



THE CACREP CONNECTION

Fall 2004

PUBLIC ANNOUNCEMENT

New CACREP Board Structure

For the past 3 years, the CACREP Board has been considering a restructure of its composition. The Board feels that greater autonomy from ACA and its divisions will further remove the appearance of any conflicts of interest, both for CACREP as a whole, and for individual Board members appointed by the various divisions and ACA. Accreditation decisions have to be free from perceived influence in order to maintain the integrity of the review and decision making process. CACREP has always been an accrediting body for the profession. Yet the current structure belies that philosophical underpinning.

The current Board structure has served both CACREP and the counseling profession well since its inception. However, it is inevitable that change be considered in order to maintain an organization's ability to address new challenges that could not have been foreseen at the outset. The result has been the ongoing work of a specific ad hoc committee that has examined many different issues associated with a new board structure. To be clear, this ongoing work and discussion among the Board has not been taken lightly, as evidenced by the considerable time commitment to the overall process.

At the 2003 ACA Conference in Anaheim, California, the Board voted to commit itself to the change process and to take steps to enact change in its structure. While specific details of how a new CACREP board would look were not decided, the Board felt that it was important to take the first step, which was a commitment to change. A new committee for board structure was formed and met several times to determine significant issues and challenges to a new board structure and to develop a new board model for consideration. During the past year, this committee developed a structure that was accepted by the CACREP Board at the January 2004 meeting.

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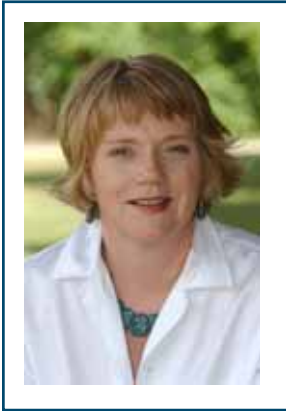
CACREP 2008 Standards Revision Committee Selected

Out of an amazing group of qualified applicants, the following individuals were chosen as members of the next Standards Revision Committee:

Patrick Akos, University of North Carolina Chapel Hill
Mary Alice Bruce, University of Wyoming
Thomas Davis, Ohio University
Charles (Rick) Gressard, College of William and Mary
Jo-Ann Lipford-Sanders, Heidelberg College

Dr. M. Harry Daniels of the University of Florida was selected as an alternate for the committee.

The committee will be meeting in late Fall to elect a chair and decide on the process to use in coming up with new standards. Keep an eye out for news in future CACREP Connections and on the CACREP website at www.cacrep.org.



FROM THE CHAIR

Susan Rachael Seem

Greetings,

It is again that time when the academic year starts. I hope everyone had a good summer and feels refreshed and rejuvenated. I begin this academic year with mixed feelings knowing that I am in my last year on the CACREP Board. I begin my last year excited about the Board's growth but looking forward to my time being more my own.

When I think about the future of counselor education, I think a lot about the impact of distance learning on our training. Distance learning in counselor education is already a part of our world whether we feel comfortable with it or not, and I believe it may well be an increasing part of our future. I believe that CACREP is taking a leadership role in terms of addressing this issue in a planned and thoughtful manner. I want to share with you what the Board has done so far and the agenda we set this year regarding distance learning.

The Past

Standards revision is an ongoing process in order to ensure that knowledge and skills remain up to date with current professional needs, trends and practices. Given that some counselor education programs were being delivered in a distance learning format at the time of the 2001 standard revision, the Board made the decision that those standards should be written in a way that did not prohibit distance learning education programs from applying. The 2001 Standards' Glossary contains the following definition of distance learning:

- also referred to as distance education; a formal education process in which instruction occurs when the student and the instructor are not located in the same place. Distance learning adds technology to the learning environment by a variety of means, such as web sites, e-mail, video conferencing, and videotapes. Instruction may be synchronous or asynchronous (CACREP 2001 Standards, 2001, p. 103).

As you can see, this definition is fairly generic and encompasses a wide range of activities. The definition was written this way in order to provide programs with the opportunity to use teaching formats that utilize technology. CACREP decided to recognize distance learning as a given in our profession while at the same time maintaining our rigorous standards of curricular and clinical requirements. As such, programs that deliver their education through distance learning formats must meet the same accreditation standards as campus-based programs. For the CACREP Board, when a program applies for accreditation, how the program is delivered is immaterial; what is important is whether or not the standards are met.

