

# CACREP CONNECTION

SUMMER 1992 ISSUE

## CONNECTION

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## SUMMER CALENDAR

AUGUST 15

Annual Reports & Fees Due from all accredited programs

SEPTEMBER 14-16

Board Meeting, *Hyatt Regency, San Antonio*

SEPTEMBER 17

9am-11am

Team Chair Training  
*Hyatt Regency, San Antonio*

OCTOBER 23-25

Board Meeting, *Alexandria*

JANUARY 1993

1994 Standards and Manual Available

MARCH 14-17, 1993

ACA Convention in Atlanta

APRIL 15, 1993

CACREP Annual Fee invoice and report blank mailed to all accredited programs

DECEMBER 31, 1993

Self-studies postmarked this day or before will be accepted based on the 1988 Standards

JANUARY 1, 1994

All self-studies postmarked this day and thereafter must be based on the 1994 Standards

## CACREP

5999 Stevenson Avenue  
Alexandria, VA 22304  
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## FROM WHERE I SIT...

Joseph R. Kandor, Chair

In recent years, the CACREP Board of Directors has been faced with a concern which I wish to address in this column. In practice, the Board has always responded negatively to counselor education programs which offer an alternative program to an existing master's level preparation specialty. The most frequent example of this occurs with the school counseling specialty. The program offers a master's level school counselor specialization for which they are seeking CACREP accreditation and they also offer an alternate route where students may achieve endorsed state certification for school counselors. This seemingly "back door" alternative is offered to persons who have achieved a master's degree in another academic area or who want to meet the state requirements for certification which are substantially **less than** CACREP's requirements for the entry-level school counselor specialty.

In addition to this being "bad practice" which is generally *unacceptable* to the Board, Standard V.M regarding formal endorsement is violated. The institution/program is formally endorsing individuals for state school counselor certification via two different preparation programs, one accredited and one not accredited.

When institutions or programs perceive a need for such an alternate route for various persons, the Board has recently adopted a policy which addresses this issue. The Board has stated the following to programs offering both a master's level preparation and a "certification only" option:

1. The program must submit evidence that students seeking the "certification only" option meet substantially equivalent requirements as those students in the accredited school counseling specialization as related to Standard II.B. Standard II.B. states:

The entry-level program is comprised of a minimum of two (2) full academic years, defined as four (4) semesters or six (6) 48 semester hour or 72 quarter hour credits

required of all students. The entry-level programs in Mental Health Counseling and Marriage and Family Counseling/Therapy are exceptions. They require a minimum of 60 semester hours or 90 quarter hours of academic credit of all students (see Environmental and Specialty Standards for Mental Health Counseling and Marriage and Family Counseling/Therapy).

2. The program must submit evidence that students completing the "certification only" option are endorsed for certification on a substantially equivalent basis as students in the accredited school counseling program as related to Standard V.M. Standards V.M states:

A statement of policy relating to the institution's and the program's procedures for formal endorsement (of students completing the program) for professional credentials, including certifications and/or licenses, has been adopted and approved by the program faculty and the institution's administrative authorities. The policy includes stipulations that program faculty endorsement is given only:

1. on the basis of evidence of demonstrated proficiency specifically in the vocational and/or credentialing area for which endorsement is sought.

2. after the candidate has completed a substantial portion of the program, necessarily including supervised practicum and/or internship experiences during the program at the endorsing institution.

3. for the professional credential for which the candidate has been prepared, necessarily including appropriate coursework and practicum and/or internship placement (s).

In essence, the Board has utilized the often stated "Robert Stripling Rule," that is, it is the responsibility of the program to provide evidence that the procedures, activities and/or experiences used or offered *meet the intent of the Standard(s)*.

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



## BOARD RENDERS ACCREDITATION DECISIONS



The CACREP Board met March 27-30, 1992 in Baltimore, MD for the purpose of rendering accreditation decisions. An updated *Directory* is included within this newsletter.

