



Faculty requirements in the CACREP 2009 Standards

The CACREP 2009 Standards contain minimum requirements relating to core faculty and to the number of credit hours that must be generated by core versus noncore faculty. These standards have significant implications for the structure and organization of counselor education programs and for what programs must demonstrate in terms of faculty to obtain or maintain their accreditation from the Council for Accreditation of Counseling and Related Educational Programs. Ultimately, these standards ensure that graduates of CACREP-accredited counselor preparation programs have had instructional, supervisory and advisory relationships with core faculty who possess clear professional identities in counseling.

Programs accredited by CACREP must be clearly identifiable as counseling programs. Such an identity is established through the degrees, licenses/certifications and professional memberships held by faculty members, the professional activities of faculty and students and the messages communicated to stakeholders about professional identity by faculty and students and in program-related literature. To demonstrate a clear counseling identity, programs are expected to document a clearly identified group of core faculty who identify with the counseling

profession and who maintain control of the functions of the counseling program, including curriculum, admissions, enrollment, advising, strategic planning and evaluation.

Although the standards call for a minimum of three core counseling faculty, this number is examined in relation to the requirement that the academic unit in counseling can document that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. These expectations for program identity and appropriate faculty resources have remained largely unchanged since the adoption of the 1994 CACREP Standards.

There is, however, one significant change in the 2009 Standards with regard to documenting program and faculty identity that is worthy of a closer look. This change is found in Section I, Standard W.2 of the 2009 Standards, which states that the academic unit must have core faculty who “have earned doctoral degrees in counselor education or supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.”

This standard clearly establishes the counselor education and supervision

degree as the terminal degree for the counseling profession while also allowing faculty members currently teaching in counselor education (or who teach as a counselor educator for one full academic year prior to the 2013 deadline date) to be “grandfathered in” under the new requirements. As with previous sets of CACREP Standards, grandfathered faculty members still must be able to document a clear identification with the counseling profession as evidenced through memberships, licenses/certifications and professional publications, presentations and other activities.

Once a program can document a group of core faculty that is sufficient in numbers, qualifications and engagement in programmatic decision making, the CACREP Board believes additional adjunct and affiliate faculty from related professions can be used in the education and preparation of counseling students. These adjunct and affiliate faculty may possess specific expertise in a subject area that will complement rather than distract from a professional counselor identity. For example, an appropriately trained social statistician teaching a statistics course, an educational researcher teaching a research course with appropriate professional counseling literature or a recognized practitioner with significant expertise in a counseling

modality or population such as substance abuse, couples and family counseling or psychopharmacology could be used to teach courses within the counseling program. It is expected that these noncore faculty would work closely with the academic unit leader and other core counseling faculty to ensure consideration of program and course objectives, maintain counselor identity among the students and verify adherence to accreditation standards with regard to including required curricular experiences.

It is important to note that the terms "core faculty" and "noncore faculty" are specific to CACREP's Standards and may differ from the faculty designations used at individual institutions.

Counseling programs may have several faculty members who teach full time in the program yet do not satisfy the requirements to be considered core faculty. In this case, programs should be cognizant of Section I, Standard M, which states, "For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty." This requirement exists

for the protection of program faculty and students in CACREP-accredited programs. It helps ensure that students in CACREP-accredited programs experience instructional, supervisory and advisory relationships with core faculty who possess clear professional identities in counseling. It also helps ensure that core faculty who identify with the counseling profession maintain control of the program's direction and guards against an overreliance on adjunct and affiliate faculty in program delivery. ♦

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