

THE CACREP CONNECTION

Spring 2004

*The following article is taken from CACREP's presentation at the AASCB Plenary Session
in January 2004 in San Diego.*

Are We in Danger of Losing the Identity That We Never Clearly Defined?

Richard E. Watts, Ph.D.
Baylor University

Authors in the counseling literature (*Journal of Counseling and Development* and ACA division journals) have been calling for a unified definition of counseling for at least 20 years; and yet we still have no collective identity. Furthermore, much of counselor identity over the past ten years or so has been market driven—third party reimbursement—rather than defined by the profession or by the profession creating new markets. (Gale & Austin, 2003; Hanna & Bemak, 1997; Myers, Sweeney, & White, 2002; Swickert, 1997)

Counselor Identity and Outcome Research

Although we do not have a unified definition of counselor identity, the counseling literature has historically identified the profession by the following “differentiating” characteristics. Counseling and counselor education focuses on:

- the primacy of the client-counselor relationship (rather than techniques);
- normal human growth and development;
- mental health and clients strengths and abilities rather than psychopathology and client disabilities;
- prevention/education rather than merely remediation;
- holism, wellness, multiculturalism, and social justice.

(Gale & Austin, 2003; Myers, Sweeney, & White, 2002; Swickert, 1997)

In addition, Gale and Austin (2003) note that even in the clinical area, counseling's focus on normal human growth and development provides a different and valuable perspective for planning and structuring treatment.

Interestingly, the “common factors” outcome research resonates with the differentiating foci mentioned above that the profession of counseling and counselor education has historically stressed. According to this research, counseling and therapy efficacy is not dependent on specific disciplines or theoretical models. Rather, the common factors of successful outcomes include

- Extratherapeutic (client) factors (accounting for 40% of the variance),

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FROM THE CHAIR

Susan Seem

Greetings Everyone,

As I look out my office window, I can actually see some grass amidst piles of snow. Slowly but surely, we are having warmer and more sunny days here in western New York. It's been a long, snowy and cold winter for us, but there are subtle signs that spring is arriving. Thus, I am reminded of how important the cycles of the seasons are and for me the approaching spring fosters hope and rejuvenation. I have a wonderful reason to feel the way I do, especially this spring. I am going to be a grandma in early May! What a way to celebrate spring. I hope that you too are feeling the hope and rejuvenation of this coming season.

I would like to catch you up on CACREP activities. Our winter meeting was held in San Diego, CA at the same time that the American Association for State Counseling Boards had their conference. There were several opportunities for CACREP board members to interact with AASCB members. CACREP presented a plenary session on Friday morning at the AASCB conference. Jack Culbreth, Richard Watts and I presented a session titled, 'The Current State of Counselor Identity.' Meeting at the same time as AASCB provided CACREP with an opportunity for informal, but important dialogues. I think it is important that accreditation and licensure boards continue to talk and support the work that we each do.

Also during our winter meeting, officer elections were held. John Keyes was re-elected as treasurer. Jack Culbreth was elected as Vice-Chair and I continue in my last year term as Chair. I want to take the opportunity to thank Judy Miranti for her work as Vice-Chair this past year. I truly appreciate her commitment to CACREP.

While Carol Bobby's article in this newsletter addresses CACREP's international focus, I just want to mention two of CACREP's international plans. As you already know, CACREP's first step in reaching out internationally was our decision to have a presence at the annual conference of the International Association of Counseling.

This April, Carol Bobby and Jack Culbreth will be attending IAC in Jamaica. I am jealous that I am not going, but the conference dates are close to my daughter's due date and so I gave up international travel to be home as a grandma. Also, CACREP decided to reach out to Canada's Council on Accreditation of Counsellor Education Programs (CACEP) and we are hoping to have our winter 2005 meeting in Canada in order to begin a dialogue with them.

The 2008 Standard Revisions process is going well. CACREP put out a call for applications for membership on the Standard Revisions Committee (SRC) and is currently receiving applications. The Board will be selecting the membership at our summer 2004 meeting. Then the SRC will begin its revision process and will be seeking input from our various constituencies. The Board welcomes and wants your input, so please look for our requests for input and respond.

