

THE CACREP CONNECTION


Fall 2003

Applications for SRC Membership Due March 1, 2004

The CACREP Board of Directors is seeking qualified individuals to serve on the 2008 Standards Revision Committee (SRC). Applications will be accepted through the postmark date of March 1, 2004 and should be mailed to the CACREP office.

The SRC is the primary work group responsible for drafting new or revised statements to the CACREP Accreditation Standards. Membership on this committee is a multi-year commitment. The SRC will commence its work in the late summer or early fall 2004 with a completion deadline of spring 2007.

Responsibilities of the SRC include 1) developing and facilitating a plan for collecting feedback and data to support potential revisions to the CACREP Standards, 2) attending a minimum of two committee meetings per year; 3) drafting and disseminating proposed revisions in a manner which allows ample time for comment, and 4) providing regular updates to the CACREP Board regarding the work being accomplished.



Position
description and
application form
inside

Record Numbers Attend “How to Write A CACREP Self-Study Workshop”

by Carol L. Bobby, CACREP Executive Director

The room began filling up at 8 AM even though the workshop wasn't scheduled to begin for another hour. Luckily there was hot coffee and tea available for the early birds, who got to pick which round table they would sit at for the remainder of the day. By the time it was 9:00 AM, all 42 registered attendees, representing 26 different institutions, were seated and ready to begin.

Jack Culbreth and Glenda Isenhour, respectively the current and immediate past chair of CACREP's training committee, conducted the full day session, which focused on how programs can gear up to meet CACREP Standards and apply for an accreditation review. Assisting with the day's activities were office staff members Carol Bobby, Jenny Gunderman, and Nan Bayster.

The three primary goals set for the day were to provide participants with a greater understanding of 1) CACREP's expectations for format and content of the self-study documents, 2) the procedures for the application and on-site review, and 3) the Board's decision-making process including how the Board interprets specific standards. In addition to these goals, participants were given a hands-on exercise where they were given a set of worksheets and several self-study documents and told to begin reading the documents to determine if the program documented compliance with CACREP's standards. This exercise really enforces the need for clear and succinct answers on how standards are being met, along with the importance of supporting documentation. Participants go home knowing that it's not enough to say you meet a standard, but rather you describe *how* you meet the standard and then *provide evidence* to support your statement.

continued inside on center panel



FROM THE CHAIR

Susan Rachael Seem

Greetings,

I am amazed at how quickly time passes. It is fall and beautiful in western New York. I hope by now that you are settled nicely into your semester. I have some Board activities and personal thoughts to share.

In addition to accreditation decisions, the CACREP Board is committed to self-reflection and strategic planning. Thus, a portion of our fall meeting was allotted for a board retreat. It was time well spent as the Board welcomed seven new members. We got to know each other a bit, laughed a lot and worked hard. The retreat goals were:

To revisit the Board's roles and responsibilities in the context of the results of an online Board self-assessment that was completed over the summer.
To provide a forum for open, honest discussion of Board structure, process and performance.
To identify strategies to strengthen the Board's effectiveness.

Our discussions were thoughtful and far-reaching. Among the many points that resulted from the discussion regarding the Board's roles and responsibilities I want to highlight two. First, the Board reaffirmed its commitment to continuous review of its performance, and to practice and demonstrate the accountability and integrity it requires of its member institutions. Second, the Board and staff are dedicated to valuing diverse viewpoints and perspectives among board members and to monitoring and periodically assessing the process that is used by the Board to reach consensus and make decisions.

The discussion of Board structure included the identification of forces driving the need for change and tensions that the Board needs to be mindful about when

considering structural models. Further, safeguards were discussed as a way to mitigate those tensions and to advance constructive change. As a next step the Ad Hoc Committee on Board Structure will develop and present to the Board at its January meeting a plan that identifies the next segments, steps and timelines for the work that will be required to implement changes in Board structure.

The Board also spent time identifying strategies for three areas of Board work: conflicts of interest, enhancing new board member orientation and determining meaningful performance measures to track Board progress. Board brainstorming resulted in a number of suggested strategies. Some are easy to institute while others will require more thought and time. Overall, I believe that the retreat helped the Board begin the process of integrating a large body of new members and furthered our strategic planning process.

Finally, I want to say that the Board welcomes feedback from accredited programs. Board members read the Mid-Cycle Reports and pay a lot of attention to questions and comments as well as program innovations that you tell us about. That is one of the processes we have in place for feedback on the CACREP process, so please use it.

