annual conference of the American Association of State Counseling Boards entitled, *What State Regulators Need to Know about the CORE-CACREP Merger*. A well-attended joint team member training session for CORE's current on-site team members was also held in California at the spring conference of the National Council on Rehabilitation Education (NCRE) to introduce CORE team visitors to CACREP Standards and site team procedures, while select CACREP staff and Board Members offered the *How to Write A CACREP Self-study Workshop* at the fall NCRE conference held in Crystal City, VA.

## CACREP ACTIVITIES

### Training and Workshops

CACREP conducted five standard self-study workshops in 2016 which were held in Louisiana, Minnesota, New Mexico, and Virginia. One hundred thirty-one participants attended the workshops, representing counseling programs at 82 institutions of higher education. Participants from 50 (61%) of these institutions were from non-CACREP-accredited counseling programs. Participants from the other 32 (39%) institutions were from CACREP-accredited programs nearing completion of their current accreditation cycle and were preparing to apply for re-accreditation. In addition, CACREP also held a special self-study workshop at The National Council on Rehabilitation Education (NCRE) conference in Virginia, specifically for Council on Rehabilitation Education (CORE)-accredited programs in support of the pending CACREP and CORE merger. This session had 18 participants, representing counseling programs at 13 institutions of higher education.

In further support of the pending merger between CACREP and CORE, representatives from the two organizations participated in several information and training sessions in 2016. These sessions included joint information panels at both the NCRE and American Association of State Counseling Boards (AASCB) conferences, and a joint site visitor training session at the NCRE conference. A number of CACREP training and education sessions were also presented at professional conferences.

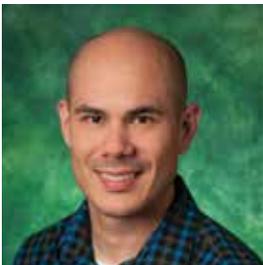
At the 2016 Evidence-Based School Counseling/Innovations in School Counselor Preparation Joint Conference, CACREP presented on CACREP's role in helping to support and shape school counselor preparation in the 21st century. CACREP presented sessions on the 2016 CACREP Standards at the American Counseling Association (ACA)/Canadian Counselling and Psychotherapy Association (CCPA) conference and at each of the five Association for Counselor Education and Supervision (ACES) regional conferences. CACREP also presented a session on program evaluation requirements in the 2016 CACREP Standards at each of the ACES regional conferences. CACREP's global component, the International Registry of Counsellor Education Programs (IRCEP), partnered with the ACES International Initiative and the ACA International Network for a joint panel at the ACA/CCPA conference on international counseling and counselor education. IRCEP also presented sessions at four of the ACES regional conferences on international outreach by U.S.-based counselor education programs.

CACREP continued to expand education and training offerings last year via utilization of web-based and distance education technologies. CACREP participated in Chi Sigma Iota's Professional Advocacy Series by presenting a webinar on the role of advocacy in transforming the counseling profession, and conducted an online information and question and answer session with program representatives at historically black colleges and universities (HBCUs) pertaining to the CACREP accreditation process. Multiple online training sessions were held for reviewers and site visitors along with a webinar for site visitors and program representatives on the program evaluation and assessment requirements in the 2016 Standards. CACREP thanks Dr. Marty Jencius (Kent State University) for serving as a co-facilitator of an online training session for new site team chairs.



CACREP Activities cont. (Training and Workshops)

CACREP spent significant time and energy in updating and developing additional resources to support program faculty in seeking and/or maintaining accreditation. Numerous new questions and responses were added to the Frequently Asked Questions (FAQs) sections on the website for students, programs, and team members. Final revisions were completed on a series of e-mini-manuals addressing the 2016 CACREP Standards to replace the print accreditation manual for the 2009 Standards. The CACREP Board developed a guiding principles document addressing the faculty requirements in the 2016 CACREP Standards. A sample formatting guide and a sample response format guide were also developed to support programs applying for accreditation or re-accreditation. These resources are free and available at [www.cacrep.org](http://www.cacrep.org).



Genevieve Dash and Michael Schmit

### CRIGS Program

The CACREP Research Initiative for Graduate Students (CRIGS) program offers current CACREP graduate 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 2016 CRIGS Research Fellows—the fourth cohort of researchers for the CRIGS program—were Genevieve Dash (master’s student, Portland State University) and Michael Schmit (doctoral student, Texas A&M University-Corpus Christi). Genevieve and Michael developed a research study to examine the impact of accreditation on professional engagement of licensed counselors. The Research Fellows were in the data collection process at the close of 2016. They anticipate completing their research study in 2017 and will submit a manuscript for review and publication in a peer-reviewed counseling journal.

