

SPRING, 1990

CALENDAR CONNECTION

**CONNECTION
HIGHLIGHTS**

FEBRUARY 1

DEADLINE: Submission of documentation that conditions placed on programs accredited for two years have been met.

MARCH 13-15

CACREP Board of Directors meeting

MARCH 16-19

AACD Convention
CACREP Training Sessions
Assorted Content Sessions
Exhibit
Standards Revision Comm. Mtg.

SUMMER, 1990

MAY 1

Annual Continuation Reports and Continuation Fee Invoices Mailed

MAY/JUNE

DEADLINE: Submission of Self-Studies for Spring, 1991 accreditation decision

FALL, 1990

AUGUST 15

DEADLINE: Submission of Annual Continuation Reports/Fee

FALL, 1990

FIRST DRAFT: Revised Standards

2

FROM WHERE I SIT...

3

BOARD MEETING INFO

5-9

ACCREDITED PROGRAMS

12

KUDOS CORNER

13

**STANDARDS REVISION
PROCESS INFO**

14

**CONVENTION PREVIEW
INTEGRITY STATEMENT**

Fall, 1989 issue

CACREP

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**CACREP
CONNECTION**

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Permit No. 1169

Council for Accreditation of Counseling and Related Educational



FROM WHERE I SIT...

Joseph Kandor, Chair

Student Outcomes!

What does this new emphasis in higher education mean for Counselor Education students, faculty, and programs? What affect will this new emphasis have upon CACREP and the development of the 1993 Standards? What kinds of COPA mandates will arise from the interest in more productive outcomes measures?

Several recent occurrences in my professional life have increased my awareness of the push in higher education towards assessing student outcomes. First, I have recently been appointed to a campus-wide committee which is examining ways to implement assessment of student outcomes as related to our upcoming Middle States accreditation review and the SUNY Central Office's mandate for all campuses to develop such a plan. Second, COPA has been discussing the need for institutional and specialized accrediting bodies to begin including standards that assess student outcomes. In fact, as we proceed through the COPA continued recognition process, we have become strongly aware of this emphasis. For example, during the process, our self-study documentation is presented to a COPA reader for review and recommendations. One such recommendation suggests that CACREP provide greater consideration of the measurement of student outcomes in our Standards. This will have immediate impact as we begin the Standards revision process next year.

Higher education has realized the need to provide increased validity of its processes and procedures. One can simply scan the literature in order to become aware of this accountability push. Outcomes assessments provide the data needed to evaluate and improve program offerings as well as benchmarks for program quality. Both the individual student and the program as a whole ultimately

benefit. As accreditation provides a stimulus for self-evaluation and program improvement, the process is an apt tool for the implementation of student outcomes assessments.

According to the literature, measurement of student outcomes provides the following information:

- 1) how effectively the program is meeting its stated objectives
- 2) measurement of student progress and achievement while participating in the program
- 3) data relating to instruction methods, curriculum, recruitment, services, and retention of students
- 4) how the institution/programs meet accreditation standards
- 5) measures of accountability to the higher education public

The data reflects how institutions may incorporate outcomes assessments as a basis for program improvement, improvement of individual student learning, and curriculum reform. The information derived may be further utilized for strategic planning and accountability measures.

The literature documents the benefits of student outcomes measurement. However, the question remains as to how institutions/programs can develop and implement procedures of student evaluation. Now that NBCC is permitting CACREP accredited programs the opportunity of administering the NCE to their students, our programs may have an appropriate means of assessing the eight core areas with regard to student outcomes. In addition, programs should begin discussions on how to further incorporate student outcomes assessments in their evaluation procedures. In an effort to remain responsive to both the accreditation and counseling communities, CACREP will be focusing on incorporating student outcomes measurements in the 1993 Standards. As we move forward in our Standards revision process, the Council is open to your suggestions. Please let us know your ideas on this subject.

The Council for Accreditation of Counseling and Related Educational Programs, a corporate 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 October 5-8, 1989, in Alexandria, VA 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 10 for program titles.

