THE CALENDAR CONNECTION

INSIDE CONNECTION

JULY, 1989

JULY 1   Beginning of new fiscal year

JULY 10   COPA continued recognition application due

SEPTEMBER, 1989

SEPTEMBER 1   Annual Continuation Fees and 3 bound copies of Annual Reports due to CACREP office

AUGUST/ SEPTEMBER   self-studies due (for review at Council's Fall, 1990, Meeting)

OCTOBER, 1989

OCTOBER 5-7   CACREP Board of Directors Meeting in Alexandria, VA

DECEMBER, 1989

Updated <u>Directory of Accredited Programs</u> and Fall *CACREP Connection* available for distribution.

CACREP
5999 Stevenson Avenue
Alexandria, VA 22304
(703)823-9800

CACREP CONNECTION

COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS

FROM WHERE I SIT...

JOSEPH KANDOR, Chair

As CACREP's 10th anniversary draws near (1991), it is a time to review our accomplishments and plan for the future. We currently have 57 institutions with one or more programs accredited; we have completed our first Standards revision process; we have received COPA recognition. Certainly, we have achieved growth, pursued refinement, and fostered professional development. This process must continue as we strive to reflect the ever changing needs and mandates of the counseling profession and society. Continued dialogue within the profession and with the public will not only improve our services to our consumers, but also improve the public's confidence in the counseling and human development field.

In an effort to become more responsive to our public, we should move toward responsible and open-minded discussion of methods to avoid possible duplication of accrediting activities and to become a more efficient means for promoting credibility for our profession. Unification of the accrediting agencies serving the "helping professions" would not only eliminate consumer confusion, but also be advantageous to programs seeking accreditation.

COPA encourages open dialogue among accrediting bodies and collaboration of efforts. Any overlap of accrediting scope leads to confusion and possible distrust of the accreditation process both by the public and by institutions. Consolidation of processes would further unify our profession by bringing together practitioners, educators, and students in activites directed at improving both the educational programs and the professional practices.

Furthermore, can schools and departments continue to afford to seek specialized accreditation for their rehabilitation program (CORE accredited), their marriage and family programs (AAMFT accredited), school pyschology and/or special education programs (NCATE reviewed), and their counseling and student affairs programs (CACREP accredited)? The time, cost, and inefficiency of the current arrangement can cause higher education administrators to revolt. Unification would provide the institution with the option of consolidating paper work and energy expended.

ISSUES IN ACCREDITATION

One of the many benefits afforded to me as Executive Director of a COPA-recognized accrediting body is the opportunity to represent CACREP at COPA's biannual meetings. These meetings are always an interesting blend of activities ranging from professional development sessions to Assembly meetings and the COPA Board of Directors meeting. By participating in each of these activities, I have been able to gain an understanding of issues relevant to all accrediting agencies, as well as to cultivate ideas for improving our own accreditation process. The sharing which occurs at these meetings is like getting a booster shot of enthusiasm. It also helps to know that there are at least 100 other people in the world with similar worries.

Just what are those "worrisome" issues? Naturally, as a non-profit corporation, CACREP is concerned about financial accountability and how to keep programs' costs low while the operating costs of the accreditation process continue to rise. Yet a far more important accountability issue looms over the entire field of accreditation. Accrediting bodies must maintain the delicate balance between being accountable both to the needs of the institution (and its programs) and to the needs of the public. Accrediting agencies must decide how to provide useful information to the public regarding accreditation statuses while maintaining the confidentiality of the institution/programs which have voluntarily sought feedback through our external review process.

In April, COPA members were privileged to participate in a one day seminar entitled, "A Case for Accreditation." Participants in the mock trial were summoned to jury duty. After lively presentations which examined the promises offered by the accrediting community, the jurors retired to discuss the evidence. The presentations brought to light many questions relating to what we promise and what we are able to deliver to our constituents. Furthermore, discussion focused on when, how, and where should adverse accreditation decisions become public knowledge. The ramifications of these questions are filtered down through every aspect of the accreditation process including site visitor training, newsletter articles, public lists of accredited programs, and even telephone responses to interested individuals. How we respond to these issues is vital to maintaining our credibility and is an ongoing process. I would entertain further dialogue with anyone wishing to espouse an opinion.

DECISIONS RENDERED

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) met March 12-14, 1989, in Boston, MA for the purpose of rendering accreditation decisions. All eight programs reviewed for accreditation received ACCREDITATION: 2-year period with conditions, and, therefore, will be accredited until June 30, 1991. The current list of accredited programs is included with this newsletter. Refer to the KEY on page 8 for program titles.