As requests for accreditation increase, the Board is cognizant of the importance of thinking critically and strategically about the counseling profession and the role that CACREP plays in the profession. I feel a great sense of humility when I think about the commitment and dedication of each board member and the Board as a whole. I am blessed to be associated with such a wonderful group of people. Thus I want to use this column to thank each and every Board member: Alan Robertson, Brandon Hunt, Carla Bradley, Eli Zambrano, Gary Grand, Jack Culbreth, Jim Wigtil, John Keys, Joe Dear, Judy Miranti, Lou Busacca, Becky Stanard, Richard Watts, Salene Cowher, Suzan Nolan, Bryce Hagedorn, and Bill Wheeler, and the CACREP staff: Carol, Jenny and Nan for all their hard work and sense of humor. You make my job as chair easy.

Peace,

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 January 8-10, 2004 and made the accreditation decisions listed below. The next meeting will be held July 15-17, 2004.

The following institutions were granted accreditation. †indicates initial accreditation.

California State University Los Angeles, Los Angeles, California
Marital, Couple, and Family Counseling/Therapy (October 31, 2010)
School Counseling (October 31, 2006)

Denver Seminary, Denver, Colorado
Community Counseling (October 31, 2006)

Edinboro University of Pennsylvania, Edinboro, Pennsylvania
†Community Counseling (June 30, 2006). Edinboro University also has accredited programs in School Counseling and Student Affairs Practice in Higher Education - College Counseling and Professional Practice Emphases.

John Carroll University, Cleveland, Ohio
Community Counseling and †School Counseling (October 31, 2012)

Loyola College in Maryland, Columbia, Maryland
Community Counseling (October 31, 2006)

Lindsey Wilson College, Columbia, Kentucky
Mental Health Counseling (March 31, 2012)

Northwestern State University, Natchitoches, Louisiana
College Counseling and Student Affairs (October 31, 2012)

Old Dominion University, Norfolk, Virginia
Community Counseling, School Counseling and Student Affairs (October 31, 2006)

Radford University, Radford, Virginia
College Counseling, Community Counseling, and School Counseling (March 31, 2012)

Southeastern Louisiana University, Hammond, Louisiana
†Marital, Couple and Family Counseling/Therapy (June 30, 2005). Southeastern Louisiana University also has accredited Programs in Community Counseling, School Counseling, and Student Affairs Practice in Higher Education - College Counseling Emphasis.

Syracuse University, Syracuse, New York
†Community Counseling (December 31, 2008). Syracuse University also has accredited programs in School Counseling, Student Affairs Practice in Higher Education - College Counseling Emphasis, and Counselor Education and Supervision.

University of Louisiana at Monroe, Monroe, Louisiana
Community Counseling, Marital, Couple and Family Counseling/Therapy, and School Counseling (October 31, 2006)

University of Maryland, College Park, Maryland
School Counseling and Counselor Education and Supervision (October 31, 2006)

**What are all these crazy
expiration dates?**
See explanation on page 4

University of New Orleans, New Orleans, Louisiana

College Counseling, Community Counseling, School Counseling, and Counselor Education and Supervision (October 31, 2012)

University of Virginia, Charlottesville, Virginia

Mental Health Counseling and School Counseling (October 31, 2011)

Counselor Education and Supervision (October 31, 2006)

University of Wyoming, Laramie and Casper, Wyoming

Community Counseling, School Counseling, Student Affairs, and Counselor Education and Supervision (March 30, 2012)

The following institution's Interim Report was reviewed and its programs were granted continued accreditation:

Ball State University, Muncie, Indiana

Community Counseling and School Counseling (December 31, 2010)

The following institutions received one-year extensions of their programs' accredited status:

North Dakota State University

Northern Illinois State University

University of Minnesota Duluth

Wilmington College

The following programs were voluntarily withdrawn from accreditation:

Lindsey Wilson College, Columbia, Kentucky

Marital, Couple and Family Counseling/Therapy (December 31, 2003)

University of Maryland College Park, College Park, Maryland

Career Counseling (December 31, 2003)

Expiration Dates of Accreditation Cycles Changed

The CACREP Board voted in January to change the expiration dates of accreditation cycles in order to better align them with our new meeting schedule. Programs will now be accredited through either March 31 or October 31 of each year. The shifting of dates will be done gradually, as new decisions are made. For instance, for new accreditation cycles granted at this meeting, programs were given either March or October dates. Programs submitting Interim Reports or adding an additional program were given the existing date of June or December. Those programs will be shifted as they apply for reaccreditation. It is important to note that no program will be penalized by shifting dates. All December 31 dates will be shifted to March, thereby they are given an additional 3 months, rather than shorted 2 months. Similarly, all June 30 dates will be shifted to October 31.