In order to make the best informed decisions regarding programs, the Board decided that we needed to educate ourselves regarding distance learning. To that end, Dr. Scott Hinkle of the Center for Credentialing and Education made a presentation entitled *Distance Education and Counselor Education: Information and Implications for Counselor Accreditation*, to the CACREP Board during our July 2004 meeting. Scott provided us with much to consider. For example, growth in asynchronous education has seen a 10-fold increase between 1990 and 1995 with nearly 800 institutions offering online education by 1997. Additionally, distance learning is transforming the traditional academy and impacts the way instructors teach, students learn, researchers collaborate and eventually will alter the way accrediting associations accredit. Accrediting regulations will need to be a "work in progress" in order to further develop as new methodologies evolve and allow for the delivery of distance education that can demonstrate the same quality as traditional seat-based education.

Continued on page 9

Accreditation Decisions

The accreditation decisions listed below were actions taken at the July 15-18 meeting of the CACREP Board. The next meeting is scheduled for January 6-8, 2005.

The following programs were granted accreditation (+ represents initial accreditation and the date in parentheses is the expiration date)

Andrews University, Berrien Springs, Michigan
Community Counseling and School Counseling (October 31, 2006)

Delta State University, Cleveland, Mississippi
Community Counseling and School Counseling (October 31, 2012)

Florida International University, Miami, Florida
+ Mental Health Counseling and + School Counseling (October 31, 2006)

Grace College, Winona Lake, Indiana
+ Mental Health Counseling (October 31, 2006)

Indiana State University, Terre Haute, Indiana
+ Marital, Couple and Family Counseling/Therapy, + Mental Health Counseling and + School Counseling (October 31, 2012)

Kean University, Union, New Jersey
+ Community Counseling and + School Counseling (October 31, 2006)

Long Island University C.W. Post Campus, Brookville, New York
+ Mental Health Counseling and + School Counseling (October 31, 2012)

Loyola College in Maryland, Baltimore, Maryland
School Counseling (October 31, 2012)

Northeastern Illinois University, Chicago, Illinois
+ Marital, Couple, and Family Counseling/Therapy (June 30, 2008). Northeastern Illinois also has accredited programs in Community Counseling, School Counseling, Student Affairs Practice in Higher Education - College Counseling Emphasis and Counselor Education and Supervision.

Our Lady of Holy Cross College, New Orleans, Louisiana
+ Community Counseling (June 30, 2006). Our Lady of Holy Cross also has an accredited program in Marriage and Family Counseling/Therapy

Plattsburgh State University, Plattsburgh, New York
Community Counseling and School Counseling (October 31, 2012) Student Affairs (October 31, 2006)

San Francisco State University, San Francisco, California
Career Counseling, Gerontological Counseling, Marital, Couple, and Family Counseling/Therapy, School Counseling and Student Affairs (October 31, 2006)

Southern Oregon University, Ashland, Oregon
+ Mental Health Counseling (October 31, 2006)

Texas A & M University - Corpus Christi, Corpus Christi, Texas
+ Community Counseling, + Marital Couple and Family Counseling/Therapy, + School Counseling, and + Counselor Education and Supervision (October 31, 2006)

University of Iowa, Iowa City, Iowa
Community Counseling, School Counseling, Student Affairs, and Counselor Education and Supervision (October 31, 2011)

continued

University of Mary Hardin-Baylor, Belton, Texas

† Community Counseling (October 31, 2006)

University of Memphis, Memphis, Tennessee

Community Counseling, School Counseling and Student Affairs (October 31, 2011) Counselor Education and Supervision (October 31, 2006)

University of New Mexico, Albuquerque, New Mexico

Community Counseling, School Counseling, and Counselor Education and Supervision (October 31, 2006)

University of North Carolina at Charlotte, Charlotte, North Carolina

† Counselor Education and Supervision (October 31, 2006). The University of North Carolina at Charlotte also has accredited programs in Community Counseling and School Counseling.