INITIAL ACCREDITATION DECISIONS:

UNIVERSITY OF BRITISH COLUMBIA   CCOAS, SC, SPC

NORTHERN ILLINOIS UNIVERSITY   CCOAS, SC, SPC, CE:PhD

WRIGHT STATE UNIVERSITY   CCOAS/MH, SC

MURRAY STATE UNIVERSITY   CC/MH

NORTHEAST LOUISIANA UNIVERSITY   CCOAS, SC

UNIVERSITY OF IOWA   SC, SPC, SPD, SPA

SECOND CYCLE ACCREDITATION DECISIONS:

UNIVERSITY OF VIRGINIA   CCOAS, SC, SPC, CE:PhD/EdD

‫‬LL STATE UNIVERSITY   CCOAS

PLEASE NOTE: omitted from list of decisions in Fall, 1988 newsletter

SHIPPENSBURG UNIVERSITY   CCOAS, SC, SPD
ACCREDITED: 7-year period   until June 30, 1996

PROGRAMS REQUESTING REMOVAL OF PROVISIONAL ACCREDITATION:

UNIVERSITY OF HAWAII   FAIRFIELD UNIVERSITY
ACCREDITED until 1992   ACCREDITED until 1994
   CCOAS, SC, SPC   CCOAS, SC

OHIO UNIVERSITY   OREGON STATE UNIVERSITY/WESTERN OREGON
ACCREDITED until 1994   STATE COLLEGE
                                     ACCREDITED until 1993
   CCOAS, SC, CE:PhD   CCOAS, SC

WESTERN ILLINOIS UNIV.   MANKATO UNIVERSITY
ACCREDITED until 1994   ACCREDITED until 1994
   CCOAS, SC   CCOAS, SC
extension of provisional   extension of provisional
   SPD (10/89)   SPD (1990)

AUBURN UNIVERSITY   * The University of Northern Colorado and Mississippi
‫‬CREDITED until 1994   State University received extensions of their
   CCOAS, SC   accreditation until 1990. Second cycle programs
extension of provisional   currently in the process will be reviewed at the
   CE:PhD/EdD (1991)   October, 1989, Board Meeting.

MINUTE BY MINUTE

BOARD BRIEFS

* ACCREDITED: 2 YEAR PERIOD with conditions: The Council enacted a change in nomenclature in order to avoid further misconceptions regarding the "provisional approval" status. As with the previous "provisional" terminology, institutions are provided with specific steps/conditions in order to maintain accreditation through the 7-year period. Prior to the expiration of the 2-year period, the program(s) must submit documentation that the conditions have been implemented.

* ADDITIONAL SITE VISITOR REQUIRED: As per Council policy, each team should consist of persons with expertise in each of the program tracks being reviewed. Institutions applying for accreditation of more than three program areas will now be required to host an additional on-site visitor.

* FEES INCREASE: As inflation and the costs of providing quality services to both our accredited programs and the public continue to rise, the Council has implemented an increase in fees. Effective July 1, 1990, application fees will be $800. Furthermore, the annual maintenance fee charged to accredited programs will be increased from $125 per program area to $200 per program area. The maintenance fee increase will be effective as of next year's invoices.

* TEAM SELECTION POLICY REVISED: Currently, the host institution is allowed the opportunity of striking any potential team member for any reason. However, numerous individuals have been trained and have not gone on visits for a variety of reasons - lack of name visibility, professional associations, etc.

The Council endorsed the policy revision allowing the institution to rank and select the Team Chair and one team member. The third member of the team will be selected by the Executive Director. This change in procedure will permit the creation of a greater number of experienced team members.

Carol L. Bobby, Ph.D.

NEWS AND VIEWS FROM THE
EXECUTIVE DIRECTOR

The Benefits of Accreditation are listed in CACREP's consumer brochure as adapted from the COPA Policy Statement on the *Role and Value of Accreditation*, 1982. The general public, students, and institutions are cited as recipients of these benefits. For example, the following are listed: * The public receives "assistance in the identification and selection of practitioners who have graduated from accredited programs." * Students receive assistance in "the selection of a quality training program" and "in meeting credentialing requirements, such as certification and licensure." * The institutions benefit through "enhanced visibility and recognition" so that they may "attract and recruit highly qualified individuals."

These benefits are more than self-vindicating rhetoric. They are real and can be documented through letters requesting information, state licensure or national certification requirements, and advertisements for job positions. The CACREP office staff daily receives requests for information and/or for our most current list of accredited programs from prospective students, career resource centers, state credentialing personnel, and counselor educators. Providing this list is a free service. The number of lists mailed out is testimony to the enhanced visibility of CACREP-accredited programs. Further-more, employment advertisements placed in AACD's *Guidepost* over the past year reveal that graduates of CACREP accred-ited programs may meet a "preferred" eligibility requirement. Once again, institutions, students, and the public can benefit.

Lastly, an important benefit to graduates is the opportunity to meet at least one of the eligibility options for entry into the profession's credentialling systems. Both the National Board for Certified Counselors (NBCC) and the National Academy of Certified Clinical Mental Health Counselors (NACCMHC) list graduation from CACREP programs as an option for meeting the educational requirements for application. Furthermore, CACREP has received notification that some state licensing/certification regulations recognize completion of a CACREP program as one option used to meet the definition of a graduate degree in counseling. Idaho has offered this option for their LPC regulations since 1983. Ohio has added a similar notation in their Revised Code, and since July 1, 1988, the Maryland State Department of Education has used graduation from CACREP accredited school counseling programs as an eligibility option for guidance counselor certification. Such specific options are being considered by several other state regulatory boards, while many board have statements referring to programs which "meet national standards" or "are based on the standards of the appropriate national association." Both types of phrases may translate into CACREP, since our Standards are national in scope and reflect the efforts of the Ameri-can Association for Counseling and Development (AACD) to strengthen the profession through quality training. Hats off to all who are involved in these efforts!