This process should happen seamlessly for each program when the reaccreditation decision is made. If you have any questions, please call the office.

CACREP's Role in the Globalization of the Counselling Profession

Carol L. Bobby, CACREP Executive Director

Fifteen years ago CACREP accredited its first international counselling programs at the University of British Columbia in Canada. Thirteen years later, we accredited our second set of international programs when Trinity Western University, also in British Columbia, underwent CACREP's review process for its Community and School Counselling programs. The time in between, however, does not represent international inactivity. Rather it represents the myriad of issues that must be considered by both the foreign-based programs and accrediting organizations before borders are crossed.

The first issue to be considered is why a foreign-based counselling program would seek accreditation from a U.S. based quality assurance agency such as CACREP. There are several possible answers that may range from seeking prestige to improving their graduates' access into a global workforce. It is also possible that the program is housed in a country that has no professional program standards making the CACREP Standards the only external barometer for quality available.

It is important to note that in the past five years, the CACREP Standards have been sent by request to every continent and over twenty countries. This does not include the unknown individuals/countries who have downloaded the Standards from our website.

The second issue requires defining exactly what it means, not only to programs but also to the public, when a program decides it wants to be CACREP accredited. Over the years, CACREP has strived to be a credible credential that signifies quality in counselor preparation programs. Our logo, the CACREP checkmark, was designed to represent that mark of approval. After 20+ years, CACREP has earned recognition as the counselling profession's primary standards-setting organization for the United States. In other words, CACREP's Standards are used to define the educational requirements deemed necessary for entry-level counselor preparation in our country. But do these same standards work outside of the U.S.? Because the Standards were created for use by higher education institutions here in the U.S., and because they are intimately linked to the history and development of counselling as a profession here in the United States, it is not a given that our accreditation standards or processes are appropriate for use by other countries.

Consider the fact that the entry-level degree for counselling is a master's degree in the United States. In other countries, professional preparation for counsellors may be more appropriate at a different degree level.

Degree level is just one example of the types of barriers that may be encountered when an accrediting organization decides to "go international." Other barriers can include national political agendas and/or major cultural and language differences. Some barriers may be very obvious, but others might be less so. For example, translating the Standards into other languages and having a pool of multilingual trained team members might be obvious barriers. Training team members to understand the culture in which a foreign-based program operates could have nuances that are impossible for non-natives to easily or quickly learn. An example of a national political barrier might be a fear that foreign nationals with American credentials will take jobs away from a given country's citizens.

Despite these types of barriers, CACREP chose years ago to honor the request for an accreditation review from the University of British Columbia. Our sister institution to the north offered a master's degree program with minimal differences from U.S.-based program structures. Since, at the time, there was no Canadian accrediting agency for counselling programs, it was a service that we felt important to offer. We continued to offer this service when Trinity Western applied for CACREP accreditation. And, it is likely that CACREP will explore other requests from programs in other countries.

Note that in May 2002, the Canadian Counselling Association established the Council on Accreditation of Counsellor Education Programs (CACEP). CACEP's Standards, which are very similar to CACREP's requirements, can be found at <http://www.ccacc.ca/CACEP.htm#INTRO>

Because of the high volume of inquiries that the CACREP office has been receiving for use of our standards in other countries, the CACREP Board has begun to focus on what our role should be in the globalization of the counselling profession. At the Board's January 2004 meeting, CACREP invited an expert to speak with us about the globalization of the profession.

Dr. Marjorie Peace Lenn, Executive Director of the Center for Quality Assurance in International Education (CQAIE) and a former vice president of the Council on Postsecondary Accreditation (COPA), spent an afternoon with the Board discussing issues of access, mobility, and quality. Dr. Lenn made it clear that 1) the counselling profession was globalizing and 2) CACREP must be a responsible partner in this process. She indicated that CACREP, as an agency with more years of experience in reviewing counselor preparation programs than most other countries, must play a role in the establishment of quality assurance criteria for the preparation of counsellors.