### Initial Reviews:

BRADLEY UNIVERSITY	CC, SC, 1994, Accredited: 2 years
EAST TEXAS STATE UNIVERSITY	SC, 1999, Accredited: 7 years CC, SAC, CE, 1994, Accredited: 2 years
LYNCHBURG COLLEGE	CC, SC, 1994, Accredited: 2 years
NORTHEAST MISSOURI STATE UNIVERSITY	SC, CC, SAD, 1994, Accredited: 2 years
UNIVERSITY OF SCRANTON	CC, SC, 1994, Accredited: 2 years
UNIVERSITY OF WISCONSIN OSHKOSH	SC, CC, 1999, Accredited: 7 years SAC, 1994, Accredited: 2 years

### Second Cycle Accreditation Decisions:

SONOMA STATE UNIVERSITY	CC, SC, 1994, Accredited: 2 years
UNIVERSITY OF NEW MEXICO	SC, CC, 1994, Accredited: 2 years

The Board congratulates the following university programs for successfully implementing the conditions placed on their accreditation in order to continue to the end of their seven-year accreditation cycle.

ANDREWS UNIVERSITY	SC, CC, 1997
GEORGIA STATE UNIVERSITY	CCOAS, 1996, in addition to SC, CE
NORTHERN ILLINOIS UNIVERSITY	COAS, SPC, SC, CE, 1996
SUNY/PLATTSBURGH	SC, CC, SAC, 1997
UNIVERSITY OF PITTSBURGH	SPC, 1997, in addition to SC
UNIVERSITY OF TOLEDO	CCOAS, SC, 1997
UNIVERSITY OF VERMONT	CC, SC, 1997

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## MINUTE BY MINUTE



### BOARD CHANGES

The CACREP Board gained representation from two ACA divisions and lost one division this July. Joining the CACREP voice is the Association for Adult Development and Aging (AADA) and the American College Counseling Association (ACCA). Losing representation is the Association for Humanistic Education and Development (AHEAD). AHEAD cited lack of financial support for withdrawal from the CACREP Board.

Representing ACCA is Arthur P. Lloyd of Idaho State University. He has been active in CACREP as an on-site team chair and team member. He actively serves CACREP as liaison at Idaho State and participates annually at the ACA Convention on the CACREP Panel.

Representing AADA is Jane E. Myers of the University of North Carolina-Greensboro. She is a past president of ACA and joins CACREP having been site-team trained and active in the professionalization arena. She has already represented AADA to the CACREP Board through her active role in the Gerontological Standards specialization approval. (See page 4 for additional information on the recently approved specialization).

Reappointed for three years is Mary Deck of Western Carolina University representing the American School Counselors Association (ASCA).

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## NEWS and VIEWS

Carol L. Bobby, CACREP Executive Director

### CACREP Adopts Standards for Community Programs with Emphases in Gerontological Counseling

Two years ago the Association for Adult Development and Aging (AADA) sent a proposal to CACREP for the adoption of "specialty" standards in Gerontological Counseling. The proposal discussed the need for preparation standards in this practice area in terms of the "graying" of America and the impact that an aging population is having on our economy, political system, health services, and related institutions.

While the impact of an aging population may often be focused on external issues (e.g. economics), counselors can play a key role by recognizing the internal issues central to an individual's quality of life as they age. The counseling profession has recognized this role since the mid-1970's, when ACA (formerly AACD) entered into a working relationship with the United States Administration on Aging. Five national projects were completed, with the final two focusing on competencies and curriculum development for training gerontological counselors. In addition, in 1991 the National Board for Certified Counselors (NBCC) implemented a new specialty certification so that a counselor specializing in this area could be recognized as a National Certified Gerontological Counselor (NCGC). Lastly, surveys completed by Hollis and Wantz in the late 1980's indicated that there was a trend toward offering more courses in counselor preparation in the area of adult development and aging. This movement, along with the creation of the AADA, fostered the development of the Gerontological Counseling Standards submitted to CACREP.