ACPA HOSTS TRAINING SESSION

A baker's dozen of college student affairs educators and practitioners learned about and discussed responsi-bilities associated with the accredita-tion process at the recent ACPA Convention held in Washington, D.C. The session was scheduled at the urging of **Richard Caple**, ACPA's representative to the Council, in order to allow those involved in student affairs a better opportunity to partic-ipate in the training sessions. The Council has long sought to increase the pool of evaluators with expertise in the student affairs practice area. Those who lead the training session provided guidelines and advice for participation based upon their experiences as Team Members and Chairs. In addition to **Dick Caple**, the following persons hosted the session: **Ted Miller, Nancy Scott, Allen Segrist,** and **Sue Spooner.** Let Dick know if you would be interested in training at the ACPA Convention in St. Louis .

OF ON-SITE TEAM MEMBER INTEREST...

* It's that time of year to be updating our listings for Potential Team Members. Please return the Team Survey to the office as soon as possible. We can't call on you if we don't know how to reach you.

* By now each individual currently listed in CACREP's Potential Team Member Notebook should have received his/her copy of the new Team Member Handbook. Copies were distributed in Boston and then via UPS earlier this month. We hope that you will read the contents carefully and provide feedback.

BITS AND PIECES

* CHANGES NOTED IN BOARD OF DIRECTORS: Elections of officers for the 1989-90 fiscal year were held at the March Board meeting. The results follow:

CHAIR: Dr. Joseph Kandor
VICE-CHAIR: Dr. Don W. Locke
SECRETARY/
TREASURER   Dr. Allen Segrist

The Council welcomes Dr. Robert Comas and Dr. Ted Remley who begin their terms of office July 1, 1989. Dr. Comas will be representing ACES; Dr. Remley will be the ASCA representative.

* On May 1, 1989, the Annual Report forms and fee invoices for currently accredited institutions were mailed. Please note that three bound copies of the completed Report and the maintenance fees are due in the CACREP office by **September** 1.

DIRECTORY OF ACCREDITED PROGRAMS

Council For Accreditation of Counseling and Related Educational Programs   (CACREP)

ALABAMA
Chair   [3/82]
Dept. of Counselor Education
P.O. Box 870231
University of Alabama
University, AL 35487-0231
CCOAS, SC, SPC, CE:PhD/EdD
(12/89)

✱ Chair   [9/86]
Counseling & Counseling Psychology
2014 Haley Center
Auburn University
Auburn University, AL 36849
CCOAS, SC, SPC (1994)
✱ CE:PhD/EdD (1991)

CALIFORNIA
Chair   [1978]
Dept. of Counselor Education
California State Univ./Los Angeles
Los Angeles, CA 90032
SC, SPC (1994)

Chair   [1979]
Educational Psych. & Counseling
California State Univ./Northridge
1811 Nordhoff Street
Northridge, CA 91330
CCOAS, SC (1993)

Chair   [1981]
Counseling, Administration and
   Policy Studies
California State Univ./Sacramento
Sacramento, CA 95819
CCOAS, SC (12/89)

Chair   [1978]
Department of Counseling
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
CCOAS, SC, SPC (1994)

Chair   [3/84]
Department of Counseling
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
CCOAS, SC (1991)

COLORADO
Chair   [3/82]
Dept. of Counseling Psychology
McKee 248
University of Northern Colorado
Greeley, CO 80639
CCOAS, SC, CE:EdD (1990)

CONNECTICUT
Chair   [9/86]
Community & School Counseling
Division of Human Services
Fairfield University
Fairfield, CT 06430-7524
CCOAS, SC (1994)

DISTRICT OF COLUMBIA
Head   [3/84]
Department of Human Services
T605 Academic Center
George Washington University
Washington, D.C. 20052
CCOAS, SC, CE:EdD (1991)

FLORIDA
Chair   [3/81]
Department of Counselor Education
1215 Norman Hall
University of Florida
Gainesville, FL 32611
CCOAS, SC, SPC, CE:PhD/EdD
(12/89)

GEORGIA
✱ Chair   [1980]
Counseling & Psychological Svc.
University Plaza
Georgia State University
Atlanta, GA 30303-3083
CCOAS, SC, CE:PhD (1991)

Chair   [4/87]
Counseling & Human Dev. Services
402 Aderhold Hall
University of Georgia
Athens, GA 30602
CCOAS, SC, SPC, SPD, CE:PhD/EdD
(1994)

HAWAII
Chair   [3/85]
Dept. of Counselor Education
Room 222, Wist Hall Annex 2
University of Hawaii
Honolulu, HA 96822
CCOAS, SC, SPC (1992)

IDAHO
Chair   [1980]
Dept. of Counselor Education and
   Special Education
Idaho State University
Pocatello, ID 83209
CCOAS/MH, SC, SPC, CE:EdD
(1995)

Chair   [10/84]
Counseling & Special Education
University of Idaho
Moscow, ID 83843
CCOAS, SC, CE:PhD/EdD (1992)

ILLINOIS
✱ Chair   [3/89]
Counseling Programs
Dept. of Educational Psychology and
   Special Education
Northern Illinois University
Dekalb, IL 60115-2854
CCOAS, SC, SPC, CE:PhD   (1991)

