

THE CALENDAR CONNECTION

FALL, 1990

AUGUST 15 - DEADLINE for submission of Annual Reports and Maintenance Fees

Aug./Sept. - Submission dates for October, 1991, decision

October - Publication of Marriage and Family Standards

Oct. 11-14 - CACREP Board of Directors Meeting, Alexandria, VA

**KICK OFF FOR
10TH ANNIVERSARY CELEBRATIONS**

Nov/Dec - Onsites held for programs seeking Spring, 1991, decisions

NOVEMBER 15 - DEADLINE for receipt of information to be included in CACREP'S *Guide to Accredited Programs* to be published in the Spring

December - Publication of Fall issue, *CACREP Connection* and revised Directory of Accredited Programs

WINTER, 1990

SPRING, 1991

JANUARY 15 - DEADLINE for submission of Interim Reports for programs seeking continued accreditation

April 21-23 - AACD Convention - Reno, NV

Celebration of Potential CACREP's 10th Anniversary Reception

Spring, 1990

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Council for Accreditation of Counseling and Related Educational Programs



FROM WHERE I SIT...

Joseph R. Kandor, Chair

Each time the CACREP Board of Directors meets, we must not only render accreditation decisions, but we must also discuss and interpret our standards and procedures. In previous issues of the *CACREP Connection*, we have identified both new policies and working definitions. For example, the Council has recently provided working definitions for "Closely Related" and "3-Full-time Faculty".

In many ways, our standards can be compared to the United States Constitution. This document has withstood the test of time because our nation's governmental structure allows for interpretation and clarification. The Constitution is not a rigid group of regulations; it has been allowed to develop and grow. During the interpretation process, the Supreme Court examines all the materials presented, and makes their decisions based on the data and their interpretation of the law. In order to remain flexible and responsive, the Justices may also re-examine the issue(s) at a later date.

The Council functions in a similar fashion. We have access to all data collected and may even solicit additional data from the program and/or team members when deemed necessary. In addition, we have been charged with providing interpretation of the standards and how they may best be implemented. Programs who present innovative instructional methods are encouraged to apply. Both accreditation and the CACREP Standards should not be viewed as rigid structures. The Council constantly seeks input from other sources and attempts to meet the changing needs of society and higher education.

Not only must the Council interpret the standards, but we must also identify and develop procedures for the implementation of the those standards. The Council may become aware of these

issues in a variety of ways. The recommendations for improvement provided by the COPA Committee on Recognition called attention to several ways in which our policies and procedures could be clarified. However, in many cases, the impetus for new policies and procedures is derived from input from accredited and interested programs. Such is the case with the Council's recent policy governing the submission of additional programs for accreditation review by currently accredited programs. The following guidelines apply only to those programs accredited within the same academic unit under the July, 1988, Standards:

- 1) Only institutions with two or more years remaining until their renewal deadline for reapplication may apply to add new programs.
- 2) The department must submit its original self-study documentation with an addendum updating its materials and addressing the new program(s).
- 3) The Council subcommittee completing the initial CACREP review of the new program(s) may choose to recommend waiver of the on-site visit.
- 4) The remainder of the procedure will remain the same as outlined in the the July 1988, manual.
- 5) When the originally accredited program(s) renewal application is due, the new program must be reviewed as well to bring all institutional programs into the same review cycle.

There are numerous reasons why a program would consider adding a program mid-cycle. For example, one institution has recently upgraded one of its programs, bringing it in line both with state licensure regulations and CACREP's standards. Their students should benefit from graduating from a recognized CACREP accredited program. Furthermore, in light of CACREP's adoption of the new Marriage and Family Standards, *in principle*, and the fact that over 70% of our currently accredited programs maintain cognates or emphasis areas within this realm, the Board concurred that the above policy allowed greater flexibility and opportunity for improvement for our currently accredited programs.

The CACREP Standards have been allowed to develop and grow, just as the Constitution has. With any luck, we will be celebrating not only our 10th Anniversary next year, but many more to come.

The Council for Accreditation of Counseling and Related Educational Programs, a corporate of affiliate of the American Association for Counseling and Development, is recognized as a specialized accrediting body by the Council on Postsecondary Accreditation.

BOARD RENDERS ACCREDITATION DECISIONS



The Council for Accreditation of Counseling and Related Educational Programs (CACREP) met March 13-15, 1990, in Cincinnati, OH for the purpose of rendering accreditation decisions. An updated Directory of Accredited Programs is included within this newsletter. Additional copies can be obtained from the CACREP office. Please refer to the key on page 12 for program titles.

Initial Reviews:

NC STATE UNIVERSITY	SAC, CE/EdD	Accredited: 2 Years
ANDREWS UNIVERSITY	CC, SC	Accredited: 2 Years
SUNY/PLATTSBURGH	CC, SC, SAC	Accredited: 2 Years

Second Cycle Accreditation Decision:

UNIVERSITY OF VERMONT	CC, SC	Accredited: 2 Years
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The Council congratulates the following university programs for successfully implementing the conditions placed on their accreditation in order to continue through the end of their seven-year accreditation cycle.