Initial Reviews:

LOYOLA COLLEGE IN MARYLAND	CC	Accredited until 1997
UNIVERSITY OF PITTSBURGH	SC, SPC	Accredited: 2 Years
UNIVERSITY OF TOLEDO	CCOAS, SC	Accredited: 2 Years
EASTERN MICHIGAN UNIVERSITY	CCOAS	ccredited: 2 Years
UNIVERSITY OF NEW ORLEANS	CCOAS, SC CE:PhD/EdD	Accredited: 2 Years

Second Cycle Accreditation Decisions:

JAMES MADISON UNIVERSITY	CC	Accredited until 1996
UNIVERSITY OF FLORIDA	CC, SC, SPC, SPD CE:PhD/EdD	Accredited until 1996
UNIVERSITY OF ALABAMA	CC, SC, SPC CE:PhD/EdD	Accredited: 2 Years
UNIVERSITY OF WYOMING	CC, SC, SPC CE:PhD/EdD	Accredited: 2 Years

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.

UNIVERSITY OF AKRON	CC, CE:PhD
WESTERN ILLINOIS UNIVERSITY	SPD

MINUTE BY MINUTE



BOARD DECISIONS Working Definitions

3 Full-time Faculty: The Council will review faculty minimums based on three (3) full-time academic appointments to the academic unit in counselor education with regard to commitment to the program and professional identity. In addition, the department should be able to document at least three (3) FTE faculty with regards to teaching loads/assignments.

"Closely-related" field: The Council will review faculty qualifications based on terminal degree, post-doctoral study, professional affiliations, presentations, publications and/or research. The program should be able to document faculty whose professional identity is with counselor education.

Accreditation Issues

1) The Council agreed that programs operating off the main campus can be reviewed for accreditation if the programs can document the same characteristics of the main campus. In other words, the Council will closely review research and clinical facilities, financial resources, faculty assignments, etc. to ascertain if the students receive comparable educational programming.

2) The Council concurred that accreditation review is a continuing process. Therefore, programs seeking accreditation may submit validation of changes implemented in response to the Council or On-site Team's review until the Council's final Board review.



YOU BE THE JUDGE

AN ANECDOTAL SITUATION: You are the chair of the Counselor Education Department at Smalltime University in Middle of Nowhere, America. Your faculty is hardworking, professionally active, and committed to excellent programming for students. Because most of the department's students are part-time enrollees, many evening classes are provided to accommodate the individuals with families and other full-time job commitments.

THE PROBLEM: Your faculty has decided that the department's programs should become CACREP accredited. Much discussion has focused on the benefits to graduates regarding licensure and certification, the benefits to the programs regarding the outcomes of self-review on "quality," financial "stability," and potential resource "improvements." In short, it seems like a great idea ... except for the Standards on Clinical Experiences. How in the world can your Smalltime University program in the Middle of Nowhere with mostly part-time students ever plan to meet the Practicum and Internship requirements?

Take Standard III.A on Practica. When you are in the Middle of Nowhere, it is impossible to have enough placement sites to accommodate both practicum and internship students. Yet, the Standard states that students should be receiving supervised experience "with clientele appropriate to the program emphasis." It appears as though the campus clinic may not be appropriate for the elementary and secondary school counseling program. How can this standard be met without taxing sites and supervisors?

Furthermore, the part-time students cannot possibly take leave from their paying jobs for a semester of full-time internship (Standard III.I). Not only will this requirement hurt student financially, but the program will lose enrollment if this requirement is adopted. Maybe accreditation isn't possible after all

YOU BE THE JUDGE ... Can this dilemma be resolved? For CACREP's solution, turn to page 11.

activities must be evident during the self-study phase when support and feedback from students, graduates, administration, site supervisors, cognate instructors, and employers should be sought. Cooperation from and among these groups is imperative if a successful outcome of the accreditation process is desired.

Once the self-study is received in the CACREP office, a second tier of cooperation is implemented. Cooperation between the Executive Director, the Council members, and the program faculty now begins to resemble a long distance conference call. Reciprocal communication and feedback become essential if the accreditation process is to continue. The Council reviewers provide their concerns or suggestions to the Executive Director, who then corresponds with the department liaison. The program then prepares additional information as needed or prepares to host the on-site visit.