University of Toledo, Toledo, Ohio

Community Counseling, School Counseling, and Counselor Education and Supervision (October 31, 2006)

University of Vermont, Burlington, Vermont

Mental Health Counseling and School Counseling (October 31, 2006)

Wright State University, Dayton, Ohio

Community Counseling, † Mental Health Counseling and School Counseling (October 31, 2012)

The following programs submitted Interim Reports and were granted continued accreditation:

Arizona State University, Tempe, Arizona

Community Counseling (June 30, 2010)

Barry University, Miami Shores and Orlando, Florida

Marital, Couple, and Family Counseling/Therapy, Mental Health Counseling and School Counseling (June 30, 2011)

Columbus State University, Columbus, Georgia

Community Counseling and School Counseling (June 30, 2009)

Florida State University, Tallahassee, Florida

Career Counseling, Community Counseling and School Counseling (December 31, 2010)

Marywood University, Scranton, Pennsylvania

Mental Health Counseling and School Counseling (October 31, 2006)

North Carolina A&T State University, Greensboro, North Carolina

Community Counseling and School Counseling (December 31, 2008)

Oregon State University, Corvallis, Oregon

Community Counseling, School Counseling and Counselor Education and Supervision (December 31, 2007)

Slippery Rock University, Slippery Rock, Pennsylvania

Community Counseling (June 30, 2009)

Stetson University, DeLand and Celebration, Florida

Marital, Couple, and Family Counseling/Therapy, Mental Health Counseling, and School Counseling (June 30, 2010)

University of Florida, Gainesville, Florida

Marital, Couple and Family Counseling/Therapy, Mental Health Counseling, School Counseling and Counselor Education and Supervision (December 31, 2011)

The following programs received a one-year extension of their accredited status:

Indiana Wesleyan University (June 30, 2006)

University of Northern Iowa (December 31, 2006)

Growing Up

by
Carol L. Bobby

CACREP was six years old when I was hired as the Executive Director. As an organization, it was very young and needed lots of support. Support came in many ways and from many places.

From the beginning, the American Counseling Association (ACA) provided financial support of the day-to-day operations. Support also came from the ACA divisions through their selection of board members who could provide leadership and direction to the fledgling organization. By the time I was hired in 1987, forty-six (46) counseling programs from across the nation had also lent their support by convincing their institutional administrators that seeking and paying for CACREP accreditation was a good thing to do. Through their willingness to seek out excellence, these counseling programs helped CACREP to build a good foundation for recognition of its standards and review processes by other institutions, state licensing boards, NBCC, and consumers.

Team members should also be recognized for the invaluable volunteer support they have given to CACREP. Because of them, CACREP has been able to provide a credible peer review process. Finally, Board members throughout the years have nurtured CACREP by developing good policies and rules of practice. CACREP's solid reputation has obviously been built through the dedication, hard work, love and financial support of many people.

Now that CACREP is approaching 24 years, having a solid support system is as critical as ever. However, like all youngsters heading into their mid-twenties, it is time to take on some new responsibilities and to become more self-sufficient. For example, during my tenure as CEO, the number of institutions with accredited programs has more than quadrupled, while staff resources have remained stagnant. CACREP desperately needs additional staff to manage the accreditation process. Our new server and database system will eventually allow us to be more efficient in tracking program information, but managing the database will also require staff development and additional resources. In addition, CACREP must become more active in the globalization of the profession. We want to be a responsible partner in this globalization process, which is occurring rapidly and requiring additional resources. Third, CACREP is embarking on a comprehensive standards revision process- a multiyear process that requires additional support for members of the revision committee to hold meetings, host public hearings, and distribute drafts of proposed changes.

As noted in the lead article of this newsletter, CACREP is also assuming responsibility for insuring that our decision-making process continues to represent the profession as a whole by transitioning to a new board structure over the next three years. One result of this will be loss of funding from divisions for board members to attend CACREP's semiannual meetings. CACREP will now assume all board-related costs, which amount to almost \$50,000 per year. Loss of travel support for board representation will have a big impact on CACREP's budget.