Based on our discussion with Dr. Lenn, CACREP has decided to pursue several ideas to further our understanding of how we participate in the globalization of the counselling profession. These ideas include the following:

- develop a database on what our programs are doing internationally
- continue participation in the International Association for Counselling (IAC) conferences and use IAC as a venue for discussion with other countries about their quality assurance efforts; participate in other international counselling conferences, as feasible
- consider bilateral discussions with other countries' QA agencies; e.g. Canada's CACEP
- investigate if there are research ideas that might lead to \$\$ from foundations
- move toward competency-based standards
- investigate partnerships with Chi Sigma Iota, which has international chapters
- offer to provide assistance or information to the NBCC International Fellows program and the International Vanguard of Counsellors

Note that CACREP will send two representatives to the IAC Conference in Jamaica this coming April. For more information on IAC, visit <http://www.iac-irtac.org/> CACREP has also become an organizational member of the International Network of Quality Assurance Agencies in Higher Education. For more information on this organization, please visit <http://www.inqaahe.nl/> Lastly, CACREP has agreed to hold its January 2005 meeting in Canada to allow the entire CACREP Board to engage in bilateral discussions with our sister organization CACEP.

In the most recent edition of NBCC's quarterly newsletter *The National Certified Counselor* (vol.20, #2, Winter 2004), Executive Director Tom Clawson wrote an article entitled "Is Counselling an International Concern?" In this article, Tom described his organization's desire to enhance the reputation of the counselling profession around the globe. It is clear from this article that NBCC has made enormous strides on behalf of all of us who believe that counsellors can make a difference in the health of all peoples. Yet Tom ends his article with an appropriate question. He asks, "Have we begun?" And he answers himself with a "just barely." Well, that is exactly, the answer that CACREP would have to this question. We know we have much to offer, but we know even more clearly that we have much to learn. We hope to learn together.

The CACREP Research Grant was awarded to lead researcher Amy Milsom, at the University of Iowa. Dr. Milsom's study is titled, "The Influence of CACREP on Professional Commitment and Identity in School Counseling." She is joined on the study by Dr. Patrick Akos of the University of North Carolina at Chapel Hill.

New Endorsement Policy Adopted

The Board adopted the following endorsement policy in January:

Endorsements by CACREP are only done by the full board after due deliberation. Requests for CACREP endorsements must be brought through proper channels in the following order 1) Headquarters office, and 2) External Relations Committee. The CACREP Executive Director is empowered to take appropriate action to request clarification, corrections, and redress when CACREP endorsement is misrepresented.

continued from front cover

- Counseling relationship factors (accounting for 30% of the variance),
 - Hope, expectancy, placebo factors (accounting for 15% of the variance), and
 - Model and technique factors (accounting for 15% of the variance).
- (Hubble, Duncan, & Miller, 1999)

Counseling and counselor education has historically emphasized the primary importance of the counseling relationship and stressed the importance of clients' strengths and abilities in building hope and expectancy of successful counseling experiences. Models and methodologies are considered important but, as the outcome research affirms, have not been the primary focus.

Professional Advocacy Needed

Counselors advocate vigorously for our clients. However, counselors and counselor educators do not advocate with sufficient vigor for our profession. If we, as counselors and counselor educators, do not start communicating who we are and what we do in a more meaningful, unified manner, and do not begin to more aggressively advocate for our profession, others will be *and are* redefining who they are in terms of who we are and have been historically as a profession. Let me provide a few—of many—recent examples from the literature.

In a recent article (Hage, 2003) titled “Reaffirming the *Unique Identity* [emphasis added] of Counseling Psychology: Opting for the ‘Road Less Traveled By,’” the author’s abstract described counseling psychology’s roots as a specialty as

... including its *particular* [emphasis added] commitment to prevention, multiculturalism, and social justice. A set of standards or competencies to advance counseling psychologist’s commitments to a prevention-oriented, social justice approach is needed to guide *counseling* [emphasis added] training, practice, and research. In addition, significant barriers to the implementation of a prevention-oriented agenda in counseling psychology will need to be overcome. (p. 555)

In the preface of the *Handbook of Positive Psychology*, the editors (Snyder & Lopez, 2002) describe the Positive Psychology movement as a “new approach” because “psychology and its sister disciplines . . . focus on the weaknesses in humankind” (p. ix). In affirming the positive qualities of humankind, they state that “*no science, including psychology, looks seriously at this positive side of people*” [emphasis in original, p. x]. One may say that these ideas only pertain to psychology in general and not specifically counseling. However, chapters in the book include significant discussion of areas typically addressed in the counseling literature (as defined earlier): development, prevention, mental health rather than mental illness and moving away from the medical model perspective, focusing on human strengths and resources, to name but a few.