Despite the communication and cooperation evident thus far, it is during the on-site visit that the cooperative efforts which exemplify most clearly the act of "working together" toward a common purpose are revealed. Hosting a on-site visit entails volunteering to open your doors to external evaluation. Files will be examined. Interviews will be conducted. Syllabi will be scrutinized for curricular requirements. Coordinating the on-site from the program's vantage point becomes an effort in communication and cooperation unseen before. On the other side of the visit, the three-four team members are donating their time and energy to conduct the site evaluation. They have been charged with validating the self-study data within the realm of both the program's mission and the CACREP Standards. Chances are they haven't even met each other prior to the visit. Many times they have worked several days to rearrange their schedules in order to be able to serve. The cooperative spirit portrayed by our team members is unequalled! The Council applauds their dedication to our profession's accrediting activities.

The spirit of cooperation does not end with the on-site visit. The Council must work together to come to a consensus vote. Reviewing all of the information, seeking clarifications, discussing strengths and limitations, and rendering final decisions require an attitude open and attuned to excellence in programming. As no two programs are alike, the Council must work toward being responsive, fair, and consistent in approaching differences.

The accreditation process is not perfect; it is dynamic and ever-changing. Cooperation insures that all parties are involved, aware of changes and responsive to each other's needs.

Cooperate - v. To work or act together toward a common end or purpose.

The verb "cooperate" embodies the spirit of the CACREP accreditation process. From the moment program faculty decide to undertake self-study until the Council renders an accreditation decision multiple levels of cooperative activities occur. These



DIRECTORY OF ACCREDITED PROGRAMS

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

ALABAMA

Dr. Hugh Donnan, CACREP Liaison
Counseling and Counseling Psychology
2014 Haley Center
Auburn University
Auburn University, AL 36849-5222
Phone: 205/844-2878
First accredited: 9/86
CCOAS, SC, SPC (1994)
* CE:PhD/EdD (1991)

ALABAMA

Dr. Jean H. Cecil, Program Chair
Program in Counselor Education
University of Alabama
P.O. Box 870231
University, AL 35487-0231
Phone: 205/348-7575
First accredited: 3/82
* CC, SC, SPC, CE:PhD/EdD (1992)

BRITISH COLUMBIA - CANADA

Dr. William A. Borgan, Head
Dept. of Counselling Psychology
University of British Columbia
5780 Toronto Road
Vancouver B.C. CANADA V6T 1L2
Phone: 604/228-5261
First accredited: 3/89
* CCOAS, SC, SPC (1991)

CALIFORNIA

Dr. Lynda Mitchell, Liaison
Div. of Admin. & Counseling
CSU/Los Angeles
5151 State University Drive
Los Angeles, CA 90032
Phone: 213/343-4250
First accredited: 1978
SC, SPC (1994)

CALIFORNIA

Dr. Rie Mitchell, CACREP Liaison
Educational Psychology & Counseling
CSU/Northridge
1811 Nordhoff Street
Northridge, CA 91330
Phone: 818/888-9131
First accredited: 1979
CCOAS, SC (1993)

CALIFORNIA

Dr. Thomas Cottingham, Chair
Counseling, Admin. & Policy Studies
CSU/Sacramento
6000 J Street
Sacramento, CA 95819
Phone: 916/278-6310
First accredited: 1981
CCOAS, SC (5/90)

CALIFORNIA

Dr. Gerald I. West, Chair
Department of Counseling
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Phone: 415/338-2005
First accredited: 1978
CCOAS, SC, SPC (1994)

CALIFORNIA

Dr. V. Skip Holmgren, Chair
Counseling Department N220
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
Phone: 707/664-2544
First accredited: 3/84
CCOAS, SC (1991)

COLORADO

Dr. Sarah F. Shaw, Liaison
Counseling Psychology Program
McKee 248
University of Northern Colorado
Greeley, CO 80639
Phone: 303/351-1633
First accredited: 3/82
CCOAS, SC, CE:EdD (1990)

CONNECTICUT

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Graduate School of Education &
Allied Professions
Fairfield University
Fairfield, CT 06430-7524
Phone: 203/386-9277 ext. 2421
First accredited: 9/86
COAS, SC (1994)