A final issue that CACREP has dealt with throughout its history is the appropriateness of continuing to rely so heavily on financial support from the American Counseling Association (ACA) to cover our operating expenses. As noted above, ACA has been generous with its support throughout CACREP's history agreeing to provide rent-free space, a \$75,000 per year cash gift, and other support services. At times, this arrangement has created tension for both ACA and CACREP. When ACA has experienced financial shortfalls, CACREP has been an extra drain on resources. CACREP has also had to justify its financial relationship with ACA when undergoing our external recognition with the Council for Higher Education Accreditation

continued

(CHEA), since we are to theoretically operate independently of any external guild or trade associations. To take control of the tension, CACREP voluntarily proposed to ACA that, as a first step, we reduce our reliance on ACA's cash support by 50% over the next five years. This will mean an additional loss of \$37,500 over this period. CACREP will need to find additional resources to cover this loss, as well as to support our other new initiatives.

As a result of taking on new responsibilities and agreeing to reduce our reliance on the ACA subsidy, the CACREP Board has had to make the hard decision to increase the fees for our primary service activity. The Board structured the fee increases to generate enough income to 1) assist with the newly begun standards revision process, 2) cover the reduction in subsidy provided by ACA, and 3) cover board member expenses as the board transitions to a self-funded entity. The resulting new fee structure, which the Board determined was still less expensive than fees charged by some of our peer accrediting agencies, will go into effect on July 1, 2005.

Revised Accreditation Fees (effective July 1, 2005)

Application fees for both new and returning institutions	\$2,500.00
<i>(This is an increase of \$500 per application)</i>	

***Annual fees for institutions with...**

One program accredited	\$ 948.72
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Two programs accredited	\$1,260.90
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Three or more programs accredited	\$1,573.08
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(This is an increase of \$100 per program. It should also be noted that, as per previous policy, annual fees will continue to incur a 3% annual increase in subsequent years.)

CACREP Accreditation Manual	\$ 35.00
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(This \$10 increase became effective upon printing the 2nd edition of the Manual, which occurred August 2004.)

Note that the on site visit fee will not be increasing. It remains \$1200 per site visitor + a \$200.00 ticketing fee.

School Counselor Educators enter political fray - and win

OU Professor leads way in revising legislation on program requirements

By Matthew Engel

Two years ago, Ohio University counselor education professor Tom Davis led a statewide effort by counselor educators that would change the face of school counseling by revamping Ohio's school counselor requirements.

The future of the profession was at stake, Davis and his colleagues told the Ohio State Board of Education. The long-standing statewide regulation mandating that Ohio school counselors have two years of teaching experience in addition to obtaining a master's degree before upholding a school counselor position was hurting children within Ohio's schools. The assumption that teaching experience translates into effective school counseling is without merit, Davis said.

"There were no data, no research to suggest that teachers make better counselors," he says. "We were leaving out exceptionally good prospects to go in and work in schools just because of an arbitrary regulation."

Kent State University's Bill Nemec, who worked with Davis in helping to refine the statewide school counselor requirements, agrees that teaching and school counseling deserve to carry separate identities.

"My experience tells me that the ability to be effective working with kids does not require teaching experience," Nemec says. "I felt that local school administrators should be given the freedom to hire the next counselor for the job, which might be someone who has not been a teacher first."

Yet, for generations, school counseling regulations were left unchallenged, as the supply and demand for Ohio school counselors remained stable. Many elementary, middle, and high school in Ohio filled their school counseling positions by hiring staffed teachers who had gone back to college - usually part time - to earn their graduate degrees in counseling.

But with the implementation of more rigorous accreditation and national standards that extended counselor education programs, the number of individuals seeking master's degrees in school counseling suffered a steady decline. Ohio University's counselor education program was not exempt from the decrease in school counseling master's students.

"With the old standards, we just did not have the market," Davis says. "Those who did not have a degree in teaching

and wanted to be a school counselor had to have received two years of undergraduate work (plus student teaching), two years of actual teaching and then two years of graduate work. We were really hamstrung in terms of attracting a lot of people interested in becoming school counselors."

The drop in enrollment, coupled with the growing number of Ohio school counselors nearing retirement, led to more openings for school counselors than qualified individuals to fill them.

Martin Ritchie, counselor education professor at University of Toledo, believed the future of school counselors in Ohio would have been in serious danger if action had not been taken.

"What has already started happening, especially in rural districts, is that when a school counselor retires, he or she is either not replaced or is replaced with a social worker or dean of students - neither of whom are licensed professional counselors - or the district just hires out to community counselors on a part-time basis. None of these solutions is in the best interest of our students."