LONG ISLAND UNIVERSITY C.W. POST CAMPUS	CCOAS, SC, SPC, SPA, SPD (1994)
MANKATO STATE UNIVERSITY	CCOAS, SC (1994)
SOUTHERN MAINE UNIVERSITY GORHAM	SC (1995)

The following programs were granted an extension of accredited status for a period of one year:

UNIVERSITY OF OREGON	CCOAS
MISSISSIPPI STATE UNIVERSITY	SC

MINUTE BY MINUTE



BOARD DECISIONS

New Policies

1. That the By-laws be amended to reflect the appointment of one additional public representative to the Council. Said representative will also be appointed by AACD.
2. That the Council accept only graduate-level coursework to complete the CACREP curriculum requirements.
3. The Council endorses the following statement:

Counselor Education graduate programs that are accredited or are seeking accreditation are *strongly encouraged* to use titles for their programs that are consistent with the CACREP program titles.

4. That the Council adopt in principle the Marriage and Family standards submitted by the ACES/IAMFC Marriage and Family Network. The motion passed with the understanding that the standards would be revised to be consistent with the current CACREP format; input from currently accredited programs would be sought; final adoption and distribution would occur in October, 1990.
5. That Ted Remley (ASCA representative to CACREP) chair a Council subcommittee to research a possible name change for CACREP.
6. That the Council adopt a policy regarding how programs accredited under the 1988 Standards should proceed when adding a program midcycle. (See *From Where I Sit*, page 2)

REFLECTIONS OF THE EDITOR

Gayla S. Keesee, Managing Editor

One of the things I learned in my sociology and human development classes was that when high levels of intense interest in an issue are coupled with lack of knowledge about the subject, then communication is an essential link in clarifying and promoting the issue. In our professional training programs, we were taught to listen with an open mind and to verify data. This process could be aptly applied to understanding our standards and procedures.

I find it extremely interesting to learn through the grapevine that the Council has done this or that CACREP believes this - most of which have no relationship to reality at all. In addition, we often receive self-study documents in the office and had no idea the program was in the self-study phase. I still wonder how to best confound this situation and assure that our publics have clear and accurate information about our activities since part of my job in this organization is the development and distribution of constituent relations materials. For your information, Dr. Bobby and I are available in the CACREP office Monday through Friday to answer general and specific questions about our process, which institution's programs are accredited, our relationship with licensure regulations, etc.

After noting the broad number of content sessions presented on CACREP and our process at the recent AACD Convention, I have concluded that there is considerable interest in our process and standards of excellence. Therefore, our standards and procedures are under discussion at a

variety of levels. The counseling and human development profession is based on active communication. Furthermore, there are many problems with the perpetuation of misinformation, which tends to undermine the organization/profession and become self-defeating. When this happens we become stuck in the mire of self-delusion. In an effort to confound these misconceptions, I offer three false beliefs surrounding CACREP.

BELIEF: The Council is unresponsive to the organizational hindrances felt by many small programs as they attempt to meet the standards. **FACT:** At its October, 1989, Board meeting, the Council specifically agreed on several working definitions and interpretations of standards which benefit small programs, especially those with predominantly part-time students. However, the Council should have concerns placed in writing in order to give them a fair hearing.

BELIEF: Accredited programs should have more say in the workings of the Council. **FACT:** The CACREP Board of Directors consists of representatives from AACD and its divisions and two public representatives. Currently 8 out of 10 Board Members are associated with accredited programs. The Board of Directors is in the unique position of being able to evaluate all the data and materials submitted during the accreditation process. As per COPA provisions, the Council is charged with rendering final accreditation decisions.

The current standards were developed through a three year feed-

back process. At that time, responses and input were requested not only from the divisions, but also from currently accredited programs. The final draft adopted as the July, 1988, Standards was a composite of those responses. The Council is once again beginning the standards revision process and is soliciting input from the divisions, accredited programs and the public.

BELIEF: Fees charged by CACREP to participate in the process are excessive. **FACT:** The 1989-90 operating budget for the CACREP office was less than \$90,000. This budget includes only two paid staff persons at 1 3/5 time (64 hours/week) who, in the past ten months:

- * conducted a survey of counselor education programs (N=485) and tabulated results
- * attended 4 COPA meetings and conducted the rerecognition self-study review
- * liaised with credentialing boards, other accrediting agencies and professional associations
 - 1) mailed packets of information to 50 State Departments of Education, 35 State Counseling Boards,, and 175 Directors of IACS-accredited counseling centers
 - 2) consulted with NBCC, NACCMHC
 - 3) attended the AASCB meeting
- * Conducted Public Relations including: publication and distribution of 3 issues of our newsletter; 3 new brochures; 3,500 lists of Accredited Programs ; over 250 copies of the July, 1988 Standards Manual
- * AACD Convention activities: exhibit and various content sessions
- * processed 10 application packets; including: consultation, reimbursements for 31 on-site visitors; decision letters
- * processed 62 Annual Reports/Fees
- * began planning for CACREP's 10th Anniversary Celebrations

The current application fee of \$600 and the yearly maintenance fee of \$125/program area accredited, account for only one-third of the budgeted amount needed to operate a nationally oriented organization. The remainder of our budget is heavily subsidized by AACD. In addition, the \$90,000 budget does not even take into consideration the volunteer time of site visitors, Board members or the division's costs for maintaining a representative on the Council.