Cowen and Kilmer (2002) offered a critique of Positive Psychology’s lack of attention to precursory literature and I fully expected to find substantive mention of the counseling literature (as defined earlier) contained therein. And I was wrong. A portion of the abstract reads as follows:

The approach’s [Positive Psychology] major current limitations include: (a) a relative insulation from closely related prior work in primary prevention and wellness enhancement; (b) its lack of a cohesive undergirding theoretical framework; and (c) its prime adult, cross-sectional approach which does not sufficiently reflect key life history and developmental pathways and determinants of specific positive outcomes. (p. 449)

Amazingly, there is not one citation of any counseling literature, as defined at the opening of this article. The authors criticize the Positive Psychology literature for its “insulation from closely related prior work” regarding primary prevention and wellness, and its lack of developmental perspective; yet they fail to mention any of the counseling literature that is *closely related, prior, developmental*, and has a *primary prevention and wellness* perspective.

Conclusion

The counseling profession does not have a unified identity even though there have been numerous calls for one for at least two decades. In fact, in my relatively brief time as a counselor educator (over nine years), I have frankly seen significant movement toward fragmentation—rather than unification—of counselor identity. I am concerned that we are indeed in danger of losing the identity that we never clearly defined. *If we, as counselors and counselor educators, do not start communicating who we are and what we do in a more meaningful, unified manner, and do not begin to more aggressively advocate for our profession, others will be and are redefining who they are in terms of who we are and have been historically as a profession.*

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CACREP's technology is changing. Our new e-mail address is cacrep@cacrep.org. Stay tuned for updates on our new database and website!

Standards, Standards, Standards

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

Mental Health Counseling Standard C.8

knowledge and provision of clinical supervision including counselor development;

The question posed is the following: does this mean that master's level students are supposed to be performing supervision? It was noted that this could be a developmental issue and that there could be liabilities associated with this requirement. However, this standard could be interpreted to mean that students have a knowledge of how to provide supervision without actually having to perform supervision. This standard is only in the Mental Health Counseling program standards, which require 900 clock hours of internship -- 300 more than all other master's degree program areas that CACREP accredits. One program known by a board member only allows for the provision of supervision in the last 300 hours. This allows the program to also be in compliance with Standard III.B.1 which requires student supervisors to have completed the requirements of the entry-level program.

Standard VI.D

An official report that documents outcomes of the comprehensive program evaluation shall be prepared and distributed on a systematic basis (at least once every three years) to students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g. employers, site supervisors).

Can the official report be published only on the web or does it need to be in hard copy? It was decided that the real issue here is that the appropriate constituencies are informed that the report is available and are told where it is available and for how long. The Board suggested that the next Standards Revision Committee examine the appropriate use of electronic publications.

Standard V.C.2.a-d

A student handbook is disseminated that includes the institution's and/or program's

a. academic appeals policy,

- b. student retention policy explaining procedures for possible student remediation and/or dismissal from the program,*
- c. written endorsement policy explaining the procedures for recommendation of students for credentialing and employment,*
- d. information about appropriate professional organizations (i.e., ACA, its divisions and/or branches), involvements, and activities potentially appropriate to students in the program, and*
- e. mission statement and program objectives.*

In considering electronic publishing. Board members then questioned if the student handbook could only be available on the web. The Board decided that this could be appropriate, since it allowed for quick revisions and more accurate information. It was noted that the Board's discussion on this standard and VI.D (above) are training issues that need to be covered with team members.

Standard V.E

The recommended ratio of FTE students to FTE faculty is 10:1.

The Board discussed the 10:1 ratio of FTE students to FTE faculty and noted that this is a recommended ratio. Since calculations of the ratio seem to be different from one institution to another, it was suggested that a recommended formula for calculating the ratio be included in the Glossary of the next edition of the CACREP Accreditation Manual.

Standard IV.D

During the three-year period preceeding the date of application for program accreditation, core faculty should have engaged in activities of ACA and/or other professional activities including all of the following:

- 1. development/renewal (e.g., attended appropriate professional meetings, conventions, workshops, seminars);*
- 2. research and scholarly activities*
- 3. service (e.g., program presentations, workshops, consultations, speeches, direct service).*

What is acceptable since the standard does not specifically require ACA-related activities? Wording for the next revision might include requiring core faculty to be "primarily" engaged in activities of ACA.