Coordinator   [3/88]
Counseling Programs
Dept. of Educational Psychology
Southern Illinois University
Carbondale, IL 62901-4618
CCOAS, SC, CE:PhD (1995)

ILLINOIS (continued)
* Chair [4/87]
Dept. of Counselor Education and
   College Student Personnel
Western Illinois University
Macomb, IL 61455
CCOAS, SC (1994)
* SPD (10/89)

INDIANA
* Coordinator [1980]
Counseling Programs
Counseling Psych. & Guidance Svc.
Teacher College 622
Ball State University
Muncie, IN 47306-0585
CCOAS (1991)

Chair [9/86]
Counseling and Personnel Services
Education Building
Purdue University
West Lafayette, IN 47907
CCOAS, SC, SPC, CE: PhD (1994)

IOWA
* Chair [3/89]
Division of Counselor Education
N338 Lindquist Center
University of Iowa
Iowa City, IA 52242
SC, SPC, SPD, SPA (1991)

KANSAS
* Chair [10/88]
Psychology and Counseling Dept.
112 Hughes Hall
Pittsburg State University
Pittsburg, KS 66762
CCOAS (1991)

KENTUCKY
* Chair [3/89]
Dept. of Educational Leadership &
   Counseling
Murray State University
Murray, KY 42071
CCOAS/MH (1991)

LOUISIANA
* Coordinator [3/89]
Graduate Programs
College of Education
Northeast Louisiana University
Monroe, LA 71209
CCOAS, SC (1991)

MAINE
* Chair [10/87]
Dept. of Human Resource Dev.
400 Bailey Hall
Univ. of Southern Maine/Gorham
Gorham, ME 04038
SC (1990)

MARYLAND
Chair [10/85]
Counseling & Personnel Services
College of Education
Univ. of Maryland/College Park
College Park, MD 20742
CCOAS, CE:PhD (1993)

MICHIGAN
Chair [10/83]
Counselor Educ. & Counseling Psych
Western Michigan University
Kalamazoo, MI 49008-3899
CCOAS, SC, SPC, SPA, CE:EdD
(1991)

MINNESOTA
* Chair [9/86]
Counseling & Student Personnel
MSU Box 52
Mankato State University
Mankato, MN 56001
CCOAS, SC (1994)
* SPD (1990)

MISSISSIPPI
* Chair [9/86]
Department of Counselor Education
Drawer GE
Mississippi State University
Mississippi State, MS 39762
SC (1990)

Chair [10/85]
Dept. of Counseling Psychology and
   Counselor Education
Southern Station Box 5012
University of Southern Mississippi
Hattiesburg, MS 39406-5012
CCOAS (1992)

NEVADA
Chair [3/84]
Dept. of Counseling and Educational
   Psychology and Foundations
University of Nevada/Las Vegas
Las Vegas, NV 89154-3003
CCOAS (1991)

NEW MEXICO
Chair [10/82]
Counseling and Family Studies
Education Office Bldg 110
University of New Mexico
Albuquerque, NM 87131
CCOAS, SC, CE:PhD/EdD (1990)

NEW YORK
* Chair [9/86]
Dept. of Counseling & Development
Long Island Univ/C.W. Post Campus
Brookville, NY 11548
CCOAS, SC, SPC, SPD, SPA
(10/89)

Chair [4/87]
Department of Counselor Education
SUNY College at Brockport
Brockport, NY 14420
CCOAS, SC, SPC (1994)

NORTH CAROLINA
Chair [10/83]
Dept. of Human Development and
   Psychological Counseling
Appalachian State University
Boone, NC 28608
CCOAS, SC, SPC, SPD, SPA (1991)

Chair [4/86]
Dept. of Counseling and Psychology
CB #3500, 107 Peabody Hall
Univ. of North Carolina/Chapel Hill
Chapel Hill, NC 25799-3500
SC (1993)

NORTH CAROLINA (continued)
Chair [1981]
Dept. of Counseling & Guidance
Univ. of North Carolina/Greensboro
Greensboro, NC 27412
CCOAS, SC, SPC, CE:EdD (1995)

OHIO
* Chair [10/85]
Counseling Programs
127 Carroll Hall
University of Akron
Akron, OH 44325
SC (1993)
* CCOAS, CE:PhD (1990)

Chair [9/86]
Department of Counselor Education
313 McCracken Hall
Ohio University
Athens, OH 47501
CCOAS, SC, CE:PhD (1994)

Chair [10/84]
Department of Counseling
Youngstown State University
410 Wick Avenue
Youngstown, OH 44555
CCOAS, SC (1992)

* Director [3/89]
Department of Human Services
374 Millett Hall
Wright State University
Dayton, OH 45435
CCOAS/MH, SC (1991)

OREGON
Chair [3/86]
Counseling and Guidance
Education Hall 318
Oregon State University/Western
Oregon State College
Corvallis, OR 97331
CCOAS, SC (1993)

* Chair [3/88]
Dept. of Counseling Psychology
College of Education
University of Oregon
Eugene, OR 97403-1215
CCOAS (1990)