DISTRICT OF COLUMBIA

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George Washington University
Washington, D.C. 20052
Phone: 202/994-7217
First accredited: 3/84
CCOAS, SC, CE:EdD (1991)

FLORIDA

Dr. Gerardo Gonzalez, Chair
Department of Counselor Education
1215 Norman Hall
University of Florida
Gainesville, FL 32611
Phone: 904/392-0731
First accredited: 3/81
CC, SC, SPC, SPD, CE:PhD/EdD (1996)

GEORGIA

Dr. Richard M. Smith, Chair
Counseling & Psychological Svc.
Georgia State University
University Plaza
Atlanta, GA 30303-3083
Phone: 404/651-2550
First accredited: 1980
* CCOAS, SC, CE:PhD (1991)

GEORGIA

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Counseling & Human Development Svc.
402 Aderhold Hall
University of Georgia
Athens, GA 30602
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First accredited: 4/87
CCOAS, SC, SPC, SPD, CE:PhD/EdD (1994)

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CCOAS, SC, SPC (1992)

IDAHO

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First accredited: 1980
CCOAS/MH, SC, SPC, CE:EdD (1995)

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First accredited: 10/84
CCOAS, SC, CE:PhD:EdD (1991)

ILLINOIS

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CCOAS, SC, SPC (1994)

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Phone: 317/285-8040
First accredited: 1980
* CCOAS (1991)

INDIANA

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Counseling & Personnel Services
Education Building
Purdue University
West Lafayette, IN 47907
Phone: 317/494-9748
First accredited: 9/86
CCOAS, SC, SPC, CE:PhD (1994)

IOWA

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Division of Counselor Education
N338 Lindquist Center
University of Iowa
Iowa City, IA 52242
Phone: 319/335-5277
First accredited: 3/89
* SC, SPC, SPD, SPA, CE:PhD (1991)

KANSAS

Dr. David Solly, Chair
Psychology & Counseling Dept.
Hughes Hall
Pittsburg State University
Pittsburg, KS 66762
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First accredited: 10/88
* CCOAS (1991)

KENTUCKY

Dr. Thomas Holcomb, Coordinator
Educ. Leadership & Counseling
4th Floor Wells Hall
Murray State University
Murray, KY 42071
Phone: 502/762-2795
First accredited: 3/89
* CCOAS/MH (1991)

LOUISIANA

Dr. Don W. Locke
Assistant Dean
College of Education
Northeast Louisiana University
Monroe, LA 71209-0205
Phone: 318/342-2056
First accredited: 3/89
* CCOAS, SC (1991)

LOUISIANA

Dr. Louis V. Paradise, Chair
Educ. Leadership & Foundations
University of New Orleans
Lakefront
New Orleans, LA 70148
Phone: 504/286-6446
First accredited: 10/89
* CCOAS, SC, CE:PhD/EdD (1992)

MAINE

Dr. Robert Southworth, CACREP Liaison
Human Resource Development
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University of Southern Maine
Gorham, ME 04038
Phone: 207/780-5319
First accredited: 10/87
* SC (1990)

MICHIGAN

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Leadership & Counseling
13 Boone Hall
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Phone: 313/487-0255/3455
First accredited: 10/89
* CCOAS (1992)

MISSISSIPPI

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Phone: 504/277-4535
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CCOAS, SC, CE:PhD/EdD (1991)

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CCOAS, SC, SPC, SPD, SPA (1991)

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CC (1997)

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CCOAS (1992)

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SC (1993)

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CCOAS, SC (1994)
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CCOAS, SC (1993)

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CCOAS, SC (1992)

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CCOAS, SC, SPD (1996)

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TEXAS

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First accredited: 1980
CCOAS, SC, SPC, SPA, CE:PhD/EdD (1995)

OHIO

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Phone: 419/537-4310
First accredited: 10/89
* CCOAS, SC (1992)

OREGON

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First accredited: 3/86
CCOAS, SC (1993)

PENNSYLVANIA

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Pittsburgh, PA 15213
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First accredited: 10/89
* SC, SPC (1992)