With more school counselors on the verge of retiring, the focus for counselor educators was to try to make the road to becoming a school counselor more marketable to prospective students - a nearly impossible task when six years of additional schooling was required for nonteachers.

The limitations of colleges and universities to recruit prospective school counselors resulted in attracting a handful of school counseling master's students a year. Most of the students enrolled in master's programs with a school counseling emphasis were those in the position to maintain their day jobs as teachers.

"School counseling went from being a primary part of our counselor education program to just a meager part, with an average of four or five students enrolled per year," Davis says. "And out of those, we had a lot of teachers who earned a degree in school counseling and never intended to be a school counselor. Most of them wanted to return to teaching with an advancement in salary for going back and getting their master's."

The narrow pool of prospective school counselors was even narrower in terms of recruiting minority students. African Americans, who comprise approximately 12

percent of Ohio's population, represent just 8 percent of Ohio's educator and less than 1 percent of the state's school counselors.

"When we were recruiting for school counselors in the past, the only people we could recruit were those already in the classroom," Davis says. "So we were in a position where we could only recruit from this predominantly heavy Caucasian market. We were competing against these already low numbers of African-American teachers. Is that what we wanted to do, to pull those teachers out of the classroom, where they needed to be anyway?"

Based on the arguments that the old standards seriously restricted diversification of school counselors, the supply-demand balance in the field (with more school counselors retiring and fewer school counseling master's students), as well as the overall future of the school counseling profession, a committee headed by Davis, Ritchie, Nemec, and the Ohio State University's Susan Sears approached a Department of Education commission in 2000 to plead their case. The commission would determine whether the case was worthy to be heard by the Ohio State Board of Education.

The task of presenting the case was countered by adamant opposition by individuals who believed Ohio should not stray from both the original standards and the belief that school counselors should be taken from the teacher market.

"That was the biggest obstacle - the inertia of the status quo," says Ritchie, who was an Ohio University faculty member from 1985 to 1987. "Because everyone always had to be a teacher in order to be a school counselor in Ohio, many people thought it should be that way. The fact is that 39 states don't require teaching and they have fared quite well."

After 18 months of staying the course, the efforts of Davis and his colleagues paid off. Davis' team, using research that suggested the old regulations negatively affected the dynamics of Ohio's schools, was able to persuade the commission to recommend that the issue be heard and approved by the Ohio State Board of Education, the final step toward revamping the legislation.

A few months later, in front of the Ohio State Board of Education, Davis and his colleagues addressed the issue again - and finally, were given the platform to be truly heard. In January 2002, the Board of Education adopted a new set of requirements for school counselors that abolished the teaching requirement, all the while abiding by national school counselor standards and accreditation;

thus, allowing a wider range of individuals with diverse backgrounds to enter the field.

The new, accredited school counseling master's program is intensive, requiring prospective school counselors to complete a 600 hour on-site internship - more training than any other school personnel aside from school psychologists.

The impact of the new legislation already has been felt as more individuals from noneducation undergraduate backgrounds have taken advantage of enrolling in school counseling master's programs. Liz Sinclair, an Ohio University school counseling master's student now undergoing her internship at The Plains Elementary School, is one example.

"I don't have a background in teaching, but I always felt like I could be a good school counselor," Sinclair says. "The old requirements were way too unrealistic for anyone not in the teaching arena to try to complete. But when the new rules passed, I decided to give it a try. I've had a great experience so far."

At the University of Toledo, Ritchie says that the counselor education department can be much more selective with the quality of students wishing to enter the program. And Kent State is receiving twice as many school counseling applications a year, as well as hundreds of phone inquiries regarding the nonteaching option for the school counselor license, Nemec says.

The same is true at Ohio University.

"Two years ago, OU's counselor education program went from having four to five school counseling students a year to 23 new master's students that started this quarter," Davis says. "And the academic quality of the students is exceptional. The people that we have are all 3.0 or above. We're going to be putting some exceptionally good people out there."

For complete information on the updated requirements to become a school counselor in Ohio, visit the American School Counselor Associations' web page at www.schoolcounselor.org.

Matthew Engels is a graduate student in the counselor education program at Ohio University.

Editor's note: The preceding article was published originally in Ohio University's 2003-2004 College of Education Athenaeum. It is included here by special permission of the publisher, the College of Education.