A search for 2017 Research Fellows occurred in Fall 2016. CACREP is pleased to announce the 2017 CRIGS Research Fellows will be Jessie Darkis (doctoral student, Syracuse University) and Mike Kalkbrenner (doctoral candidate, Old Dominion University).

### STUDENT RESEARCH GRANT

Tamara Tribitt, Dominique Avery, Alexia DeLeon, Kristen Langellier, Bryan C. Lamb, and Heidi McKinley, student researchers from Idaho State University, were awarded a CACREP Research Grant in the amount of \$500 last year for their research proposal, *A Grounded Theory Investigation into the Process of How Men Encounter Their Gender in Counselor Education*.



Dr. Victoria Kress,  
2016 Recipient of CACREP's  
Martin Ritchie Award for  
Excellence in Advocacy

## 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 2016 was the second year that CACREP held a national nomination process for the award.

Dr. Victoria Kress (Professor, Youngstown State University) was the recipient of the 2016 Martin Ritchie Award for Excellence in Advocacy. CACREP formally honored Dr. Kress with the award at the 2016 North Central ACES Conference in Bloomington, MN. In a letter of support for Dr. Kress' nomination, one colleague offered,

"Dr. Kress' value of accreditation and her passion for advocating for our profession and consumers of counseling is legendary. Her belief that our profession can grow facilitates her vision for the change we need to make to evolve as a profession. This type of vision combined with an ability to put muscle into a task and get things done is a rare combination."

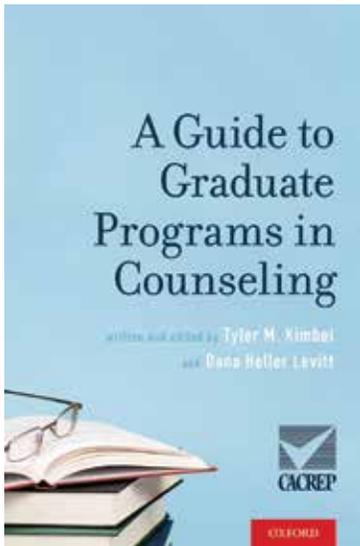
Another proclaimed,

"Not only is she incredibly knowledgeable about accreditation and standards, procedures, and processes, she is also a true delight to collaborate with because of her positive spirit and energy. Her enthusiasm has a rippling impact on those who interact with her. I have been inspired to take further actions based on my interactions with Dr. Kress. She is truly a gifted advocate for counseling."

**"Her enthusiasm  
has a rippling  
impact on those  
who interact  
with her."**



CACREP Activities cont.



## NEW PUBLICATION!

### *A Guide to Graduate Programs in Counseling*

CACREP was thrilled to announce the release of its new book, *A Guide to Graduate Programs in Counseling* (Oxford University Press), at the end of 2016. The book was developed as an advocacy tool for the counseling profession and provides crucial information to the future counselor workforce. As the profession continues to grow, strengthen, and unify, it has become clear that more effort is needed to reach out to the public and educate undergraduate students and prospective counselors about what the counseling profession actually is (and isn't), as well as what one should consider and expect both before and after entering graduate school to become a professional counselor.

Written for undergraduate students and other prospective counselors, *A Guide to Graduate Programs in Counseling* is the first of its kind to create a comprehensive, reliable means of learning about the counseling profession, entry level preparation (i.e., master's degrees in counseling specializations), and what to consider when searching for, applying to, and ultimately selecting a graduate program in counseling that is the "perfect fit." The Guide offers vital information relative to accreditation and its importance in the counseling profession with regards to obtaining licensure, certification, and even employment opportunities after graduating. As a CACREP publication, this book is the official source of information about accredited counseling programs and includes information about what counseling programs seek in candidates, what programs can offer students in terms of professional development and job placement, and guidance on personal and practical considerations for entering the counseling profession. Authored by counseling experts and featuring insights from voices in the field, *A Guide to Graduate Programs in Counseling* is a must-have resource for anyone interested in becoming a professional counselor.





## New Tools, Research from The Council of National School Counseling and College Access Organizations

New resources are available to help school counselors and college access advisors assist students during the college admission process. In 2016, The Council of National School Counseling and College Access Organizations launched a new website, [www.schoolcounselingcollegeaccess.org](http://www.schoolcounselingcollegeaccess.org), containing tools for college advising. The Council hopes these resources—developed by its nine member organizations—can serve as a one-stop shop for school counselors and college access advisors tasked with helping students and their families navigate the path to higher education.