The CACREP office researched the files for the last three years to ascertain an average of on-site team costs. The current on-site fee was established based on these costs and allowed for a moderate increase so that CACREP would not go into deficit spending in reimbursing team members. According to recent team expenses, each member is averaging \$1,000 including air fare, per diem for three-four days, and hotel accommodations. Thus, in order to allow CACREP to offer team members an advance on their expenses and allow institutions to more adequately budget for the on-site visit, the set fee was established. We realize that in some cases the fee is in excess of the expenses; however, in other cases, it may also not be enough.

In our professional training programs, we were taught to listen with an open mind and to verify data. This process is imperative in understanding our standards and procedures. The CACREP office staff is prepared to provide consultation, clarification, and guidance not only for accredited programs, but also for professionals and public constituents seeking information about our process and its role in the profession. We welcome your calls and letters.

WHAT WOULD YOU LEAVE OUT?

"... and as no man should be paid beyond his services, so every man of a proper heart will not accept more. Public money ought to be touched with the most scrupulous consciousness of honour. It is not the produce of riches only, but of the hard earnings of labour and poverty. It is drawn even from the bitterness of want and misery. Not a beggar passes, or perishes in the streets, whose mite is not in that mass."

Thomas Paine - *Rights of Man*

CACREP was first incorporated as an independent accrediting body and corporate affiliate of AACD in 1981. The Council's function is to establish and regulate the implementation of professional accreditation standards for counseling and human development specialists. As a leader in this field, you are knowledgeable of current issues affecting both the profession and society. If the opinion that our fees are high is considered as fact, what would you leave out in order to allow for a reduction in fees charged?

1. Centralized headquarters within the AACD Building
2. COPA recognition
3. CACREP representation at the COPA meetings
4. CACREP representation at the AACD Convention
5. Development and distribution of brochures conveying the benefits of accreditation and credentialing
6. Timely communication during the accreditation process.
7. Continuous training and update sessions for CACREP Team Members
8. Development and distribution of a Resource Manual for Accredited Programs
10. Liaison activities between credentialing bodies
11. Publication and distribution of professionally printed Standards and Procedures Manual(s)
12. On-site validation of the self-study materials
13. 10th Anniversary Celebration activities
14. Surveys and research regarding the Standards and our procedures
15. Publication and distribution of a bi-annual newsletter
16. Direct consultation and guidance during the accreditation process
17. Development and validation of professional standards
18. Public recognition of the profession

CACREP RECEIVES CONTINUED RECOGNITION STATUS FROM COPA

Carol L. Bobby, Executive Director

Eighteen months ago CACREP embarked upon its own self-study process. The product, a three-volume treatise on our accrediting processes and procedures, was submitted to the Council on Postsecondary Accreditation (COPA) for peer review in July, 1989. This formal review process culminated on April 25, 1990, when the COPA Board of Directors voted to grant continued recognition status to CACREP.

As the Executive Director of CACREP, I was involved in every aspect of the self-study, which included: 1) evaluating CACREP's activities against COPA's Provisions for Recognition; 2) developing and delivering the self-study document for COPA review; 3) meeting with COPA's Committee on Recognition for an oral presentation of the review results; and 4) attending the COPA Board meeting in which the final accreditation decision was rendered. At its worst, the process was time-consuming and somewhat formidable. At its best, the process was enlightening and affirmed that CACREP was doing many things right.

That CACREP received re-recognition by COPA confirms that, as a specialized accrediting body, our process is in compliance with minimal standards for accrediting practices. Yet, it is the feedback for "greater compliance", as presented by the Committee on Recognition, which provides an opportunity for growth and enhancement of accrediting activities.

The feedback, in the form of recommendations, requires the submission of a report to COPA in approximately eighteen (18) months. The COPA recommendations address revisions in specific policies and procedures regarding 1) public corrections of misleading or incorrect statements on accrediting actions, 2) limitation of appealable decisions to denials only, 3) implications for limiting standards revisions to a five-year period, 4) provisions for expanded student outcomes assessment, 5) revision of site visitor selection procedures, and 6) the development of a clearer, more extensive Glossary of terms. The Council must further provide a means of insuring an appropriate balance between educators, practitioners, and public members on its Board of Directors.

It seems we just completed the evaluation process. Yet, here we go again! I can honestly say I empathize with CACREP-accredited programs.

What do these symbols have in common?



Quality

CACREP accredited programs have responded to the need for highly trained counselors and human development specialists. They have met our rigorous standards and passed the test. Graduates are assured of a quality training program and have an entry into the credentialing arena.

Be proud of your accomplishments.