Team Member News

Check Your Vita

A CACREP Team Chair who has just conducted a faculty search asked me to publish this reminder in the newsletter. When you go on a site visit for CACREP, do not list the institution that you visited on your vitae. This information is highly confidential, and you may cause problems for yourself and/or the institution you visited by listing it in such a public location.

Your vitae should say something like, "CACREP Team Visitor, 1998-present. Have participated in 5 site visits" or "CACREP Team Visitor 1994-1998; Team Chair 1998 - present. Participate in 1-2 site visits per year." Any wording works as long as it lists your experience and training without identifying which institutions you visited.

Use CACREP's Travel Agent

This is just a friendly reminder to please use CACREP's travel agent, Liberty Travel, when booking your flights to a site visit. When visitors use their own agents or discount web sites, we have had some problems. If a visit gets postponed or cancelled, or you have an emergency and cannot participate, CACREP cannot recover any of the costs if your ticket was not purchased through Liberty Travel. If you have any difficulties reaching an agent or using Liberty, please let us know so that we can correct the problem. Liberty Travel's phone number is 1-800-624-0049 x221, 223, or 245.

Conflict of Interest

Obviously counselor education can be a small universe and many of you know each other. When choosing a team or accepting an assignment on a visiting team, please be aware of potential conflicts of interest. Examples are: having a close friendship with a faculty member at the institution, having applied for a position at the institution, or having a family member who has applied to attend the program. If you are hesitant because you think there may be a conflict, there probably is. You are not doing yourself or the institution being reviewed any favors by compromising the process.

Kudos Column

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.

Alverna College
 Appalachian State University
 Argosy University - Orange, California
 Arkansas State University
 Canisius College
 Capella University
 Chicago State University
 Clemson University
 Emporia State University
 Fairfield University
 George Washington University
 Idaho State University
 Kent State University
 Morehead State University
 Montclair State University
 North Carolina State University
 Ohio University
 Plattsburgh State University of New York
 Regent University
 San Francisco State University
 Texas A & M University Commerce
 Texas Woman's University
 University of Arkansas - Fayetteville
 University of Central Florida
 University of Mississippi
 University of Missouri St. Louis
 University of Nevada Reno
 University of North Florida
 University of Northern Colorado
 University of South Carolina
 University of Texas San Antonio
 University of Virginia
 University of Wisconsin Oshkosh
 University of Wisconsin - Stout
 Virginia Commonwealth University
 Western Kentucky University

Have faculty changes left YOU in charge of writing the next self-study?

Are you thinking about applying for CACREP accreditation?

Then you need to attend the

How to Write a CACREP Self-Study Workshop

The only workshop officially sponsored by CACREP with reliable and up-to-date information. Board members and CACREP staff guide you through the process of applying standards, supplying documentation and formatting your project effectively. In addition, there is valuable hands-on time with actual self-study documents submitted by your peer institutions.

Registration Form

Saturday, October 23, 2004, from 9-5

Crystal City Marriott
1999 Jefferson Davis Highway
Arlington, VA 22202

Room rates for Friday and/or Saturday are \$99 a night. Call the hotel directly at 1-800-228-9290 or 703/413-5500 and tell them you're with the CACREP meeting to book sleeping rooms.

Please type or print clearly.

Name _____

Institution _____

Department _____

Address _____

City State Zip code _____

Phone/Fax _____

E-mail _____

The cost to attend the CACREP full day self-study workshop is \$400 for the first person from the institution and \$200 for each additional person. NBCC approved CEU credits are available for attendees. Reservations and fees must be received in the CACREP office by September 15.

Please send this form and your check (made payable to CACREP) to:

CACREP, 5999 Stevenson Avenue, Alexandria, VA 22304

CACREP Facts

Number of institutions with CACREP accredited programs	180
<i>Entry-level Programs</i>	
Community Counseling (CC)	135
Career Counseling (CrC)	5
College Counseling (CIC) 2001 Standards	5
Gerontological Counseling (GC)	2
Marital, Couple and Family Counseling/Therapy (MFC/T)	26
Mental Health Counseling (MHC)	30
School Counseling (SC)	154
Student Affairs (SA) 2001 Standards	4
Student Affairs Practice in Higher Education - College Counseling Emphasis (SACC) 1994 Standards	27
Student Affairs Practice in Higher Education - Professional Practice Emphasis (SAPP) 1994 Standards	9
<i>Doctoral Programs</i>	
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