Also made available on the Council's website is a new research report published in 2016. The study explores the extent to which school counseling graduate programs address topics and professional standards related to college access and admission. The report aims to strengthen the capacity for college advising—a key driver of access, particularly in underserved schools. Through its research examining preservice training, the Council seeks to advance the conversation about core competencies required to serve professionally in the role of school counselor or college access advisor.

Throughout the next year, Council members will conduct outreach and awareness activities related to the new web resource and research report. The Council will also seek input from school counselors, college advisors, and counselor educators about advancing the work of professionals who assist students in the college admission process.

Nine national organizations representing school counselors and college access professionals, including CACREP, comprise The Council of National School Counseling and College Access Organizations. The goal of the Council is to support every student in the United States with college and career preparation, access, and success. The Council currently reaches close to 20 million school counseling and college access professionals, students, and families.

Representatives from The Council of National School Counseling and College Access Organizations attending the 2016 School Counselor of the Year Ceremony at the White House.



CACREP Activities cont.



## IRCEP on the Move

Created in 2009 as CACREP's international subsidiary, the International Registry of Counsellor Education Programs (IRCEP) continues to play a critical role in strengthening the professional identity of the counseling profession worldwide. With IRCEP-Approved Programs in seven countries, the network of counselors now expands across four continents including the newest approval of Christ University in India. Building on the strategic planning meetings held the previous year, the IRCEP Steering Committee met twice in 2016 (February and October) to continue its discussion on ways to best promote and build a stronger professional counselor identity worldwide whilst improving the network of counselor education programs, faculty, and students.

IRCEP continues to remain active in outreach efforts at professional conferences to share information both about the organization as well as current and emerging initiatives, including the results of its recent study. IRCEP conducted a survey in 2016 to determine counselor education programs' current level of involvement in international activities both within and beyond U.S. borders. The survey was specifically designed to determine the extent to which counselor education programs (both CACREP-accredited and non-CACREP accredited) have engaged in international and cultural immersion activities and how they hope to increase these activities in the future. The findings from the study, *Is Counselor Education Going Global? A Look at how U.S. Counseling Programs are Doing International Outreach*, were presented at the 2016 Association for Counselor Education and Supervision (ACES) regional conferences. Additionally, at the American Counseling Association (ACA) 2016 Conference, IRCEP teamed up with members of the ACES International Initiative Committee to present on opportunities and collaboration in international counselor training.

Beyond the ACA and ACES conferences, representatives of IRCEP conducted a hands-on workshop addressing the process of preparing to write an IRCEP Self-Study. The workshop was held in Swaziland at the Southern African Association for Counselling and Development in Higher Education Conference. Topics included strategies for conducting critical evaluation of program curriculum and training and also for working with administration and faculty.

### IRCEP STEERING COMMITTEE

Charles F. (Rick) Gressard, Chair, *Region of the Americas*  
 Sachin Jain, *South-East Asia Region*  
 Uchenna Nwachuku, *African Region*  
 Syntia Santos, *Region of the Americas*  
 Andreas Bienert, *European Region*



IRCEP Fellow and staff meeting with IRCEP Steering Committee at the 2016 SACES Conference.

Other highlights from 2016 include a presentation on IRCEP given by Andreas Bienert, the European appointment to the Steering Committee, who presented to universities in the Ukraine. Andreas also organized a roundtable discussion about IRCEP with parliament officials from the Ministry of Education. Additionally, Dr. Angela Coker, IRCEP Ambassador and faculty member at the University of Missouri – St. Louis, presented at the South African College of Applied Psychology Festival of Learning Conference.

In terms of changes at IRCEP last year, IRCEP adopted a policy outlining a process for recognizing other quality assurance entities that meet or exceed the IRCEP Standards. IRCEP is also pleased to announce the launch of its newly redesigned website: [www.ircep.org](http://www.ircep.org).



## FINANCIAL SUMMARY

CACREP's annual audit occurred during the last week of September 2016. As per CACREP policy, the audit is scheduled at the conclusion of each fiscal year to ensure the organization is fiscally accountable and following standards of good and acceptable practices in the reporting of income and expenses. CACREP's fiscal year (FY) runs from July 1 through June 30; thus, scheduling the audit during the month of September allows sufficient time for the organization to reconcile any outstanding income or expense items that were billed during the fiscal year under review.

CACREP's audit was conducted by Halt, Buzas & Powell, Ltd., a firm located in the Washington, D.C., metropolitan area. The audit firm reported that (a) they encountered no difficulties in working with management to perform or complete the audit, (b) they found the financial statements to be consistent and clear with all transactions in the statements to be allocated to the proper period, and (c) CACREP's changes in net assets and cash flows for FY 2016 were found 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.