CACREP encourages the use of the CACREP logo and citation of both accredited status

DIRECTORY OF ACCREDITED PROGRAMS



**Council for Accreditation of Counseling and
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Youngstown State University
410 Wick Avenue
Youngstown, OH 44555
Phone: 216/742-3257
First accredited: 10/84
CCOAS, SC (1992)

PENNSYLVANIA

Dr. Donald L. Garris, Chair
Department of Counseling
College of Educ. & Human Svc.
Shippensburg University
Shippensburg, PA 17257
Phone: 717/532-1668
First accredited: 1980
CCOAS, SC, SPD, SPC (1996)

SOUTH CAROLINA

Dr. Gary Miller, CACREP Liaison
Dept. of Educational Psychology
Education Building
University of South Carolina
Columbia, SC 29208
Phone: 803/777-3066
First accredited: 10/84
SC, CE:PhD (1992)

NORTH CAROLINA

Dr. Nicholas A. Vacc, Chair
Counseling and Guidance
College of Education
UNC - Greensboro
Greensboro, NC 27412
Phone: 919/334-5100
First accredited: 1981
CCOAS, SC, SPC, CE:EdD (1995)

OHIO

Dr. Martin Ritchie
Counselor & Human Svc. Educ.
University of Toledo
2801 West Bancroft Street
Toledo, OH 43606
Phone: 419/537-4310
First accredited: 10/89
* CCOAS, SC (1992)

OREGON

Dr. Reese House, Chair
Counseling and Guidance
Oregon State University/Western
Oregon State College
Corvallis, OR 97331
Phone: 503/754-4317
First accredited: 3/86
CCOAS, SC (1993)

PENNSYLVANIA

Dr. Charles G. Spice, Jr.
Psychology in Education
5C-01 Forbes Quadrangle
University of Pittsburgh
Pittsburgh, PA 15260
Phone: 412/624-7239
First accredited: 10/89
SC (1997)
* SPC (1992)

TENNESSEE

Dr. William Poppen, CACREP Liaison
Educational & Counseling Psych.
108 Claxton Education Building
University of Tennessee
Knoxville, TN 37996-3400
Phone: 615/974-5131
First accredited: 10/82
CCOAS, SC, CE:EdD (1990)

TENNESSEE

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Department of Human Resources
Box 322, Peabody College
Vanderbilt University
Nashville, TN 37203
Phone: 615/322-8484
First accredited: 3/83
CCOAS, SC, CE:EdD (1991)

TEXAS

Dr. Bobbie Wilborn, Chair
Department of Counselor Education
University of North Texas
P.O. Box 13857
Denton, TX 76203-3857
Phone: 817/565-2911
First accredited: 1980
CCOAS, SC, SPC, SPA, CE:PhD/EdD (1995)

VERMONT

Dr. Zandor Ponzo, CACREP Liaison
Organizational, Counseling,
and Foundational Studies
University of Vermont
Burlington, VT 05405-0160
Phone: 802/656-3888
First accredited: 10/82
* CC, SC (1992)

VIRGINIA

Dr. Helen Moore, CACREP Liaison
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College of Educ. & Human Svc.
James Madison University
Harrisonburg, VA 22807
Phone: 703/568-6564
First accredited: 1980
CC (1996)

VIRGINIA

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Counselor Education Program
169 Ruffner Hall
University of Virginia
Charlottesville, VA 22903
Phone: 804/924-3119
First accredited: 1980
* CCOAS, SC, SPC, CE:PhD/EdD (1991)

WASHINGTON

Dr. Sterling Gerber, Chair
Dept. of Applied Psychology
135 Martin Hall
Eastern Washington University
Cheney, WA 99004
Phone: 509/359-2431
First accredited: 9/86
CCOAS (1994)

WEST VIRGINIA

Dr. John E. Smith, Chair
Counseling & Rehabilitation
357 Harris Hall
Marshall University
Huntington, WV 25701
Phone: 304/696-2917
First accredited: 10/85
CCOAS, SPC (1993)

WYOMING

Dr. Donald Forrest
Counselor Education
University of Wyoming
P.O. Box 3374, University Station
Laramie, WY 82071
Phone: 307/766-2367
First accredited: 3/82
* CC, SC, SPC, CE:PhD/EdD (1991)

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

This list was published:

MAY, 1990

Accreditation is both a process and a condition. The process, or the act of accrediting, entails the assessment of educational quality and the 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 recognized as a specialized accrediting body by the Council on Postsecondary Accreditation (COPA). CACREP functions as an independent Council, whose purpose is to implement standards of excellence for counseling and human development graduate-level training programs.

The CACREP Board of Directors is composed of representatives from the divisions of the American Association for Counseling and Development (AACD) and two public representatives. As such, it functions as the accrediting arm for the world's largest professional association for counselors and human development specialists.

* Accredited: 2-Year Period

(formerly provisional accreditation)
This status is granted to programs which substantially meet the intent of the standards. However the Council has outlined conditions which must be met in order to continue the accreditation status. Please note that no program is ever partially accredited.