#### *Continued from P 3*

Leaving the CACREP Board is Don W. Locke, Associate Dean at Northeast Louisiana University. Locke served as the Board vice-chairperson during 1991-92 and has been a member of the Board since 1986. We look forward, however, to his continued work with CACREP as he serves as CACREP liaison for the accredited programs at Northeast Louisiana, and as an active on-site team chair and team member.

The Chair of the CACREP Board through Board acclamation is once again Joseph R. Kandor of the State University of New York-Brockport. He has represented the Association for Assessment in Counseling (AAC, formerly AMECD) since 1987.

Vice-chair is Robert E. Comas of the University of Alabama. He has been the Association for Counselor Education and Supervision (ACES) representative since 1989.

Secretary/Treasurer is David K. Brooks, Jr. of Kent State University. He has represented the American Mental Health Counselors Association (AMHCA) since 1988.

Although the proposal included the results of a survey of counselor education programs and their potential use of such standards, once CACREP received the proposal it was sent to a committee for further review. This committee conducted their own survey of CACREP programs to determine the acceptance of the standards by the accredited programs. Based upon the programs' responses, minor changes in language were recommended to the CACREP Board before final adoption.

The CACREP Board also had to decide how these new standards were to be implemented. After lengthy discussion, the Board voted to accept the Gerontological Standards (GC) as an emphasis area *within* the Community Counseling (CC) specialization. Hence, any program wishing to use the Gerontological Standards will apply for review as a Community Counseling specialization. The program will address the CC Standards along with the GC Standards. A favorable review and accreditation decision will then allow that program to identify itself as having a CC specialization with an emphasis in GC.

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For programs which currently offer a Community Counseling specialization with an emphasis in Gerontological Counseling, a request may be submitted to include the GC designation by submitting an abbreviated application which documents how the newly adopted GC Standards are met within the Community Counseling specialization. A \$300 application fee must be submitted with the request to cover the administrative costs associated with the review. A subcommittee of the CACREP Board will conduct a review of the application and recommend 1) a need for additional documentation, 2) a need for an on-site team visit, 3) withdrawal of the application, or 4) that the Board add the emphasis designation. For programs wishing to add a new CC/GC area, the initial application fee of \$800 will apply. Contact the CACREP office for more information on the implementation of the Gerontological Standards.

*Continued from page 3*

The Board granted continued accreditation with conditions to the following programs.

EASTERN MICHIGAN UNIVERSITY	CCOAS, 1994
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UNIVERSITY OF NEW ORLEANS	CCOASMH, SC, CE, 1993
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The Board granted extensions to the following programs for a variety of reasons.

CALIFORNIA STATE UNIVERSITY/NORTHRIDGE	CCOAS, SC, through June 30, 1994
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MARSHALL UNIVERSITY	CCOAS, SPC, through June 30, 1994
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NORTH CAROLINA STATE UNIVERSITY	SAC, CE, through June 30, 1993
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UNIVERSITY OF AKRON	SC, CCOAS, CE, through June 30, 1994
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UNIVERSITY OF SOUTH CAROLINA/COLUMBIA	SC, CE, through September, 1992
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UNIVERSITY OF SOUTHERN MISSISSIPPI	CCOAS, through September, 1992
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VILLANOVA UNIVERSITY	SC, CCOAS, through June 30, 1994
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YOUNGSTOWN STATE UNIVERSITY	CCOAS, SC, through September, 1992
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## NBCC's New Home

by Susan Eubanks

NBCC, Professional Relations Director

Years from now, there will be a humorous side to the move from Alexandria to Greensboro! At the present time, NBCC staff members are still sorting through the mountains of paper as well as carrying on with their daily duties. Most people do not have any idea of the volume of paper that had to be packed, moved and then sorted as it was unpacked. There are currently two remote storage areas filled to overflowing as well as on premises storage.

The larger physical space will allow board meetings and other NBCC-related meetings to be held on the

premises. The first "real" meeting occurred June 19-21 as task force met to work on the new Spanish translation of the National Counselor Exam. This core had an intensive weekend of work as they looked at grammatical usage, syntax, and appropriate terminology.