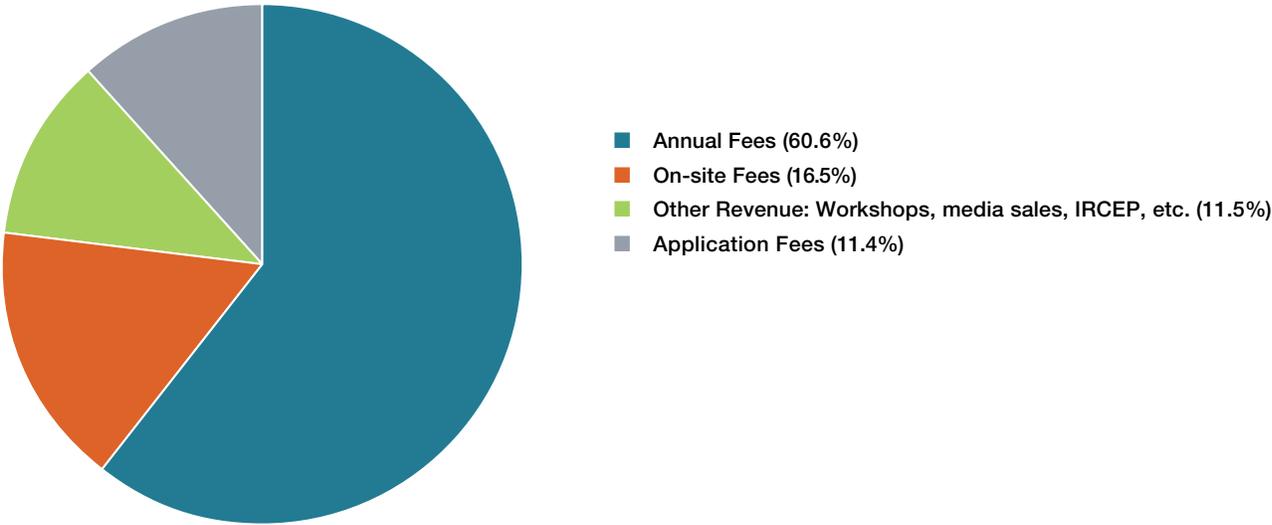
With regard to changes in assets, CACREP continued to experience growth; albeit significantly smaller than in previous years. CACREP's net assets increased a total of 1.7% over FY 2016. Similarly, however, CACREP's expenses increased by a full 2%. This increase in expenses is directly attributable to the continuing rise in the number of applications being received and processed, the concomitant increase in the number of site team visits being scheduled, increases in the number of training sessions and workshops offered, and the hiring of an additional staff member to assist with the accreditation review process.

A breakdown of CACREP's primary revenue and expense streams for FY 2016 is represented in the pie charts below. It is important to note that CACREP's audits include estimated costs of in-kind services (e.g., average costs associated with volunteer services) and also allocate portions of staff-related expenses directly to the review process rather than lumping salary costs only into the General Administration category, thus providing a more accurate representation of organizational expenses.