PENNSYLVANIA
Chair [1980]
Department of Counseling
Shippensburg University
Shippensburg, PA 17257
CCOAS, SC, SPD (1996)

Chair [3/86]
Education and Human Services
Villanova University
Villanova, PA 19085
CCOAS, SC (1993)

SOUTH CAROLINA
Chair [10/84]
Dept. of Educational Psychology
Education Building
Univ. of South Carolina/Columbia
Columbia, SC 29208
SC, CE:PhD (1992)

TENNESSEE
Chair [10/82]
Educational & Counseling Psych.
108 Claxton Education Building
University of Tennessee
Knoxville, TN 37996-3400
CCOAS, SC, CE:EdD (1990)

Chair [3/83]
Human Dev. Counseling Program
Box 322, Peabody College
Vanderbilt University
Nashville, TN 37203
CCOAS, SC, CE:EdD (1991)

TEXAS
Chair [1980]
Division of Counselor Education
P.O. Box 13857
University of North Texas
Denton, TX 76203-3857
CCOAS, SC, SPC, SPA, CE:PhD/EdD
(1995)

VERMONT
Chair [10/82]
Dept. of Organizational, Counseling,
and Foundational Studies
Waterman Building
University of Vermont
Burlington, VT 05405-0160
CCOAS, SC (1990)

VIRGINIA
Coordinator [1980]
Counseling Programs
Department of Psychology
James Madison University
Harrisonburg, VA 22807
CCOAS (12/89)

* Head [1980]
Department of Counselor Education
169 Ruffner Hall
University of Virginia
Charlottesville, VA 22903
CCOAS, SC, SPC, CE:PhD/EdD
(1991)

WASHINGTON
Chair [9/86]
Department of Applied Psychology
135 Martin Hall
Eastern Washington University
Cheney, WA 99004
CCOAS (1994)

WEST VIRGINIA
Chair [10/85]
Dept. of Counseling & Rehabilitation
357 Harris Hall
Marshall University
Huntington, WV 25701
CCOAS, SP (1993)

WYOMING
Chair [3/82]
Department of Counselor Education
P.O. Box 3374, University Station
University of Wyoming
Laramie, WY 82071
CCOAS, SC, SPC, CE:PhD/EdD
(12/89)

BRITISH COLUMBIA – CANADA
* Head [3/89]
Dept. of Counselling Psychology
University of British Columbia
5780 Toronto Road
Vancouver, B.C.
CANADA V6T 1L2
CCOAS, SC, SPC (1991)

As the Council meets bi-annually,
the list of accredited programs is
updated in May and December.

This list was published:
May, 1989

accredit: 1. To ascribe or attribute to; credit with 2. To supply with credentials or authority 3. To certify as meeting a prescribed standard.

accreditation: 1. The act of accrediting or the state of being accredited, esp. the granting of approval to a school of learning by an official review board after specific requirements have been met.

> (taken in part from <u>American Heritage Dictionary</u>, 2nd college ed., 1985)

Accreditation as defined above, is both a process and condition. The process, or the act of accrediting, entails the assessment of educational quality and the continued enhancement of educational operations through the development and validation of standards. The condition, or the state of being accredited, provides a credential which attests that an institution and/or its programs have accepted and are fulfilling their commitment to educational quality.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA). CACREP functions as an independent Council, whose purpose is to implement standards of excellence for the counseling profession's graduate-level preparation programs. As such, it is the accrediting agency for the world's largest association for counseling.

Specifically, the CACREP scope of accreditation includes the following:

Entry-level Masters' programs

1) Community Counseling
   (formerly CCOAS – Counseling in Community and Other Agency Settings– **MH** designates the optional Mental Health subspecialty awarded prior to 1988)
2) Mental Health Counseling – **MHC**
3) School Counseling – **SC**
4) Student Affairs Practice in Higher Education (formerly SP – Student Personnel Services in Higher Education)
   SPC – counseling emphasis
   SPD – developmental emphasis
   SPA – administrative emphasis

DOCTORAL LEVEL PROGRAMS

5) Counselor Education and Supervision (CE:PhD/EdD)

✱ Accredited: 2-Year Period with Conditions (formerly provisional approval). This status is granted to programs which substantially meet the requirements detailed in the Standards. However, the Council has outlined specific conditions which, once implemented, will bring the program into full compliance. Please note that programs are never partially accredited. Upon a favorable review by the Council at the conclusion of the 2-year period, the program(s) would be permitted to continue their Accredited status until the end of the 7-Year Accreditation cycle.

DIRECTORY   KEY

YOU'VE COME A LONG WAY, BABY

THE WAY WE WERE...

WHY ACCREDITATION?

In 1981, the separate divisions of the American Personnel and Guidance Association (APGA) voted to join together in the formation of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The formation of this specialized accrediting body indicated that the counseling profession recognized its "obligation to protect society, insofar as possible, from poorly prepared counselors ... through accrediting of counselor education programs (Robert O. Stripling, 1968).