TENNESSEE

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108 Claxton Education Building
University of Tennessee
Knoxville, TN 37996-3400
Phone: 615/974-5131
First accredited: 10/82
CCOAS, SC, CE:EdD (1990)

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
CCOAS, SC (1990)

VIRGINIA

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

VIRGINIA

Courtland C. Lee, Head
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

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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
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First accredited: 3/82
* CC, SC, SPC, CE:PhD/EdD (1992)

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

This list was published:

December, 1989

DIRECTORY KEY



NORTH DAKOTA

Dr. Tecumseh Navaho, CACREP Liaison
Department of Human Resource Development
Hope-U-Like-It University
Apache, ND 587654
Phone: 405/992-3496
First accredited: 10/86
* CCOAS, SC, SPC (1994)

State institution is located
Department Chair/CACREP Liaison
Address/phone
Year/meeting programs first accredited
Programs accredited: Counseling in Community and Other
Agency Settings, School Counseling, and Student Personnel
Services in Higher Education -counseling emphasis
(renewal dates - effective 6/30 unless otherwise indicated)

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

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

preparation programs. As such, it is the accrediting arm for the world's largest association for counseling, the American Association for Counseling and Development.

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

The CACREP scope of accreditation includes the following:

Entry-level Masters' programs

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

DOCTORAL LEVEL PROGRAMS

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

ASK QUESTIONS:

Today's society is in a state of flux. Counselors and human development specialists are in a unique position to come to the aid of society - if provided with the necessary knowledge and skills. Careers in this field are open to men and women of all ethnic and social backgrounds. Success requires motivation, a commitment to services, and skills in communication.

Training programs should provide the necessary knowledge and skills to allow future professionals to provide the needed help and consultation. The standards developed by CACREP provide the guidelines for self-evaluation and improvement, which are the cornerstones for a quality educational program.

Following are some questions to ask in selecting the right training program for you.

Q. How many quarter/semester hours are required to complete the program? Current CACREP Standards require a minimum of 72 quarter hours or 48 semester hours for the masters' level programs. Doctoral level programs must have at least 144 quarter hours or 96 semester hours of graduate level credits.

Q. What are the particular specialty areas offered by the department? Do they provide an emphasis I am interested in?

Q. Does the institution and/or department have a reputation for providing quality education? Check for both institutional and specialized accreditation.

Q. What are the qualifications of the faculty and adjunct professors? Are they primarily counselor educators? Do they have national or state certification and/or licensure?

Q. Are admission, retention, and endorsement policies easily accessible to students?

Q. Do the internship and practicum provide sufficient duration and continuity to allow for the development of advanced skills?

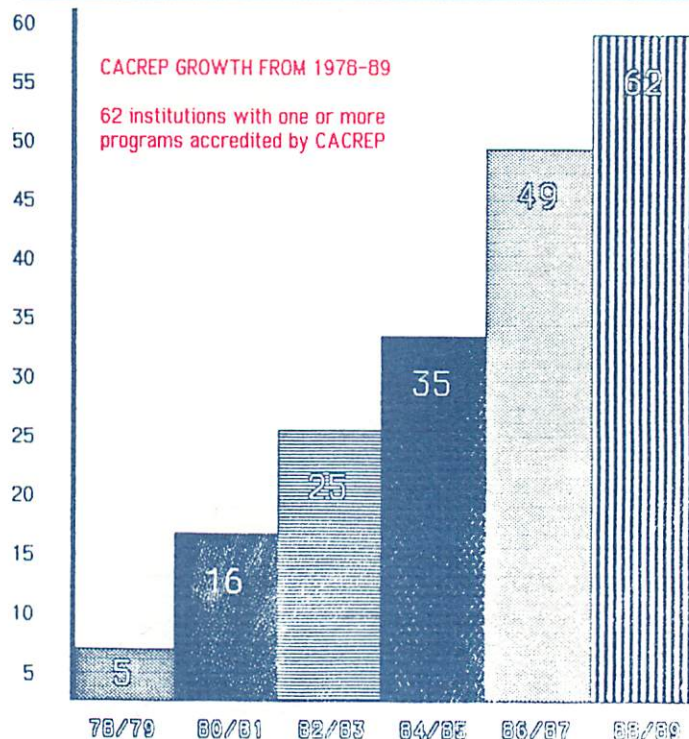
Q. Am I placed in internship sites appropriate to my field of study?