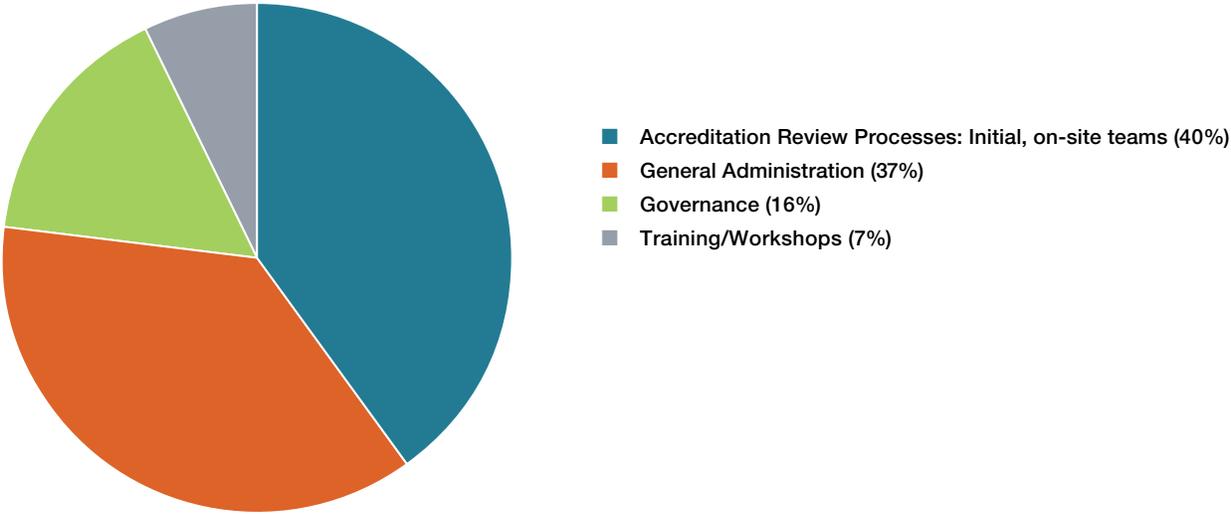


Kenyon Knapp  
CACREP Treasurer

### CACREP REVENUE STREAMS, FY 2016



### CACREP EXPENSES, FY 2016



## CLOSING REMARKS FROM THE PRESIDENT/CEO



Carol L. Bobby  
CACREP President and CEO

### CELEBRATING 35 YEARS OF CACREP

By the time I was 35 years young, I had been an orphan for 16 years, married for 14 years, given birth to two children, completed my doctoral degree, traveled outside of North America only once, and lived in four different states—Ohio, Indiana, Florida, and Virginia. I had also been hired by CACREP and was completing my third year as the CEO during my 35th year of life. A lot can happen in a short amount of time.

The same can be said about CACREP's first 35 years, because a lot has happened in a short amount of time. Following CACREP's creation in 1981, the first national counselor examination was given by NBCC (which was created in 1982), Chi Sigma Iota was developed, counselor licensure was implemented in all 50 states, and the federal government began to recognize counselor preparation on equal footing with other helping professions in some of its hiring requirements. CACREP has played a very large role in this process, especially with regard to the profession's recent growth in external recognition. As 2016 marks CACREP's 35th birthday year, it is appropriate to take a look at CACREP over the years and examine its impact on the profession.

### GETTING STARTED: CACREP IN THE EARLY YEARS (1981–1987)

CACREP was incorporated as an independent not-for-profit organization in June 1981 following a decision made by the leadership of the American Personnel and Guidance Association (APGA) [now known as the American Counseling Association (ACA)]. The leadership had agreed with members of the Association of Counselor Education and Supervision (ACES), one of the APGA divisions, that it was time to endorse the *ACES Standards for the Preparation of Counselors and other Personnel Services Specialists* and to create a national accrediting organization to implement the standards on behalf of all APGA's members. The leaders knew that a major aspect of becoming recognized as a distinct and unique profession was agreement on a set of educational requirements that defined the knowledge base counseling students needed to learn and the skills that needed to be developed before entering the profession. Thus, CACREP was created with ACA's financial and structural support (even though it was designed to be at arm's-length from the membership association).

In the early days, CACREP Board Members were appointed by any division of APGA that wished to support a representative to the meetings. CACREP also had an Executive Director, Dr. Joe Wittmer, who provided part-time administrative support to the organization out of his office at the University of Florida. The Board held its first meeting in Alexandria, Virginia, in September 1981. At that meeting CACREP adopted the ACES Standards as its own and grandparented any programs that ACES had reviewed previously, simultaneously inviting all other counseling programs to apply for an

**“The early years of CACREP were tough.”**

accreditation review. The Board also immediately began communicating with the Council on Postsecondary Accreditation to seek recognition as an accrediting agency meeting standards of good practice in quality assurance reviews in higher education settings. After its first meeting, CACREP could claim that it had 16 institutions with accredited counseling programs on its roster.

The early years of CACREP were tough. The idea of accrediting counseling programs was new and program faculty and college administrators questioned whether there was a value-added component to the time, effort, and cost involved with applying for an accreditation review. Growth was slow in the early years, but over time the work of the Board and its trained team members began to be understood by faculty and administrators. Plus, programs that had gone through the process were starting to express positive satisfaction with the process. By 1986, growth had become steady enough that CACREP decided to hire dedicated staff and relocate the administrative offices to the Washington, D.C., area where APGA headquarters were located. This is where I entered the picture.

In January 1987, I began my tenure as CACREP’s Chief Executive Officer. Of course, back then, my title was Executive Director. I had my doctoral degree in counselor education in hand, but I had no experience in running a non-profit organization or in working for a board of directors. I got to the office only to find out that I needed to order furniture. Live and learn. I also got to the office with my first assignment, which was to develop a 5-year projected budget. This is when I learned that CACREP had no money of its own and that it had been almost 100% subsidized by APGA. Since one of my goals was to ensure that I had a job, I had to figure out how to “grow CACREP.”