"We are not new as a profession to standards development or to accreditation. We have a history of over twenty-five years. We have simply taken the necessary steps to fill [the] void...." (July, 1984, CACREP *Newsletter*)

COPA RECOGNITITION

By 1984, under the direction of Dr. Joe Wittmer, CACREP had grown to incorporate 28 academic units with one or more accredited programs. As Dr. Wittmer stated in the July, 1984 *Newsletter*, recognition by the Council on Postsecondary Accreditation was a vital issue both to the CACREP Board and to Deans and Presidents. Dr. Wittmer stated that "in keeping with COPA's pre-application procedures, we have submitted two sets of materials and continue to receive positive feedback ... but the process does take time."

In 1987, CACREP celebrated the conclusion of that time-consuming process at the AACD Convention in New

Orleans. However, as all accredited programs realize, recognition and accreditation are a continuing process. Therefore, CACREP will be seeking continued recognition by COPA this year. As before, we will be soliciting letters of support from Presidents, Deans, program leaders, and Team Members. Our application materials are due by July 1. (We'll keep you up-to-date regarding the process.)

STANDARDS REVISION

In his Chair's Report in the Fall, 1987, issue of the *CACREP Connection*, John Thompson wrote, "Fall, 1987, finds CACREP in the midst of solidification and fine tuning of all its operations. Accreditation is dynamic and exciting because we never allow it to become rigid or complacent and always strive for quality and excellence." At this time, CACREP had undergone its first major Standards revision in its short history.

Major developments were occuring within our structure and with our programs. Input from the public was not only requested but heeded. Changes regarding specific hours for clinical instruction, our scope of accreditation, faculty/student ratios, and fees were endorsed.

Several institutions, who were to go through second cycle accreditation prior to the implementation of the July, 1988, Standards, requested an extension of their accredited status in order to apply under the updated Standards. July 15, 1988, saw the first self-study to be submitted under the "new" Standards enter the CACREP office. This Fall, the Council will deliberate on at least six institutions applying under the 1988, Standards.

Accreditation entails the assessment of educational quality and the continued enhancement of educational operations through the development and validation of Standards. As per our policy, Standards are updated every five years;

however, the process of seeking input and receiving current opinions begins within three years. "To be credible, we [must] remain responsive to the problems of higher education as well as the expectations of those in the marketplace who [employ] counselors." (Tom Sweeney, 1987) Therefore, we will begin the Standards Revision process once more next year. The new Standards, however, will not be implemented until July, 1993.


"...accreditation is a powerful and useful tool. We must remember, however, that quality services to students and their clients is our real aim— not 'are we approved or not'; 'is my way of thinking or doing things going to be the standard?' Discussions, debates, and disagreements are always going to be part of the development and application of standards. But, let us not invest so much of ourselves in winning our point of view that we lose track of the purpose of accreditation." John Thompson

---

As Joe Kandor, CACREP's current Chair indicated in the previous *CACREP Connection*, "CACREP must now maintain and continue in positive growth. We, too, must enter the second stage of our development." In 1991, CACREP will be celebrating its 10th anniversary. Where will we be? Will we continue our progress toward high quality education? What changes should occur both in the counseling profession and in CACREP to make us more responsive to the rapidly transforming society of the new century? These answers are still to come.

Dare to look beyond the horizon ...
the distant goal will become today's reality
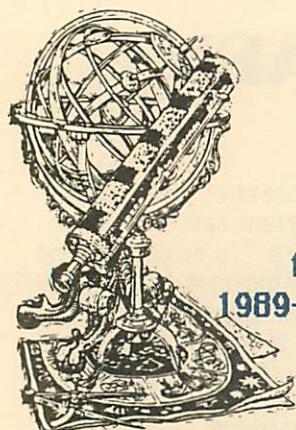
Thoughts from the 1989-90 CACREP Executive Committee

Recently, the members of the 1989-90 CACREP Executive Committee responded to questions posed regarding their goals and expectations for CACREP. The following represent an aggregate of the statements from Joe Kandor, Chair; Don W. Locke, Vice-Chair; and Al Segrist, Secretary-Treasurer.

As Al Segrist stated, "the general principles of accreditation which rest upon open review, self-study and inclusive participation of faculty, colleagues, students, graduates, site supervisors and employers ... are workable and adaptable to [the] needs of the profession and to institutional differences as well. Don Locke indicated that "the choice for CACREP by an institution results in the selection of the catalyst for ... change." This choice produces growth, refinement, and professional development.

One of the objectives identified in the CACREP brochure states that the Council strives "to promote high standards of graduate preparation in counselor education and related educational programs." Joe Kandor stresses that "CACREP must have an impact on the quality of [the over 400 counseling programs in the U.S.]" However, he feels that it is the responsibility of the counseling programs to recognize the need for quality education for students. Furthermore, "college administrators must support and demand ... quality education for [their] students." In the end, all benefit. "The CACREP Standards can commence the move toward quality programs...." (Kandor)

In developing quality programming for Counseling and other helping profes-

sions, all three respondents indicated that an interactive relationship must exist. As Al Segrist stated, "students are our best advocates and willing consumers because they respect accredited status and want the benefits of meaningful credentials." However, programs must advertise and promote their accredited status not only to prospective students but also within their institution and other agencies. CACREP is limited by our COPA recognition regarding how we can advertise; therefore, a primary responsibility of promoting accreditation falls on the shoulders of those who benefit from the status.