The CACREP scope of accreditation includes the following:

Entry-level programs: (Masters' degrees)

- 1) *Community Counseling* **CC**
formerly CCOAS - Counseling in Community and Other Agency Settings. **MH** designates the optional Mental Health subspecialty awarded prior to 1988)
- 2) *Marriage and Family Counseling* **MFC**
- 3) *Mental Health Counseling* **MHC**
- 4) *School Counseling* **SC**
- 5) *Student Affairs Practice in Higher Education*
SA (formerly SP - Student Personnel Services in Higher Education)
SAC - counseling emphasis
SAD - developmental emphasis
SAA - administrative emphasis

Doctoral level programs:

- 6) *Counselor Education and Supervision* **CE:PhD/EdD**

Make the Quality Connection

STUDENTS: The choices available to the beginning student may sometimes seem staggering. There are many aspects to consider in deciding which graduate level training program to choose. Many programs across the nation still require only 30-36 semester hours in order to graduate. CACREP accredited programs should require a minimum of 48 semester hours. However, you must decide whether you will be acquiring a quality education and whether you will be adequately prepared to enter the work force upon graduation. Many states requiring counselor licensure require additional coursework and/or supervision in order to practice. Furthermore, several states have used the CACREP standards as a basis for their educational requirements.

EDUCATORS: The CACREP Standards have been developed through extensive cooperation with counselor educators, practitioners, and the public-at-large. Those programs undergoing the CACREP accreditation process have recognized the need for highly trained counselors and human development specialists. Accreditation is a powerful tool for self-evaluation and improvement. Accreditation provides a credential to the public which verifies that your program has accepted the responsibility of providing quality education.

Both state and national credentialing agencies have accepted the CACREP standards as models for their requirements. Therefore, your students are provided with easier access to the credentialing world. Boards of Higher Education across the nation have sent out the call for increased student outcomes and program evaluations. Our standards provide a validated set of benchmarks by which to judge the your program(s).

You must decide whether you will simply meet the minimum conditions prescribed by the state or your institution or strive to train students qualified to enter the work force.

Please note: Standards revisions are common practice in order to assure that the Council remains responsive to the changing needs of society. Therefore, requirements may change during a program's accreditation cycle. Accredited programs are urged to move into compliance with new standards, and continuous self-evaluation and improvements are benefits of the accreditation process.

COUNCIL INTRODUCES NEW BROCHURES

CACREP proudly announces the publication of two new brochures. These brochures may be ordered in bulk for \$5.00/25. A Purchase Order or check should accompany the order.

CACREP Accreditation: It's More than a Definition was designed to provide an overall view of accreditation, its benefits, and general educational requirements specified by the CACREP standards. It is the hope of the Council that accredited programs could use this brochure in their recruitment efforts.

CACREP: The Sign of Quality Counselor Education Programs was designed to be distributed to educators and credentialing personnel. This brochure provides a detailed outline of the Standards sections required by all programs in addition to a rationale for seeking CACREP accreditation.

NOTICE: In the March, 1990 Archival Issue of the *Journal for Counseling and Development*, Mankato State University in Minnesota was inadvertently left off the list of accredited programs. The CCOAS, SC, and SPD programs are accredited until 1994.

USE OF CREDENTIALS ENCOURAGED

AACD encourages the citation of desired credentials by employers and job applicants as advancing responsible professionalism in the fields of counseling and human development. If you, as an employer or applicant hold any credentials granted by organizations such as:

CACREP:	Council for Accreditation of Counseling and Related Educational Programs
NBCC:	National Board for Certified Counselors
NACCMHC:	National Academy of Certified Clinical Mental Health Counselors
IACS:	International Association of Counseling Services
CRCC:	Commission on Rehabilitation Counselor Certification

Please remember to include this information in your advertisements in *Guidepost's* Employment Classified section.

You may verify institutional accreditation and individual certification status by contacting the first four of these independent credentialing agencies at 5999 Stevenson Avenue
Alexandria, VA 22304.

To contact CRCC, write to 1156 Shure Drive,
Arlington Heights, IL 60004.

COUNCIL ADOPTS MARRIAGE AND FAMILY STANDARDS

The standards adopted, in principle, by the Council at its March 13-15, 1990, meeting were the result of the collaboration of efforts from several of AACD's divisions. ACES and IAMFC worked jointly in the standards development process while seeking input from ASGW, AMHCA, CACREP, and APA's Division 43-Family Psychology. Scott Hinkle served as the committee's chair and brought the final draft of the standards before the Council.

According to the rationale accompanying the Marriage and Family Standards submitted by the ACES/IAMFC Marriage and Family Network, "The question of whether there is a need for trained professionals to work with marital and family problems has become moot in nature. Problems facing the family...and the marital issues...are well documented in both professional and general literature." Approximately 80% of all counselor education programs across the nation are currently providing marriage and family coursework and have added such courses three times faster than any other segment. According to a recent survey of accredited programs conducted by the CACREP office, 71% indicated a desire for CACREP to establish marriage and family counseling standards. In a survey of 510 counselor education programs identified by Hollis and Wantz, 52% of those returning the survey (N=210) stated that guidelines for training in marriage and family issues should be provided by CACREP (Gladding, et al, 1987).