Fortunately, two things took place early in my tenure that helped. First, in the spring of 1987, CACREP achieved recognition status from the Council for Postsecondary Accreditation, a predecessor organization to the Council on Higher Education Accreditation (CHEA). This meant that CACREP had undergone an external review legitimizing its work as a bona fide accrediting agency that could be welcomed on college and university campuses. Second, CACREP completed its first full-blown standards revision process and adopted the 1988 CACREP Standards. Simply going through the revision process and involving countless counselor educators in the review process had raised CACREP’s profile within the educational community. Programs were steadily applying and, even if the numbers were small, growth was occurring.

## **GROWTH AND THE BUILDING OF A SOLID FOUNDATION: CACREP IN THE MIDDLE YEARS (1988–2009)**

CACREP’s middle years evolved in a very normal way. CACREP grew and milestones were recognized. Nevertheless, it wasn’t until CACREP turned 14 years old in 1995 that the number of institutions with CACREP-accredited programs reached the 100 mark. It took another 10 years before the counseling program at the 200th institution was accredited in 2005. However, the steady incline of the growth, when plotted in a graph, showed

*Closing Remarks cont.*

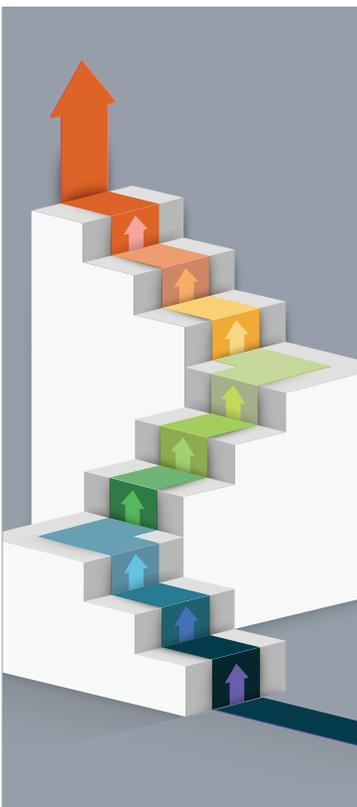
an interesting pattern. CACREP's growth was not only steady, but it was progressing at a 45 degree angle which portended that our growth would continue to double in shorter and shorter time periods.

Growth in program numbers also meant a need for more staff. By 1992, the size of the CACREP staff had doubled from 1½ FTE to 3. CACREP had five full-time staff by 2006, with one of the positions being funded by a federal grant project intended to support the vetting of standards that would require counselors to gain knowledge and skills in disaster preparedness and crisis response. Following 9/11, CACREP was happy to participate in this vetting process as we had just recently entered into a standards revision process for developing the 2009 CACREP Standards.

Speaking of standards revision, during these middle years, CACREP continued its regularly scheduled revision process on a 7-year cycle, resulting in the publication of the 1994, 2001, and 2009 Standards. This is when CACREP began to experience a growth in the type of program specialization standards being offered. New specialty standards were created for Gerontological Counseling and Career Counseling with the adoption of the 1994 Standards, with standards for Marriage and Family Counseling/Therapy programs being added mid-stream in 1990. With the adoption of the 2001 Standards, College Counseling began being offered as a sixth specialty area when it was separated out from CACREP's standards for Student Affairs programs. The adoption of the 2009 Standards added a program area in Addiction Counseling (although College Counseling was then reunited with Student Affairs).

But program area and staff growth were not the only things happening within CACREP in the middle years. The Board began to question whether its governance structure allowed enough flexibility to assure adequate representation from all major counseling groups. The Board also recognized that the changing landscape of higher education required board membership that understood technology needs with the burgeoning advent of online education, best practices outcomes assessment, finances, and for-profit education structures. Thus, in 2001, the CACREP Board held a major retreat that led to a complete restructuring of the Board of Directors and how board members were chosen to serve, with future representatives to be selected from an application process based on the function and need of the board and no longer based on appointment.

The Board also restructured itself financially at this retreat, changing its fees to support CACREP's move toward complete financial independence; meaning no more subsidies from ACA. It was then that CACREP's *How to Write a CACREP Self-Study Workshop* was expanded to a full day offering with registration fees attached. This was one small step toward diversifying our revenue stream. In addition, CACREP overhauled its annual fee structure, engaged in its first round of merger discussion with the Council on Rehabilitation Education (CORE) which failed in 2007, and began discussing the creation of IRCEP as a responsible solution to an increasing number of international inquiries. IRCEP was also viewed as a pathway for helping the counseling profession develop and become recognized on a global level.