As the CACREP Standards reflect our concerns for quality educational programs, we must also strive to "insure that appropriate standards are developed and that equal, fair and complete reviews are made of institutions selecting the process." (Don Locke) The development of quality standards is a key goal for the Executive Committee members. Both Don Locke and Al Segrist agree that the process of revisions should include communication, coordination, and collaboration of the various agencies, credentialing bodies, and professional associations involved in the helping professions. Al Segrist believes that an interface between counselor education and counseling psychology is vital for strengthening the counseling profession. He cites the current interface with marriage and family therapy as a possible model for coordination of efforts. Don Locke reiterates that development of more specific standards for the specialty areas under the Community Counseling emphasis should be undertaken. In order to deal with these issues the Council must "forget old battles and the past and be futuristic and visionary." Al Segrist echoes the importance of " involving the several constituencies" in developing and reviewing Standards rather than acceding to the 'whims' of a few individual members."

In addition, Don Locke calls for "research to determine if generic counseling requirements are adequate for the professional counselor's needs in the 90's." A major goal of the Council should be to insure that quality training is above question and to support all efforts that address this objective.

As Joe Kandor points out, "there is a national trend in higher education ... which focuses on 'student outcomes.'" At present 15 state boards, regents or legislatures have mandated institutional programs of assessment. Furthermore, COPA is currently reviewing the trend. In an effort to keep abreast of changing attitudes, he proposes that in revising the CACREP Standards, the Council emphasize student outcome measures.

In an effort to be the "banner that becomes recognized for open, responsible professional preparation ..." the Council should provide "reinforcement and encouragement ... rather than enforcement and exclusion." (Al Segrist) Joe Kandor states, we should not be perceived as "a gate-keeper with a goal of exclusion.... [T]he Standards [should] reflect CACREP's concern for quality of education, not denial of programs." We should continue to facilitate both program and professional development in our efforts to strengthen the counseling profession.

ACPA TRAINING   from Page 4

Participating in the training were the following individuals: **Stan Carpenter**, Texas A&M Univ.; **Delight Champagne**, Springfield College; **Thomas Collins**, Univ. of Scranton; **Jeffrey Cinnamond**, Indiana Univ. of Pennsylvania; **Mike Dannells**, KS State Univ.; **Al Hood**, Univ. of IA; **Jack Graham**, S. Illinois at Carbondale; **Jayne Richmond**, Univ. of R.I.; **Laura See**, W. MI Univ.; **Michael D. Shannon**, The College of Saint Ro.; **Carney Strange**, Bowling Green State Univ.; **Roger B. Winston**, Univ. of GA; and **Robert Young**, Kent State Univ.

UPDATE FROM BOSTON

TEAM TRAINING

Evaluation forms are still coming back. Nevertheless, the consensus of participants in the On-site Team Member training session in Boston appears to indicate that the combination of discussion, handouts, and experiential role play was great! The only complaints are that the session wasn't long enough. **Nick Vacc** and **Joe Kandor**, workshop leaders, agree and are making plans for the next session to last at least one day.

Those participating in the session in Boston include: **Nancy Taylor Mitchum**, Old Dominion Univ.; **Robert J. Mattox**, Emporia State Univ.; **Marla Peterson**, Univ. of TN; **Carl McDaniels**, VA Polytechnic Institute; **Lewis B. Morgan**, Villanova Univ.; **Larry Thornton**, Cleveland State Univ.; **Thomas J. Caulfield**, Canisius College; **Joseph C. Ciechalski**, East Carolina Univ.; **Jan LaForge**, Wright State Univ.; **Howard Splete**, Oakland Univ.; **Gaylia J. Borror**, Univ. of GA; **Gerald Pine**, Oakland Univ.; **Dom Pellegreno**, IA State Univ.; **Dave Brooks**, Syracuse Univ.; **Richard Caple**, Univ. of MO/Columbia; and **Lizbeth Gray**, OR State Univ.

TEAM CHAIR TRAINING

Carol L. Bobby, Joe Wittmer, and **Larry Loesch** conducted advanced training for those individuals who had participated in a CACREP on-site visit. Issues discussed included coordinating the visit from the Chair's view, writing the Team's Report, and conducting interviews during the visit.