Board restructured, *continued from page 1*

The new Board will have representatives from a variety of areas within the counseling profession. First, since CACREP accreditation is specific to the counselor education process, Board members will be predominantly from counselor educator positions, with representation from a variety of professional counseling disciplines. In addition, practitioners and public members will be a part of the new Board. This new structure will allow the CACREP Board to fill vacancies based on current and projected needs of the Board to ensure representation of all facets of the counseling profession. Board size will be slightly reduced from its current composition of 18 members, with Board members serving one five-year term.

The date for new Board implementation is July 1, 2007. Given the current structure of Board member 3-year appointments and re-appointments, the transition process will be challenging. The Board has developed a transition plan. Steps involved in the transition will include adjusting appointment and re-appointment schedules and a change in the board member selection process. An additional significant positive aspect of this new structure is changing the financial reliance on the divisions for support of Board members. The CACREP Board will become self-supporting. The result will be that Board members will no longer be “representatives” for ACA and its specific divisions and the appointing organization will no longer be required to pay the \$2100 annual fee for Board member representation. All Board member costs will be paid for by CACREP.

As you can see, this is quite an ambitious undertaking. The CACREP Board feels that it is the right time to begin this transition process. Through numerous discussions over several years, Board members, both past and present, have supported the idea of CACREP Board independence. Given the importance of the accreditation process to counseling programs, and the current climate of high-stakes accountability, it is vitally important that CACREP maintain its strong reputation as an independent accrediting body. This new Board structure represents the next step in CACREP’s on-going efforts to promote excellence in accreditation for counselor education programs.

Chair’s Column, *continued from page 2***The Future**

The 2008 standards revisions process is underway. During the July 2004 meeting, the CACREP Board voted on the Standard Revisions Committee membership and the committee’s charges. One aspect of the charge is to look at distance education and write the standards to allow for a variety of teaching methodologies.

Additionally, the Internal Process Committee (IPC) of the CACREP Board is examining distance education in counselor education. One committee member is taking a course via distance education; another committee member is taking a course on how to teach via distance education and then teaching a counselor education course in that format, and a third committee member is investigating the current research in this area.

Distance education is occurring in counselor education without us knowing as a profession how, when or where this type of teaching format is effective with what topics and types of students. Solid research on the efficacy of distance learning in counselor education is a necessity in order to ensure that students are receiving the highest quality education possible. In his presentation, Scott Hinkle raised a number of important research questions. To list just a few:

- Can the learning experience be transformed in a manner that makes it better and more effective than traditional classroom instruction? If so, how and under what circumstances?
- Alternative teaching strategies, substitutes and pedagogically sound developments are needed to understand different styles of interaction in virtual education. What works best in counselor education?
- To advance theory and practice in technologically augmented clinical instruction, what new supervisory approaches using this technology will be needed and what does a best practice scenario look like?
- What are the best methods for providing instruction and a sense of community in online instruction?

As always, thank you all for your dedication to the counseling profession. I hope you have a productive fall and take time to enjoy life.

Sincerely,

Susan Rachael Seem

Team Member Page

Team Reports

With an increase in the number of Team Reports submitted electronically, we have noticed a number of inconsistencies in reports. If a standard is marked “Not met,” there should be a comment in the requirements section indicating how the program is deficient and what they could do to meet the standard. If it is met for one program, but not for another, it should be marked “Met” and “Not met” and the requirement should specify which program doesn’t meet the standard.

For example, Standard II.K.1.d (professional organizations and standards) is met for students in community counseling, but the school counseling students have a different course and that information is not in their course. The team would mark the standards as both “met” and “not met,” and in the Specific Requirements section say something like, “professional organizations are not covered for school counseling students. Community counseling students receive this information through COUN 530 Introduction to Community Counseling. It needs to be added to the curriculum for school counseling students.”

Remember that the CACREP Team Report is a document that represents the consensus of the visiting team. It is the team’s responsibility to come to agreement about the standards that are not met and about the final accreditation recommendation to the Board of Directors. Minority reports are not accepted by the Board.