Our thanks to all the many NCC's who were so understanding during this transition period. Appreciation is extended to all of you who allowed your questions and concerns to wait until the staff was available to assist you.



# The CACREP Accreditation Process

by D.L. "Pete" Warren, Chair  
Department of Counselor Education  
Lynchburg College in Lynchburg, Virginia

The Graduate Program at Lynchburg College, a predominantly liberal arts undergraduate institution, was established in the fall of 1965. The specialization area in School Counseling was a part of the initial offering of the graduate program. During the 1981-82 academic year, a specialization track in Agency and Community Counseling was added to the curriculum. The program from 1965 until 1987 averaged graduating approximately 30 students each year. This number has increased to 35 for the past three years.

The Counselor Education faculty established a goal in 1986 to receive CACREP accreditation by the year 1993. Dr. Robert Pate of the University of Virginia was asked to serve as a consultant to the program faculty. His charge was to examine our program, interview the Counselor Education faculty and the college's administration and help us to determine if it was realistic for a small liberal arts college with a graduate program to consider CACREP accreditation. His conclusion was that the program had the potential to develop to the level required by CACREP Standards.

Following his report, the Counselor Education faculty created an Advisory Committee comprised of counselors and administrators from community agencies and schools to advise the faculty as it planned for the program's expansion. This group was very beneficial as we developed plans for expanding the curriculum to 48 semester hours. This expansion included creating more extensive practicum and internship experiences and requirements. The board of advisors was also helpful in getting the administration to commit funding for developing a clinical facility for the practicum and for an additional faculty member.

Students who entered the program in the fall of 1987 entered the expanded program, with the first graduates completing their academic work during the spring semester of 1989. During this year an additional faculty member was employed which enabled us to meet the CACREP faculty standard.

The CACREP self-study was completed during the spring semester of 1991 and the application for accreditation was forwarded in May, 1991. An accreditation team was organized in December, 1991, and visited the campus February 2-5, 1992. The CACREP Board voted a two year approval, with conditions to be met by June 30, 1994. The meeting of these conditions will result in accreditation for the final five years of the seven year cycle. We should not have any problems in meeting the conditions established by the CACREP Board.

Since the expansion of the program to 48 semester hours, our enrollments have gone up and our students have experienced great success in finding counseling positions. Also, the students are pleased that they can now sit for the National Counselor Exam (NCE) before graduation.

## UNC/Greensboro Sponsors *Invitational Leadership for the Twenty-First Century*

The presession program, *Invitational Education: A Model for New Century Schools*, is to be held Thursday, October 8 from 9:00 am to 4:00 p.m. at the Sheraton Greensboro Hotel. In this seminar, Dr. Betty L. Siegel, President of Kennesaw State College, and Dr. William W. Purkey, Professor of Counselor Education at the University of North Carolina-Greensboro, will present the theory and practice of Invitational Education through models, spontaneous role-playing and related activities. Drs. Siegel and Purkey are the co-founders of the new and innovative approach to the educative process called "Invitational Education."

The conference program will be October 9 and 10 at the Sheraton Greensboro Hotel from 9:00 am to 4:00 p.m. This conference features presentation by teams who have successfully applied Invitational Leadership in their human service fields. Speakers from the United States and Canada will be presenting successful, concrete suggestions on applying Invitational Leadership.

The programs are being sponsored by the Counselor Education Program located in the School of Education at the University of North Carolina-Greensboro and the International Alliance for Invitational Education. NBCC and continuing education credits will be available.

For further information and registration, contact: Invitational Leadership Conference, c/o Alliance for Invitational Education, School of Education, Curry Building, UNCG, Greensboro, NC 27412, phone (919) 334-5100.