The paramount concern of the graduate curriculum in marriage and family counseling was the development of professionals competent in the field of marriage and family counseling. The standards as presented are based on an **open-systems** model designed to acquaint the student with the community and living space which affects the family's activities and operations. The theoretical foundation of training is systems theory which examines interaction systems not only within the family but also between the family and outer environmental systems. The training stresses that families are open systems characterized by a continuous interchange within and without the family unit.

For additional data concerning the distribution of these standards, please contact the CACREP office.

International Education and Accreditation

Uncharted Waters

American postsecondary educational institutions have had international components for years mainly through study abroad and exchange programs. However, recent developments in the opening up of the student marketplace and the expanding need for international education (resulting in a growing number of branch campuses abroad) have increased the need for coherence, consistency and cooperation among and between accrediting bodies, international associations and educational institutions. (Marjorie Peace Lenn, *International Education and Accreditation*, COPA Professional Development Series)

In February, 1990, COPA-recognized accrediting bodies and interested parties were invited to exchange ideas on issues relating to accreditation and international activities. The following were invited as panel participants:

Steven Crow, Deputy Director of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools both moderated and represented the concerns and activities of institutional accrediting bodies. **Felix Gagliano** represented the perspective of institutional international educational administrators; **June Lester** represented the perspective of specialized accrediting bodies; **Valerie Woolston** represented admissions officers and registrars; and **Quentin Wilson** and **Yusuke Kataoka** represented one point of view regarding accreditation's uses abroad (i.e. Japan).

The international frontier is no longer the frontier - a new age has arrived ... American education can no longer be circumscribed by national boundaries.

- Gerald Bailes, former governor of Virginia

Report after report tells us that we need to move international education higher on our agenda - that our students are failing in their knowledge of world affairs. The discussion during the COPA development session questioned whether accreditation could lend strength and wisdom to efforts to expand and improve international education. It is possible that our combined efforts to address international educational issues may strengthen our stateside processes (Mary Louise Peterson) .

PROFESSIONAL SIGNIFICANCE OF CACREP ACCREDITATION CLARIFIED

As the results of the recent CACREP survey are tabulated, one aspect has become apparent. A majority of those polled indicated that, while obtaining CACREP accreditation for their programs was a worthwhile venture, they also felt that the professional significance of the credential needed to become more recognized by the public.

In recent months, CACREP has begun implementing procedures designed to better acquaint our constituents with the benefits of our accreditation process. One of the major steps in this strategy was becoming a member of the American Association of State Counseling Boards (AASCB). Through our observer status, we are able to provide consultation and guidance in our procedures and requirements for possible use by developing counseling boards and boards undergoing regulation reviews. In addition, the Council forwarded information packets to State Boards of Education, State Counselor Regulatory Boards, and directors of IACS-accredited counseling centers. The information packets provided general data about our process and were offered as reference materials.

Our Standards have gained acceptance by a number of state credentialing boards which provide special options for CACREP graduates or have based many of their educational requirements on CACREP core curriculum. Idaho and Ohio, for example, utilize the core. Maryland has a CACREP option for persons applying for school counselor certification.

In addition, graduates of CACREP accredited programs have gained access to the national credential-

ing system exemplified by the National Board for Certified Counselors (NBCC) and the National Academy of Certified Clinical Mental Health Counselors (NACCMHC). Both boards provide for special eligibility requirements for CACREP graduates. The NBCC exam is designed around measuring the common core competencies required by CACREP. In addition, CACREP graduates have the opportunity of taking the NBCC exam on their campus.

According to Tom Claussen, Executive Director of NBCC, of the 34 states with professional counselor regulations, 23 utilize the NBCC exam in their requirements. Six states have not determined their regulations. Three states utilize the PES exam, which is also used by the NACCMHC. Two states have developed their own exams.

The following is a breakdown of states with accredited programs. Those states printed in **BOLD** have passed licensure laws. Those listed with an * utilize the NBCC exam in their procedures. Please note that all 50 states require certification for school counselors.

The following 11 states do not have any accredited programs.

Arizona *
Arkansas *
Delaware *
Massachusetts - undet.
Missouri *
Montana *
Nebraska *
North Dakota - undet.
Oklahoma *
Rhode Island - PES
South Dakota - undet.

CACREP programs are located in **35** states. **23** of the states require licensure. **16** utilize the NBCC exam.

Alabama *
British Columbia
California - self-developed
Colorado *
Connecticut
District of Columbia
Florida - PES
Georgia *
Hawaii
Idaho *
Illinois
Indiana
Iowa
Kansas *
Kentucky
Louisiana *
Maine - undet.
Maryland *
Michigan *
Minnesota
Mississippi *
Nevada
New Mexico
New York
North Carolina *
Ohio *
Oregon - undet.
Pennsylvania
South Carolina *
Tennessee - undet.
Texas - self-developed
Vermont - PES
Virginia *
Washington *
West Virginia *
Wyoming *

CACREP IMPORTANT IN AACD'S STRATEGIC PLAN



According to the AACD Strategic Planning Committee Report, as adopted by Governing Council in March, Professional Standards was ranked high on the list of prioritized goals for 1990-91. Dr. Jane Myers, AACD President-Elect met with the CACREP Board of Directors during their recent meeting in Cincinnati to discuss CACREP's role in furthering the AACD mission and the common values statement adopted by the AACD Governing Council (March, 1989, and July, 1988). According to Myers, professional standards were viewed by both the AACD leadership and membership as a means to promote the professionalization of counseling and human development.