Q. What is the average faculty/student ratio? CACREP provides for a 1:10 ratio.

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.

Quality is never an accident; it is always the result of intelligent effort.

John Ruskin



MAKE THE QUALITY CONNECTION

Copies of the July, 1988, *Accreditation Procedures Manual and Application* can be obtained from the CACREP office for a charge of \$10.00 per copy, including postage and handling.

Brochures and materials currently available:

Publicizing Accreditation Decisions

The Quick Connection, Summer, 1989, issue

Brochures under revision: (available in January)

Accreditation: It's more than just a definition

audience: potential students

CACREP: The Sign of a Quality Counselor Education Program

audience: programs contemplating accreditation

Copies of the above materials may be purchased from the CACREP office. Single copies of the brochures and materials are provided free of charge. Additional copies may be ordered at a cost of \$10.00/50.

Write: CACREP, AACD Headquarters, 5999 Stevenson Avenue,
Alexandria, VA 22304

Phone: 703/823-9800 ext. 301

FAX: 703/823-0252

COOPERATIVE COMMUNICATION IMPERATIVE

A primary goal of accreditation is the efficient coordination of efforts between the program faculty and administration, the CACREP office, our volunteer team members, and the Council Board of Directors. Cooperation and feedback are integral parts of our process. Such communication should be based on the following statements of the rights and responsibilities of the participants in the accreditation process. Remember, communication is a two-way street.

- **TO** clear, understandable and unambiguous communication.
- **TO** ongoing communication - not just in times of crises or need.
- **TO** information before, not after, important events.
- **TO** concise and accurate representation of facts and procedures.
- **TO** give feedback on issues and have all two-way horizontal communication lines open and clear.

- **TO** be told about issues affecting the accreditation process and responsibilities
- **TO** be recognized for their accomplishments and achievements.
- **TO** know why policies and procedures are adopted.
- **TO** a continuous overview of successes and failures or ongoing evaluations
- **TO** flexibility and responsiveness to the continuing societal changes

The *CACREP Connection* is a biannual publication of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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YOU BE THE JUDGE - SOLUTION



The first step in resolving the dilemma is to call the CACREP office. Our friendly staff (Carol Bobby and Gayla Keesee) will be happy to take the call. As Executive Director, Dr. Bobby can provide valuable telephone consultation regarding recent Council issues and policies. As Dr. Bobby's Assistant, Gayla is able to provide general information and is smart enough to transfer the call if she doesn't have the needed data.

As for the situation presented in this issue, the following positions adopted by the Council at its recent October meeting may apply:

- 1) The Council will apply a broad interpretation to the phrase "clientele appropriate to the program emphasis" in reviewing practicum requirements.
- 2) The 600 clock hour requirement for internships in entry-level (Masters') programs may be met through a variety of approaches. Such approaches may include, but are not limited to the following structure:
 - a) 40 hours/week in the setting for 15 weeks
 - b) 20 hours/week in the setting for 30 weeks

Item 1. applies to Smalltime University's problem regarding practicum sites in allowing the program to access a wider number of potential sites. Item 2. allows the department to be flexible and creative in its approach to satisfying the internship requirements. The program(s)

COOPERATION MEANS TEAMWORK

Most of us work in departments or offices as part of a network of people who make up the organizational "team". If student outcome evaluations are good, there are others who share the credit. If the community views our institution or department as worthwhile, then everyone reaps the benefits. However, if things aren't always rosy, there are other people to share the blame. If we believe the old saying that a chain is only as strong as its weakest link, we know that the department's performance is only as good as ours is.

The purpose behind CACREP accreditation is to strengthen the counseling and human development profession. However, it takes more than just being a counselor or a faculty member in an accredited program or even a Board member for the accreditation process to work. Accreditation is a cooperative effort for all those involved. We all make a choice as to the role we'll play on the team. We either join it as an actively caring member, or we go through the motions from the sidelines. When we choose to join the team, we have a better, surer shot at work that brings us satisfaction. The choice is ours.