# DIRECTORY OF ACCREDITED PROGRAMS

published by the 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, CE:PhD/EdD (1994)

Dr. S. Allen Wilcoxon, CACREP Liaison  
Counselor Education  
Graves Hall

### University of Alabama

P.O. Box 870231

Tuscaloosa, AL 35487-0231

Phone: 205/348-7582

First Accredited: 3/82

CC, SC, SAC, CE:PhD/EdD (1996)

## BRITISH COLUMBIA

Dr. William A. Borgen, Head  
Department of Counseling Psychology

### University of British Columbia

5780 Toronto Road

Vancouver, B.C. CANADA V6T 1L2

Phone: 604/822-5261

First Accredited: 3/89

CCOAS, SC, SPC (1996)

## CALIFORNIA

Dr. Raymond Hillis, CACREP Liaison  
Division of Administration and Counseling

### CSU/Los Angeles

5151 State University Drive

Los Angeles, CA 90032

Phone: 213/343-4250

First Accredited: 1978

SC, SPC (1994)

Dr. Rie R. Mitchell, CACREP Liaison  
Educational Psychology and Counseling

### CSU/Northridge

1811 Nordhoff Street

Northridge, CA 91330

Phone: 818/885-4976

First Accredited: 1979

CCOAS, SC (1994)

Dr. Shel Weissman, Chair  
Department of Counseling

### CSU/Sacramento

6000 J Street

Sacramento, CA 95819

Phone: 916/278-5399

First Accredited: 1981

CC, SC (1996)

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

MF/T, SC, SPC (1994)

## CALIFORNIA

Dr. V. Skip Holmgren, Chair  
Counseling Department  
Nichols 220

### Sonoma State University

1801 E. Cotati Avenue

Rohnert Park, CA 94928

Phone: 707/664-2544

First Accredited: 3/84

\*CC, SC (1994)

## COLORADO

Dr. Robert L. Smith, Division Chair  
Division of Counseling and Personnel Services  
School of Education

P.O. Box 173364

Campus Box 106

### University of Colorado at Denver

Denver, CO 80217-3364

Phone: 303/556-2717

First Accredited: 4/91

CC, SC (1998) \*MFC/T (1993)

Dr. Sarah F. Shaw, CACREP Liaison  
Counseling Psychology Program  
Division of Professional Psychology  
McKee Hall #248

### University of Northern Colorado

Greeley, CO 80639

Phone: 303/351-1630

First Accredited: 3/82

\*CC, SC, CE:EdD (1993)

## CONNECTICUT

Dr. Janine Bernard, CACREP Liaison  
Community and School Counseling  
Graduate School of Education and  
Allied Professions

### Fairfield University

Fairfield, CT 06430-7524

Phone: 203/254-4000 ext. 2421

First Accredited: 9/86

CCOAS, SC (1994)

## DISTRICT OF COLUMBIA

Dr. Eugene W. Kelly, Jr., CACREP Liaison  
Department of Human Services  
T605 Academic Center

### George Washington University

801 22nd Street, N.W.

Washington, DC 20052

Phone: 202/994-8646

First Accredited: 3/84

\*CC, SC, CE:EdD (1993)

## FLORIDA

Dr. Larry Loesch, CACREP Liaison  
Department of Counselor Education  
1215 Norman Hall

### University of Florida

Gainesville, FL 32611

Phone: 904/392-0731

First Accredited: 3/81

CC, SC, SAC, SAD, CE:PhD/EdD (1996)

## GEORGIA

Dr. Richard M. Smith, Chair  
Counseling and Psychological Services  
University Plaza

### Georgia State University

Atlanta, GA 30303-3083

Phone: 404/651-2550

First Accredited: 1980

CCOAS, SC, CE:PhD (1996)

Dr. Theodore Miller, CACREP Liaison  
Counseling and Human Development Services  
402 Aderhold Hall

### University of Georgia

Athens, GA 30602

Phone: 404/542-1812

First Accredited: 4/87

CCOAS, SC, SPC, SPD, CE:PhD/EdD (1994)

## HAWAII

Dr. Michael Omizo, Chair  
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Wist Hall Annex 2, Room 222

### University of Hawaii at Manoa

1776 University Avenue

Honolulu, HA 96822

Phone: 808/956-7905

First Accredited: 3/85

CCOAS, SC, SPC (1993)