To conclude, I remain touched by all the work of all the counselor education programs seeking accreditation and of those that have received accreditation. Gaining accreditation speaks to your commitment to the profession and to the education of counseling students. I applaud you.

Sincerely,

Susan Rachael Seem

The CACREP Connection is published to provide information on accreditation issues and CACREP policies to the counselor education community. If there is a question you would like answered, or a topic or issues you would like to have covered, please submit a request in writing to: Jenny Gunderman, CACREP, 5999 Stevenson Avenue, Alexandria, VA 22304.

Accreditation Decisions

The CACREP Board of Directors met on September 26, 2003 and made the accreditation decisions listed below. The next meeting will be held January 8-10, 2004, in San Diego, CA.

The following programs were granted accreditation (indicates initial accreditation and the date in parentheses is the accreditation expiration date):*

Capella University, Online

† Mental Health Counseling (December 31, 2005)

James Madison University, Harrisonburg, VA

Community Counseling and School Counseling (December 31, 2011)

Loyola Univeristy in New Orleans, New Orleans, LA

† Community Counseling (December 31, 2011)

Southern Illinois University Carbondale, Carbondale, IL

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

University of Florida, Gainesville, FL

Marital, Couple and Family Counseling/Therapy, Mental Health Counseling, School Counseling, and Counselor Education and Supervision (December 31, 2005)

University of Montevallo, Montevallo, AL

† Community Counseling and † School Counseling (December 31, 2011)

University of Tennessee Chattanooga, Chattanooga, TN

† Community Counseling and † School Counseling (December 31, 2011)

For a complete list of
accredited programs,
visit our web site at
www.counseling.org/cacrep

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

Duquesne University, Pittsburgh, PA

Counselor Education and Supervision (December 31, 2008) Duquesne University also has accredited programs in Community Counseling, School Counseling, and Marital, Couple, and Family Counseling/Therapy

Marymount University, Arlington, VA

Community Counseling and School Counseling (December 31, 2008)

Indiana University, Bloomington, IN

Community Counseling, Mental Health Counseling and School Counseling (December 31, 2008)

Minnesota State University Mankato, Mankato, MN

Community Counseling, School Counseling and Student Affairs Practice in Higher Education - College Counseling Emphasis (December 31, 2008)

South Dakota Stae University, Brookings, SD

Community Counseling (December 31, 2008) South Dakota State University also has accredited programs in School Counseling and Student Affairs Practice in Higher Education - College Counseling Emphasis.

Syracuse University, Syracuse, NY

School Counseling, Student Affairs Practice in Higher Education - College Counseling Emphasis and Counseor Education and Supervision (December 31, 2008)

University of Georgia, Athens, GA

Community Counseling and School Counseling (December 31, 2008)

Wayne State University, Detroit, MI

Community Counseling, School Counseling and Counselor Education and Supervision (December 31, 2008)

Standards Revision Committee • Standards Revision Committee

APPLICATION FORM 2008 CACREP STANDARDS REVISION COMMITTEE

Name _____

Mailing Address _____

City _____ State _____ Zip Code _____

Day Phone _____ Evening Phone _____

Fax _____ E-mail _____

Institution/Place of Employment _____

Please check any area in which you have formal training:

- | | |
|---|--|
| <input type="checkbox"/> Career Counseling | <input type="checkbox"/> Mental Health Counseling |
| <input type="checkbox"/> College Counseling | <input type="checkbox"/> School Counseling |
| <input type="checkbox"/> Community Counseling | <input type="checkbox"/> Student Affairs |
| <input type="checkbox"/> Gerontological Counseling | <input type="checkbox"/> Counselor Ed. & Supervision |
| <input type="checkbox"/> Marital, Couple, & Family Counseling/Therapy | |

Please check here if you have no formal training in counseling or student affairs, but choose to apply as a public representative:

- ☐ I am applying as a public representative.

Include the following materials with this formal application form (see position descriptions):

- Statement of intent
- Copy of current vita or resume
- Two letters of recommendation

Deadline for Submission - *Faxed materials will NOT be accepted.*

Mail original documents by March 1, 2004 to:

CACREP
5999 Stevenson Avenue
Alexandria, VA 22304

Record Numbers *continued from front*

Feedback from the session was extraordinarily good. Thirty-seven participants completed feedback forms about the session and unanimously agreed that the goals of the session had been met. When asked to report what was the most important thing gained during the session, the following comments were received:

- Document! Document! Document!
- It's a team process.
- Make the format of the self-study easy to follow.
- Being able to ask questions as we went along was very useful. I made a list of things that my program needs to do.
- The hands-on time with actual self-studies.
- The exploration and explanation of the CACREP Standards.
- CACREP's philosophy and approach to the process.
- Discussion of the professional identity issues of faculty and supervisors.