Objectives in the implementation of the Goals statement for Professional Standards include:

- A. To develop a comprehensive credentialing plan to include professional preparation standards, accreditation, certification, licensure, ethics, and related issues.
- B. To encourage and promote the development and ongoing revision of standards of professional preparation in all areas of counseling and human development.
- C. To encourage and promote all counselor and human development preparation programs to seek appropriate accreditation such as CACREP or CAS.
- D. To encourage members to seek and maintain appropriate certification where applicable in their discipline.
- E. To encourage passage and renewal of licensure laws in all states.
- F. To encourage all states to develop plans for reciprocity of professional credentials.
- G. To promote and encourage the highest standards of ethical and professional conduct for counseling and human development.
- H. To advocate for access to professional positions and benefits commensurate with the professional training and credentialing of counseling and human development professionals.

KUDOS CORNER



AACD and CACREP encourage the citation of credentials in marketing bulletins, employment ads, public relations statements, etc. This section highlights those institutions which proudly advertise their CACREP accreditation or which specifically name affiliation with a CACREP program as a preferred qualification in their ads. These kudos have been gleaned from the *Guidepost* and *The Chronicle of Higher Education*. If your program deserves to be in the spotlight, let us know. Those marked with an * have programs currently accredited by CACREP.

- * **Auburn University**
- * **Ball State University**
- * **Georgia State University**
- * **Shippensburg University**
- * **St. Lawrence University**
- * **University of Akron**
- * **University of Arkansas**
- * **University of Northern Colorado**
- * **University of NC/Greensboro**
- * **University of Montana**
- * **University of Toledo**
- * **University of Wisconsin/Oshkosh**
- * **Western Carolina**
- * **Western Michigan University**
- * **Western Washington University**

Our hats off to these programs. Through your publication of the CACREP acronym, we can become a household word. You help us strengthen the credibility of our profession.

Statement heard at the recent AACD Convention booth: * So this is what that word stands for.... I've been seeing it in all the journals and ads lately.*

The *CACREP Connection* is a biannual publication of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is a corporate affiliate of AACD and is recognized as a specialized accrediting body by COPA.

Managing Editor/Graphic Design: Gayla S. Keesee
Executive Director: Carol L. Bobby

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Alexandria, VA 22304

703/823-9800 ext. 301 FAX 703/823-0252

Standards Revision Update

A major aspect of the CACREP Standards Revision process is the collection of input and feedback from our various constituencies. If you receive a copy of this newsletter, consider yourself as a prospective data collector and transmitter. The reliability and validation of the standards hinges on the participation of a broad number of publics. As published in the Fall CACREP Connection, the Council has developed a Standards Revision Committee, chaired by Bill Evraiff. The responsibility of this committee is to filter, decipher, and collate the responses received regarding prospective changes in the 1988 standards. The first draft of potential changes will be available for distribution in the fall. Several of AACD's divisions have developed taskforces or committees in an effort to format specific feedback from their members. It is CACREP's understanding that the following persons have been designated as coordinators. If your division's committee chair is not listed, please let the CACREP office know. We will be more than willing to disseminate this information.

CACREP Standards Revision Committee

Dr. Bill Evraiff, Comm. Chair
Department of Counseling
San Francisco State University
San Francisco, CA 9

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Executive Director, CACREP
AACD Headquarters
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Alexandria, VA 22304
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Dr. Nicholas A. Vacc

Dr. Janine Bernard

Dr. David K. Brooks, Jr.

Dr. Joseph Kandor, ex officio

ACPA/CAS

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Dr. Ted Miller
Counseling and Human Development Services
402 Aderhold Hall
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Athens, GA 30602

ACES

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Counseling Department
Western Oregon State College
Monmouth, OR 97232

Marriage and Family

Dr. Scott Hinkle
Counselor Education
UNC/Greensboro
Greensboro, NC 27412-5001

ASCA

Dr. Ted Remley, Chair
Counselor Education
Drawer GE
Mississippi State University
Mississippi State, MS 39762

AADA

Dr. Tom Sweeney, Chair
Counselor Education
313C McCracken Hall
Ohio University
Athens, OH 45701

ANNUAL REPORTS DUE AUGUST 15, 1990

As per the Council policy stated on page 19 of the Standards Manual, each accredited program must submit an annual report and yearly maintenance fee. The report forms and invoice were mailed to accredited programs on May 2, 1990. CACREP Liaisons should notify the office if their packet has not arrived yet.

REMINDERS:

- * Three (3) complete sets should be collated, bound, and returned to the office.
- * Be sure to include all address and title information requested.
- * Items I and X require submission of data. Therefore, "None" is not an appropriate response.
- * Fees and reports may be forwarded at separate times.
- * Call the office with questions.