Those participating in the session this year include: **Robert Comas**, Univ. of AL; **Linda Rudolph**, Austin Peay State Univ.; **Don W. Locke**, N.E. Louisiana Univ.; **JoAnna White**, GA State Univ.; **Leo Remacle**, Univ. of WI/Oshkosh; **Nancy Scott**, Univ. of N. Colorado; **Kenneth Wegner**, Boston College; **Robert Pate**, Univ. of VA; **David K. Brooks**, Syracuse Univ.; **Margaret Fong**, Univ. of FL; **Robert Harbach**, Univ. of NV/Las Vegas; **Kathleen Ritter**, CSU/Bakersfield; **Reese House**, OSU/WOSC; **Lauralee Rockwell**, Univ. of IA; **Mike Altekruse**, Southern IL Univ.; **Rie Mitchell**, CSU/Northridge; **Robert Frank**, Univ. of N. Iowa; **Robert Conyne**, Univ. of Cincinnati; **Geoffrey Yager**; Univ. of Cincinnati; **Don Waterstreet**, Western IL Univ.; **Sue Spooner**, Univ. of N. Colorado; **Arthur Lloyd**, ID State Univ.; **Ronald Bingham**; Brigham Young Univ.; and **Joseph R. Morris**, Western MI Univ.
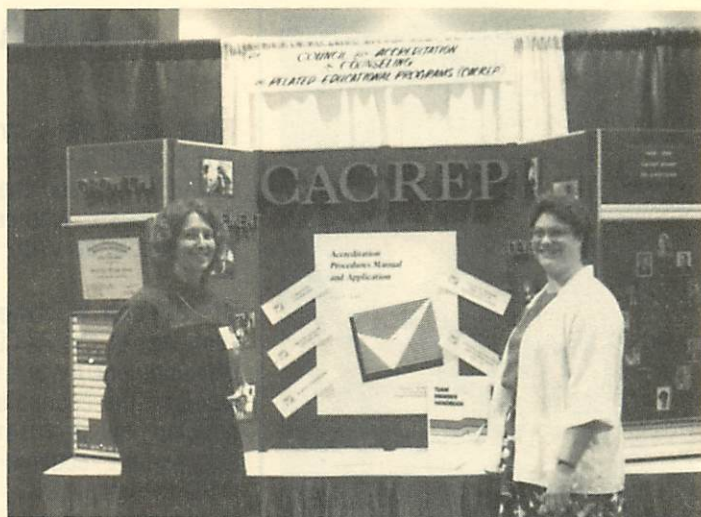
CAROL BOBBY and GAYLA KEESEE show off the booth

CONTENT SESSION

"CACREP Accreditation: A Catalyst for Growth, Refinement, and Professional Development"

Topics included information for those beginning the CACREP accreditation process, as well as, for those seeking data regarding accreditation continuation. Participants received handouts detailing the major differences implemented with the July, 1988, Standards. In addition the program's presenters provided personal feedback to individual questions. **Joe Kandor, Mike Altekruse**, and **Carol L. Bobby** hosted the dialogue.

Participants in Team Training review handouts created by Nick Vacc

AWARDS

There were many smiling faces at the 1989 AACD Awards Banquet in Boston. CACREP is proud that two distinguished professionals, who received awards, are associated with the Council.

Dr. Joseph Wittmer was the recipient of the AACD Professional Development Award for his efforts to advance the counseling and human development profession. Dr. Wittmer served as Executive Director of CACREP until 1987, when our headquarters moved to Alexandria. He was a vital link between the public and institutions seeking accreditation. Dr. Wittmer is currently serving on the NBCC Board of Directors. Congratulations, Joe!

Dr. David K. Brooks, Jr. is currently serving at the AMHCA representative to the CACREP Board of Directors. Dr. Brooks accepted the AACD Carl D. Perkins Government Relations Award. Dr. Brooks has been active in numerous issues regarding certification and licensure over the past several years. As a resident of New York State, he has been instrumental in the continuing effort to secure licensure in that state. We are proud to have you on the Board.

10 Years

CACREP

In 1991, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) will be celebrating its 10th Anniversary.

We are requesting that those who have been actively involved in our growth and development look through your files and mementoes. We hope to be able to trace our timeline. If you have anything, let us know (soon?).

HATS OFF TO...

The Council wishes to express its appreciation to MICHAEL ALTEKRUSE and DOROTHY JENKINS for their commitment to CACREP over the last years. Mike was reappointed by ACES in 1987; however, he won the recent election for ACES' President-elect and was unable to finish his term. Dorothy has been ASCA's representative since 1986, and was active in the recent Standards revision process. We thank you and wish you success!
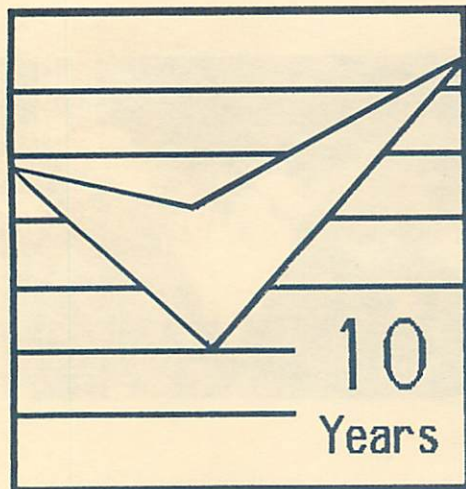

THE TIP CONNECTION

With more and more demands on our t..., it is becoming increasingly difficult to balance between our jobs and families, let alone trying to find time for leisure activities!

To ease the pressure and make the balancing act a little easier, try some of the following time management tips to help organize your work day and be more productive.

1) Schedule all your planned activities on a daily and weekly basis. Prioritize your list and concentrate on completing the most important tasks. An effective method is to plan the next day's schedule and prioritize before you leave work at night.

2) Don't be afraid to delegate tasks. Delegating will allow you to concentrate on priority projects.

3) Plan only as much as you can reasonably expect to accomplish. Don't overextend yourself by taking projects you don't have time to complete. Learn to say "no."

4) Schedule time to enjoy a leisure activity and treat it as though it were an appointment. Go for a walk or read a book. You'll return to work refreshed and stimulate...

5) Leave 20% of your work day unscheduled to allow for flexibility.

as adapted from the newsletter from the Reliable Corporation