Departing from Site Visits

If you agree to be on a CACREP site visit, please do so with the understanding that you will stay through the exit presentation on Wednesday. For some locations, this may mean that you would not be able to return home until late Wednesday night. We have had visitors lately who have left site visits prior to the exit presentation in order to get back to teach their Wednesday night class. This is not acceptable, since it puts an added burden on your fellow team members and it send a very negative image to the institution who has invested considerable expense and resources into your review. They deserve to see a full team at the exit presentation.

Obviously, there have been and will continue to be genuine emergencies that require team members to leave campus before the visit ends. We understand that. However, a commitment to serve on a team means a commitment to stay through the entire visit.

Training at ACA

CACREP will be conducting Team Chair Training and Team Member Orientation at the ACA World Conference in Atlanta. All CACREP events will be in the Omni Hotel. Check your program or hotel directory for the exact room assignment.

Team Member Orientation will be held Friday, April 8 from 1-3 pm.

Team Chair Training/Renewal will be held Friday, April 8 from 3-6 pm.

You must register for these sessions with the CACREP Office. Call 703-823-9800 x301 or e-mail Nan Bayster at nbayster@cacrep.org.

Standards, Standards, Standards...

The Board spends time at every regular meeting discussing Standards that have been identified as difficult to interpret. The following is a summary of the discussion that took place at the July meeting.

Standard II.E

The requirement for 10 clock hours of group activity has been implemented in a number of ways. The Board agreed that the intent of the Standard is to provide the student with an understanding of the group process in counseling situations.

Standard III.G.2 and III.H.2

The question of what is acceptable supervision of a supervisor working under the supervision of a program faculty member during practicum was discussed. The intent was to insure that faculty were involved and knowledgeable about the skills of each practicum student before “endorsing” the student as capable of moving into an internship situation. That is why the student can receive internship supervision from an on-site supervisor (III.H.2), but the practicum standard (III.G.2) stipulates supervision by program faculty.

Change in the procedures for adding a program mid cycle

The Board adopted a change to the process of adding a program mid-cycle when there are already accredited programs at the institution. The former procedure called for the applicant to submit certain sections of the Standards for the new program and four copies of the previous self-study document.

The new process is that applicants submit four copies of a new self-study containing Sections I-VI and the appropriate program area(s) for the new program(s). There is no need to submit the previous self-study document. The rest of the procedures remain the same, including having at least two years left on the current cycle and the initial reviewers’ ability to waive a site visit.

All CACREP Program Liaisons are invited to:

Table Talk

at the ACA Conference in Atlanta

Saturday, April 10 from 1-3 pm

This session is open to CACREP accredited programs only and will allow liaisons to speak with each other and the CACREP Board about topics that are important to them.

CACREP appears in the No Child Left Behind federal regulations in Section V

Try the following web address to find Title V:

<http://www.ed.gov/policy/elsec/leg/esea02/pg68.html>

or

<http://www.ed.gov/policy/elsec/leg/esea02/pg68.html#sec5421>

Under definitions, you will find the following:

‘(3) the term ‘school counselor’ means an individual who has documented competence in counseling children and adolescents in a school setting and who-

‘(A) is licensed by the State or certified by an independent professional regulatory authority;

‘(B) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or

‘(C) holds a minimum of a master’s degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent;

KUDOS

CACREP encourages citation of credentials in employment advertisements. This column highlights those institutions which we have noticed proudly displaying their CACREP accreditation in employment ads or which specifically name affiliation with a CACREP program as a preferred qualification in their ad. These kudos have been taken from *Counseling Today*, *The Chronicle of Higher Education* and CESNET.

Appalachian State University
 Big Sandy Community and Technical College (Kentucky)
 California State University Fullerton
 Chadron State University
 Clemson University
 Emporia State University
 Georgia State University
 Governors State University
 Loyola University New Orleans
 North Carolina State University
 Oklahoma State University
 Oregon State University
 Plattsburgh State University of New York
 Regent University
 State University of West Georgia
 Texas A & M Commerce
 Texas A & M International University
 Troy State University - Augusta
 University of Arkansas
 University of North Carolina at Charlotte
 University of North Florida
 University of Scranton
 University of Southern Maine
 University of Tennessee Chattanooga
 University of Toledo
 University of Virginia
 University of Wisconsin Oshkosh
 University of Wisconsin Stout
 Vanderbilt University
 Youngstown State University

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