Team Member Updates

Each year, the CACREP office solicits updated information from persons listed in our trained Team Member data base. The expanded survey forms were mailed in May and are due back by **June 1st**. Failure to return the form could result in the deletion of your name from our files. Please take a minute to complete and return the form today!



SPREAD THE WORD about CACREP through the printed word

- * Looking for ways to introduce your students to the world of accreditation?
- * Want to show students the benefits of attending a CACREP accredited program?
- * Do you need help convincing the faculty or administration to attempt CACREP accreditation?
- * Want to know which departments have CACREP accredited programs?
- * Want to keep up-to-date on current CACREP policies?
- * Do you need a validated way for examining your programs for possible revisions?

Then contact the CACREP office:



**AACD Headquarters
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800 ext. 301**

Use this form to order the following information now available through the CACREP office or call the office if you need something not listed.

Qty	Item	Price each	Total
	July, 1988, <i>Accreditation Procedures Manual and Application</i>	\$10.00	
	CACREP Accreditation: It's More Than a Definition	\$ 5.00/25*	
	CACREP: The Sign of Quality Counselor Education Programs	\$ 5.00/25*	
	list of CACREP accredited programs - updated May & December	no charge	
	Team Member Handbook	\$25.00	
	mailing list of accredited programs on labels	\$20.00	
	current issue of our newsletter, the <i>CACREP Connection</i>	no charge	
	list of potential consultants for self-study review	no charge	

* single copies of brochures available free of charge

SHIP TO:

Name: _____
Address: _____

PAYMENT INFORMATION:

☐ **Check enclosed**
 (payable to CACREP)
☐ **P.O. Attached**

Phone: _____

CACREP PROMINENT AT AACD CONVENTION



We come together to celebrate our community; that behind all our differences and beneath all our diversity, there lies a unity which binds us all together and makes us one, in spite of time, death, and the space between the stars.

CACREP represents an outreach of the diverse interests and concepts of the counseling and human development profession. This ideal was evident in the activities including CACREP representation throughout the Convention.

CONTENT SESSIONS

Twenty-eight souls braved the snowy weather on the last day of the Convention and ventured forth to learn more about our accreditation process and procedures. **Joseph Kandor**, CACREP Chair and **Carol Bobby**, CACREP Executive Director, hosted the discussion which included an overview of the process and a discussion of CACREP's role in furthering excellence in training.

Drs. Bobby and Kandor also participated in an open forum of credentialing agencies designed to acquaint participants with the various aspects and benefits of accreditation and certification. Other participants in the panel discussion were representatives from NBCC, NACCMHC, CRCC, CORE, and AACSB.



TRAINING SESSIONS

Participants in the CACREP training sessions reviewed how to conduct on-site visits, how the CACREP process works, and interpreted various role playing scenarios.

Don Waterstreet, Margaret Fong, and Carol Bobby coordinated On-site Team Chair training for the following individuals:

V. Skip Holmgren, Sonoma State; **Mary F. Maples**, University of Nevada/Reno; **Sandi Meggert**, University of Arkansas; **Janine M. Bernard**, Fairfield University; **David K. Brooks**, Syracuse University; **Richard Hazler**, Ohio University; **J. Scott Hinkle**, UNC/Greensboro; **Sr. Kathleen Mary Burns**, Immaculata College; **Ann K. Thomas**, Southern Arkansas University; **Donald Forrest**, University of Wyoming; **Ronald Bingham**, Brigham Young University; **Arthur Lloyd**, Idaho State University; **William E. Gorman**, DePaul University; **Wayne Lanning**, University of Nevada/Las Vegas; **James Owen**, Central Michigan University.

The following attended the Intermediate On-site Team Training.

DiAnne Borders, University of North Carolina/Greensboro; **F. Robert Wilson**, University of Cincinnati; **Stephen D. Miller**, Barry University; **Robert F. Erk**, Middle Tennessee State; **Judith Dobson**, S.E. Missouri State; **Lloyd Stone**, Emporia State; **JoAnna White**, Georgia State; **Joseph Rotter**, University of South Carolina; **Martin Ritchie**, University of Toledo; **Larry Winkler**, George Washington University; **Gerald I. West**, San Francisco State; **Kan V. Chandras**, Fort Valley State; **David K. Brooks**, Syracuse University.

BOARD CHANGES

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) held elections for the members of the CACREP Executive Committee at its Spring meeting in Cincinnati. The results follow:

Chair: Dr. Joseph R. Kandor (AMECD)

Vice-Chair: Dr. Don W. Locke (AHEAD)

Secretary/Treasurer:
Dr. Robert Comas (ACES)

In other Board changes, the Council welcomes Dr. Thelma Vriend and Dr. Patricia Leonard as they begin their three-year terms. Dr. Vriend will be representing AACD, and Dr. Leonard will be the AMCD representative.

As we welcome two new members to the Board, CACREP must bid farewell to Dr. Allen Segrist (AACD) and Dr. John McFadden (AMCD). Your dedication to the profession and support of CACREP are greatly appreciated. Good luck in the future.



Winners of the 1st Annual *You Ought to be in Pictures* Contest are highlighted on CACREP's Booth.