The growth of CACREP in the middle years was important. CACREP demonstrated that it could successfully manage and revise the profession's preparation standards and accreditation to maintain both the relevancy of the standards and credibility of the accreditation process. Much was achieved in terms of building trust in CACREP and trust that the profession could regulate itself. It is interesting to note that during these middle years, licensure was also achieved in all 50 states and NBCC's National Counselor Examination, based on the CACREP Standards, was the credentialing examination of choice.

## RECOGNITION OF THE PROFESSION: CACREP TODAY (2010-2016)

**“...standards made it clear that counseling is a separate and distinct helping profession...”**

The adoption and implementation of CACREP's 2009 Standards laid the foundation for CACREP's impact on the profession today. These standards made it clear that counseling is a separate and distinct helping profession—one whose professionals could work on par with other recognized allied health professionals. The 2009 Standards required CACREP programs to ensure that a majority of the program was being taught by counselor educators and emphasized a need for all students, regardless of their declared specialty area, to have elements of clinical training within their curriculum. Displaying a clear professional identity of both students and faculty within CACREP programs as Counselors with a capital “C” was paramount.

The 2009 CACREP Standards also caught the attention of the Institute of Medicine (IOM) when it was commissioned to do a study of the counseling profession to determine if counselors could be eligible for reimbursement by TRICARE as independent practitioners in the same manner as social workers, psychologists, and marriage and family therapists. CACREP found overnight fame with the release of the Institute of Medicine's report which recommended that only graduates of CACREP-accredited Clinical Mental Health Counseling programs who were licensed should be considered eligible for reimbursement within the TRICARE system. With fame, however, came infamy from a vocal minority of non-supporters who felt they had been “cut out of the loop” even though they had been practicing as counselors for years. Luckily, some grandparenting rules were written allowing the CACREP requirement to be fully implemented in 2021.

Simultaneous with the release of the IOM Report in 2010, the Veteran's Administration (VA) also created a new position category for the hiring of licensed counselors who had graduated from CACREP-accredited master's degree programs regardless of specialty area. Prior to this, there were no positions in the VA for counseling program graduates. Later, in 2016, Congress passed a package of veteran's health and education benefits that also allowed the VA to hire CACREP doctoral level graduates into these positions. Furthermore, in October 2016, the Department of the Army released a memo granting independent privileging to licensed professional counselors with CACREP degrees. This was a significant success as existing Army policies had restricted counselors to supervised practice. In essence, graduation from a CACREP program now offers new job opportunities that never before existed for counselors!

*Closing Remarks cont.*

Along with external recognition of the counseling profession via CACREP, the profession itself began touting recognition of its premier accrediting agency. NBCC announced in November 2014 that beginning January 1, 2022, new applicants for the National Certified Counselor (NCC) credential must be graduates of a CACREP-accredited program. And in 2015, ACA's Governing Council passed motions that support and advocate for graduation from counselor education programs accredited by CACREP/CORE as the pathway to licensure for independent practice. This was followed by a November 2015 letter from the Executive Committee of the American Association of State Counseling Boards which encouraged "state Boards to consider the costs and benefits of accepting CACREP" and concluded that "the process of CACREP accreditation, not only the CACREP Standards, is best for consumers..."

In response to the recognition, the CACREP of today has continued to grow and now has over 350 institutions with over 760 programs. CACREP was also able to re-enter into a second round of merger discussions with CORE, with both organizations committed to unifying the profession and ensuring that all future counselors have the understanding and skills necessary to deal with disability. Finally, CACREP achieved its financial independence and can now support a staff of eight full-time individuals committed to providing a quality accreditation process that encourages excellence and continued improvement for all counselor preparation programs.

**"...over 350  
institutions  
with over 760  
programs..."**



## A BRIGHT FUTURE: CACREP TOMORROW (2017-?)

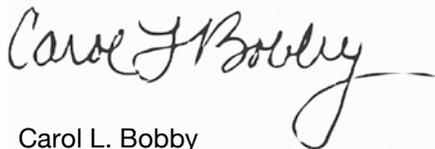
The future looks bright. CACREP has been successful throughout the years because it has focused on its mission and believed in the art of the possible.