## IDAHO

Dr. Arthur P. Lloyd, Chair  
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Special Education

### Idaho State University

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Pocatello, ID 83209

Phone: 208/236-3156

First Accredited: 1980

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

Dr. Thomas V. Trotter, CACREP Liaison  
Counseling and Special Education

### University of Idaho

Moscow, ID 83843

Phone: 208/885-7713

First Accredited: 10/84

CCOAS, SC, CE:PhD/EdD (1993)

## ILLINOIS

Dr. Lori A. Russell

### Bradley University

Department of Educational Leadership and  
Human Development

Westlake Hall

Peoria, IL 61625

Phone: 309/677-3195

First Accredited: 3/92

\*CC, SC (1994)

Dr. Judith Cooney, CACREP Liaison  
Division of Psychology and Counseling  
College of Education

### Governors State University

University Park, IL 60466

Phone: 708/534-5000

First Accredited: 4/91

\*SC, CC (1993)

\*denotes programs accredited for two-year period with conditions



## ILLINOIS

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Department of Specialized Educational  
Development  
College of Education  
Fairchild Hall

### Illinois State University

Normal, IL 61761-6901  
Phone: 309/438-5419  
First Accredited: 4/91

\*SC, CC (1993)

Dr. Robert Nejedlo, CACREP Liaison  
Educational Psychology, Counseling, and  
Special Education

### Northern Illinois University

Graham Hall 223  
DeKalb, IL 60115-2854  
Phone: 815/753-9358  
First Accredited: 3/89

CCOAS, SC, SPC, CE:EdD (1996)

Dr. Michael Altekruze, CACREP Liaison  
Counseling Programs  
Department of Educational Psychology

### Southern Illinois University

Carbondale, IL 62901-4618  
Phone: 618/453-2361 or -7763  
First Accredited: 3/88

CCOAS, SC, CE:PhD (1995)

Dr. Donald Waterstreet, Chair  
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### Western Illinois University

74 Horrabin Hall  
Macomb, IL 61455  
Quad Cities & Macomb Campuses  
Phone: 309/298-1529  
First Accredited: 4/87

CCOAS, SC, SPC, SPD (1994)

## INDIANA

Dr. Mark Kiselica, CACREP Liaison  
Department of Counseling Psychology  
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### Ball State University

Muncie, IN 47306-0585  
Phone: 317/285-8040  
First Accredited: 1980

CCOAS (1995)

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Phone: 317/494-9748  
First Accredited: 9/86

CCOAS, SC, SPC, CE:PhD (1994)

## IOWA

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First Accredited: 10/90

\*CC, MHC, SC (1993)

## IOWA

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Phone: 319/335-5275  
First Accredited: 3/89  
SC, SPC, SPD, SPA, CE:PhD (1996)

## KANSAS

Dr. Donald E. Ward, CACREP Liaison  
Psychology and Counseling Department  
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### Pittsburg State University

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Phone: 316/235-4521  
First Accredited: 10/88

CCOAS (1996)

## KENTUCKY

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Phone: 502/762-2795  
First Accredited: 3/89

\*CCOAS/MH (1993)

## LOUISIANA

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SC, MFC/T (1996)

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Educational Leadership and Foundations

### University of New Orleans

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New Orleans, LA 70148  
Phone: 504/286-6443  
First Accredited: 10/89

\*CCOAS/MH, SC, CE:PhD/EdD (1993)

## MAINE

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### University of Southern Maine

400 Bailey Hall  
Gorham, ME 04038  
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First Accredited: 10/87

SC (1995)

## MARYLAND

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Phone: 410/290-5995  
First Accredited: 10/89

CC (1997)

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Phone: 301/405-2862  
First Accredited: 10/85

CCOAS, CE:PhD (1993)

## MICHIGAN

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### Andrews University

Berrien Springs, MI 49104-1000  
Phone: 616/471-3466  
First Accredited: 3/90

CC, SC (1997)