The following are some key attributes which can effectively take us off the sidelines and into the game.

I MAKE A DIFFERENCE HERE. I know that what I do makes it possible for the department, office, or accreditation process to run smoothly. The effort I put into my job or responsibility shows up in the quality of the department's or office's procedures and outcomes.

I am part of what outsiders see when they judge my organization. With every letter, every phone call, every personal contact, I make a statement about the caliber of services and/or benefits we offer. I know that when I bring enthusiasm to the job, I make a contribution few others can equal.

I TAKE RESPONSIBILITY FOR WHAT BOTHERS ME. When a situation is causing me trouble at work, I approach it as my problem. Whether it's a procedure that isn't working, a practice I feel is unfair, or a person I'm having difficulty working with, I do what I can to change the situation. Sometimes it takes patience. More often than not, it takes knowing when to speak up and when to wait, and how to coolly and rationally use my powers of persuasion.

When I can't get a situation changed, I look for ways to minimize its effect on me. Most important, I remember that I've chosen to participate in the accreditation process. As long as I'm here, I'll give my best.

I TAKE AN INTEREST IN THE ORGANIZATION. I know that the organization is greater than the sum of its parts. I take an interest in the life and personality of the department, institution, or office. I'm interested in how the organization got to be what it is today, and how the people in it have grown as it has. My knowledge of the workings of the organization not only helps me in my work, but it also makes the work more interesting.

I try to see the big picture - to think beyond my particular job to the kind of services or offerings I'd like to see as a student, faculty member, or client. Because I'm interested in what makes our organization successful, I notice what's happening in business, politics, or technology that's going to affect the profession.

I'm proud to be a strong, reliable member of the accreditation team. I realize that my success, as well as my department's or that of CACREP depends on it.

KUDOS CORNER

A primary goal of CACREP accreditation is to strengthen credibility for the counseling and human development profession. Furthermore, a stated benefit of accreditation is the department's ability to attract and recruit highly qualified faculty and students.

This corner has been set aside to give credit to those programs who further CACREP's goal in advertising faculty vacancies. These departments have either mentioned that CACREP graduates have "preferred" status or have sought faculty with CACREP experience. In addition, many of the accredited programs mentioned their accredited status in providing descriptions of their program(s). Remember, accreditation is a benefit to acquiring quality faculty and students only if they are aware you have it or aspire to it.



Hats off to

University of North Carolina/
Chapel Hill

University of Virginia

Long Island University/C.W.
Post Campus

Shippensburg University

University of North Carolina/
Greensboro

Auburn University

University of Arkansas

Southern Connecticut State
University

CACREP INITIATES STANDARDS REVIEW PROCESS

CACREP Policy dictates a systematic, comprehensive review of its Standards every five (5) years. In keeping with this timeline, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) adopted a review schedule at its October, 1989, meeting. The plan allows time for draft proposals of the 1993 Standards to be distributed, reviewed, evaluated, revised, and edited prior to implementation. To conduct this plan, the Council has appointed the "Standards Revision Committee." The Committee consists of five members - two from the Council, two from accredited programs, and CACREP's Executive Director. The following individuals have accepted the appointments:

- 1) Dr. William Evraiff: Committee Chair (ARCA representative)
San Francisco State University (O) phone: 415/338-2005
Division affiliations: ARCA, ACES
- 2) Dr. David K. Brooks (AMHCA representative)
Syracuse University (O) phone: 315/443-2266
Division affiliations: AMHCA, ACES, ACPA, ASGW
- 3) Dr. Janine Bernard (CC, SC accredited)
Fairfield University (O) phone: 203/254-4000
Division affiliations: ACES, AADA, AMHCA
- 4) Dr. Nicholas Vacc (CC, SC, SA, CE:PhD/EdD accredited)
University of North Carolina/Greensboro
(O) phone: 919/334-5100
Division affiliations: ACPA, ACES, AMECD, ACPA, AMHCA
- 5) Dr. Carol L. Bobby, Executive Director of CACREP
(O) phone: 703/823-9800 ext. 301
Division affiliations: ACES, AMHCA, IAMFC

Dr. Joseph Kandor, CACREP's Chair, will maintain ex officio member status on the Committee.