So just what is possible in CACREP-land? The following statements, paraphrased from CACREP's mission, vision, and core value statements, reflect CACREP's beliefs about what is possible:

- ✓ CACREP believes that counseling is a distinct and separate profession and that, as such, the profession has a responsibility to prepare highly qualified individuals who can and will provide services consistent with the ideal of optimal human development.
- ✓ CACREP believes that, in its role as manager of the profession's educational preparation standards, it must continually engage the profession in reviews of the Standards so that they continue to be relevant and reflect the needs of a dynamic, diverse, and complex society.
- ✓ CACREP believes its work is important and that all programs should be encouraged to strive to meet the preparation standards set forth by the profession.
- ✓ CACREP believes in ensuring that it carries out its mission through the establishment of a fair, consistent, and ethical decision-making process.
- ✓ CACREP believes in promoting practices that reflect openness to change, growth, and collaboration.
- ✓ CACREP believes it must be a responsible leader in protecting the public.
- ✓ CACREP believes that change will happen and that being a responsible change agent on behalf of the counseling profession is one of the greatest services it can provide.

**“This belief  
system  
will guide  
CACREP into  
the future.”**

This belief system will guide CACREP into the future. It goes without saying that anything is possible, but making the possible a work of art takes vision, belief, thoughtfulness, and dedication. CACREP's foundation throughout the past 35 years has been built on those requirements. I don't see it changing anytime soon.



Carol L. Bobby  
CACREP President and CEO

## A HEARTFELT THANK YOU TO OUR 2016 SITE VISITORS

### Team Chairs who served on site visits in 2016

Quentin Alexander	David Farrugia	David Kleist	Leila Roach
Linda Barclay	Stephen Feit	Rebecca Koltz	Carolyn Rollins
Don Basse	Brenda Freeman	Nadene L'Amoreaux	Carl Sheperis
Mary Alice Bruce	Joshua Gold	Don Locke	Shon Smith
Matthew Buckley	Bryce Hagedorn	Joe Maola	Jacqueline Smith
Karla Carmichael	Donna Henderson	Amy Milsom	Shawn Spurgeon
Craig Cashwell	Stacy Henning	Anita Neuer Colburn	Loriann Stretch
Yvonne Castillo	Richard Henriksen	Nancy Nishimura	Jerry Trusty
Kan Chandras	Scott Hinkle	Verl Pope	Linwood Vereen
Kelly Coker	Glenda Isenhour	Summer Reiner	Cynthia Walley
Anita Colburn	Marty Jencius	Theodore Remley	Brandon Wilde
Shannon Dermer	Shannon Karl	Chris Quarto	Nona Wilson
Neil Duchac	Thomas Keller	Clarice Rapisarda	

### Team Members who served on site visits in 2016

Mary Adekson	Janet Froeschle	Arthur McCann	John Rigney
Shamshad Ahmed	Todd Frye	Ann McCaughan	Hector Rios
Mary Jane Anderson-Wiley	Mark Gillen	Kenneth McCurdy	Renelda Roberson
Christine Arnzen	Stephen Gitonga	Oliver McMahan	Michelle Shueler
Casey Barrio Minton	Rick Gressard	Amanda Minor	Merril Simon
George Beals	Linda Hall	Michelle Mitcham	Jobie Skaggs
Linda Black	Heather Helm	Ellie Muir	Carol Smith
Jennifer Boswell	Bret Hendricks	Jill Nelson	Le'Ann Solmonson
Loretta Bradley	Virginia Holeman	Rebecca Newgent	Sam Steen
Nancy Carlson	Jason King	Evadne Ngazimbi	Catherine Stower
Julia Chibbaro	Bellah Kiteki	Brandie Oliver	Elisabeth Suarez
Jane Cox	Kathryn Klock-Powell	Quinn Pearson	Joffrey Suprina
Mikal Crawford	Justin Lauka	John Porter	Janice Ward
David Creamer	Eugenie Looby	Patrick Powell	Jane Webber
Kimberly Desmond	Raul Machuca	Ronnie Priest	Martin Wesley
Savitri Dixon-Saxon	Suzanne Maniss	Kent Provost	Tara Wilson
Melanie Drake-Wallace	Joe Maola	Chris Quarto	Kathleen Woods
Bruce Dykeman	Aretha Marbley	Mary Kate Reese	
Louisa Foss-Kelly	Mike Mariska	Brock Reiman	
Linda Foster	Suzanne Mayer	Theodore Remley	
	Mary Mayorga	Solange Ribeiro	

### INTERESTED IN BECOMING A CACREP SITE TEAM MEMBER?

Visit [www.cacrep.org/for-team-members/becoming-a-cacrep-team-member/](http://www.cacrep.org/for-team-members/becoming-a-cacrep-team-member/) for information on how to apply!

## CACREP'S MISSION AND SCOPE

### 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.ORG



Council for Accreditation of Counseling  
and Related Educational Programs

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