One common suggestion for improving the workshop was to add more time for the hands-on experience with real self-study documents. One person even suggested that the workshop could go an additional half-day!

Since this was only the fourth year that CACREP has offered this all-day session, we were excited by the turnout and pleased with the feedback. We will take all feedback to heart and attempt to improve the session even more by next fall when we offer it again. Look for announcements of the date and location in future *CACREP Connections*!

Press Releases

The CACREP office is often asked for examples of accreditation announcements. The following web sites contain press releases that two recently accredited programs have put on their web sites.

<http://www.rochester.edu/Warner/newsevents/2003/06/06cacrep.html>

<http://www.ed.psu.edu/news/cacrep.asp>

Congratulation to John Geisler at Western Michigan University for his 20 years of service. Check out the counselor educators who smile for cake at:

<http://www.wmich.edu/cecp/geisler.html>

Standards Revision Committee •

Position Descriptions

Applicants should be able to document *one or more* of the following qualifications:

- Knowledge of CACREP Standards as evidenced by experiences such as
 - being a CACREP liaison in an accredited program
 - being a trained CACREP team member or team chair
 - being a former member of the CACREP Board
 - being involved in the writing of a CACREP self-study
 - being a graduate of a CACREP accredited program
- Knowledge of the profession of counseling and/or student affairs, as evidenced by experiences such as
 - serving as an administrator in a college or university that hires or teaches in the field
 - serving as a provider of counseling or student affairs services
 - serving as a public consumer of counseling or student affairs services
 - being a student in a CACREP accredited program
- Knowledge of issues and tensions in higher education accreditation
- Ability to commit sufficient time to attend all meetings scheduled by the SRC
- Ability to think creatively
- Demonstrated ability to work as a team player on committees with work similar to that required of the SRC.

To apply for membership on the SRC, complete the application form (facing page) and submit it with a statement of intent in serving on the committee, a current copy of your vita or resume, and two letters of reference. The statement of intent must include information on how your knowledge and skills will benefit the standards revision process along with a statement of your willingness and ability to commit sufficient time to the work of the committee. The two letters of recommendation should be from individuals or organizations that can attest to your experiences and your ability to be an effective participant in this process-oriented work.

KUDOS

CACREP encourages the use of 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
Clemson University
Georgia State University
North Carolina State University
Oregon State University
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 Wisconsin Oshkosh
University of Wisconsin Stout
Youngstown State University

Board Changes

IAAOC has a new representative to the CACREP Board. Bryce Hagedorn from Florida International University will be attending the January meeting.

Published biannually by the Council for Accreditation of Counseling and Related Educational Programs, a specialized accrediting body recognized by CHEA and a corporate affiliate of ACA.
Publishing address: 5999 Stevenson Ave., Alexandria, VA 22304.
Telephone: (703) 823-9800, ext. 301,
Fax: (703) 823-1581, TDD: (703) 370-1943
E-mail: cacrep@aol.com
Web: www.counseling.org/cacrep

Carol L. Bobby, Executive Director
Jenny Gunderman, Editor
Nan Bayster, Accreditation Associate

CACREP Board of Directors:

Susan Seem, Chair, AGLBIC
Judy Miranti, Vice-Chair, ASERVIC
John Keys, Treasurer, Public Representative
Alan Robertson, AAC
Elias Zambrano, ACA
Rebecca Stanard, ACCA
Jack Culbreth, ACES
Salene Cowher, C-AHEAD
Joseph Dear, AMCD
Bill Wheeler, AMHCA
Brandon Hunt, ARCA
Suzan Nolan, ASCA
Jim Wigtil, ASGW
Carla Bradley, CSJ
Richard Watts, IAMFC
Bryce Hagedorn, IAAOC
Louis Busaca, NCDA
Gary Grand, Public Representative

Correction:

In the Summer 2003 edition of the CACREP Connection, there was an error in the article about new board members. Louis Busacca has been a doctoral student at Kent State University. Our apologies to Louis and to the faculty of Kent State University.



5999 Stevenson Avenue
Alexandria, VA 22304
703/823-9800, ext. 301