The following timeline was outlined by CACREP as a guide for the revision process.

Fall, 1989	Selection of Standards Revision Committee member
Spring, 1990	Committee meets at 1990 AACD Convention in Cincinnati
Fall, 1990	<u>FIRST DRAFT</u> of Revised Standards presented to CACREP for adoption and dissemination to the counseling community for review and comments
Spring, 1991	Committee meeting at 1991 AACD Convention in Reno
Fall, 1991	<u>SECOND DRAFT</u> of Revised Standards adopted by Council and sent to CACREP community for feedback
Spring, 1992	<u>FINAL DRAFT</u> developed by Committee; meeting held at 1992 AACD Convention in Baltimore
Fall, 1992	CACREP review of FINAL DRAFT for adoption
1993	Dissemination of Revised Standards

JANUARY 1, 1994 **Effective Date for Implementation of Revised Standards**

STATEMENT ON INTEGRITY IN THE CACREP ACCREDITATION PROCESS

Specialized Accreditation is a voluntary process of evaluation by self and by others. The Self-evaluation entails an assessment of the program's resources, objectives, strengths, and limitations with the ultimate purpose of improving the educational effectiveness of the program by those individuals responsible for the program's operations. Evaluation by others entails a review of the self-analysis results as presented in a self-study document against a set of standards and through procedures established by a profession's recognized accrediting body.

To insure that the integrity of this process is maintained, it is necessary that professional conduct be exemplified in the application and self-study documentation submitted by the program, as well as in the accreditation review procedures followed by the accrediting body. For the process to be an effective catalyst for continuous growth and educational quality, CACREP believes that the process must be based on clearly and accurately stated documentation of how the program operates. The self-study narrative and accompanying materials must not misrepresent the program by claiming or implying resources, objectiveness, strengths or limitations which exceed the program's level of operations.

Constructive, reciprocal feedback can only be based on open and honest documentation of how the program operates. A CAUTION: if misrepresentation is found to have occurred, the Council reserves the right to withhold accreditation pending clarification and correction.

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. The criteria for evaluation utilized by CACREP are the result of extensive input from educators, practitioners, and the public-at-large. They reflect the Council's response to the ever-changing needs of society.

Join us in Cincinnati at the 1990 AACD Convention as we celebrate our diverse community! CACREP staff and members of the Board of Directors will be on-hand for a variety of activities designed to better inform AACD members about our accreditation process. Exact times and dates have not been established by the Convention office. Look for more details in February!

CONVENTION HAPPENINGS!

ON-SITE TEAM CHAIR TRAINING

Don Waterstreet, Margaret Fong, and Carroll Bobby will coordinate this session on March 16. Team members who have participated in a CACREP on-site visit and wish to have additional training in order to qualify to Chair an on-site visit should contact the CACREP office for more details.

INTERMEDIATE TEAM MEMBER TRAINING

In response to numerous requests from team members who were trained prior to the implementation of the July, 1988, Standards, CACREP will also be conducting a training session on March 16 designed as a discussion of current procedures.

Invitations to this session will be limited to team members who have not participated in an on-site visit since being trained and who are currently listed in the CACREP Potential Team Member Directory.

ATTENDANCE AT TRAINING SESSIONS IS BY INVITATION ONLY!

VISIT THE EXHIBIT AREA!

Make plans to stop by the CACREP booth during the Convention to receive updated information, copies of the new brochures, or just to talk. Be sure to register for the FREE prize packages to be given away during the Convention. (More information in February).

Gayla Keesee will be available to field questions and disseminate information during regular exhibit hours. In addition, be on the lookout for members of the CACREP Board.

CONTENT SESSIONS

Look for a variety of content sessions designed to provide more in depth information about

- CACREP,
- our accreditation process, and
- how we fit into the credentialing world.

More information will be distributed as times and dates are confirmed. If you have any questions, just call the office. 703/823-9800 ext. 301