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Ypsilanti, MI 48197  
Phone: 313/487-3270  
First Accredited: 10/89

\*CCOAS (1994)

Dr. John Geisler, CACREP Liaison  
Counselor Education and  
Counseling Psychology

### Western Michigan University

3102 Sangren Hall  
Kalamazoo, MI 49008-5195  
Phone: 616/387-5110

First Accredited: 10/83

\*CC, SC, SAC, SAA, CE:EdD (1993)

## MINNESOTA

Dr. Joe Hogan, Chair  
Counseling and Student Personnel  
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Mankato, MN 56002-8400  
Phone: 507/389-2423

First Accredited: 9/86

CCOAS, SC, SPD (1994) \*CC (1993)

## MISSISSIPPI

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Division of Behavioral Sciences  
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### Delta State University

Cleveland, MS 38733  
Phone: 601/846-4355  
First Accredited: 4/91

\*CC (1993)

Dr. Kathryn Dooley-Dickey, Interim Head  
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SAC (1998) \*CC, SC, CE:PhD/EdD (1993)

\*denotes programs accredited for two-year period with  
conditions



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\*denotes programs accredited for two-year period with conditions



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The CACREP scope of accreditation includes:

- Entry-level programs**  
(Master's Degrees)
- CC** **Community Counseling**  
(formerly **CCOAS** - Counseling in Community and Other Agency Settings. **MH** designates the optional Mental Health subspecialty awarded prior to 1988.)
- MFC/T** **Marriage and Family Counseling/Therapy**
- MHC** **Mental Health Counseling**
- SC** **School Counseling**
- SA** **Student Affairs Practice in Higher Education**  
(formerly **SP** - Student Personnel Services in Higher Education)
- SAC** - counseling emphasis  
**SAD** - developmental emphasis  
**SAA** - administrative emphasis
- Doctoral level programs**  
(Ph.D. and Ed.D. degrees)
- CE** **Counselor Education and Supervision**

**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 accredited cycle. Accredited programs are urged to move into compliance with new standards, and continuous self-evaluation and improvements are benefits of the accreditation process.

Some counseling programs at an institution with CACREP accreditation may not be CACREP-accredited. Students are advised to check with the CACREP liaison to determine if a specific area is accredited.

**As the Council meets bi-annually, the list of accredited programs is updated twice each year.**

**This list was published: July, 1992**



## WHY CACREP!

by Lee J. Richmond,  
Professor and Coordinator of Counseling  
Loyola College in Maryland  
President, ACA

A few years ago, Loyola College in Maryland sought and obtained CACREP accreditation in Community Counseling for its masters degree program in Pastoral Counseling. When I asked the Associate Chair of the Pastoral Counseling Department why CACREP, Dr. Sharon E. Cheston, answered with one word: "Professionalism." Then she added, "Our people *are counselors first*. They work in communities: often, but not entirely, in religious settings. We want people to know that we are well trained counselors. We respect CACREP for establishing standards and guidelines and know that accreditation announces to the public that our graduates are trained to standards that were set by the profession."

When I thought about why the School Counseling specialization at Loyola College in Maryland is currently seeking CACREP accreditation the reasons are much the same. To be a professional means that one has mastered a particular body of knowledge. CACREP accreditation in school counseling means that graduates have mastered the body of knowledge that the profession has decided one must acquire in order to *do* school counseling: This standard of excellence is recognized by the Department of Education in many states in the United States. Once a program is accredited by CACREP, the State Department of Education keeps hands-off. As program coordinator, it seems to me to be a win-win situation for all involved.

Furthermore, there are also perks for graduates in their efforts to become credentialed by NBCC, and sometimes in job acquisition. For students who attend CACREP accredited programs, NBCC allows the examination for the NCC credential prior to graduation. Other students must wait until they have both graduated and gained experience. Employees recognize that graduates from CACREP accredited programs have met a professional standard of excellence.

The bottom line, however, is as follows: when a faculty member decides to seek CACREP accreditation, that faculty member is making a statement for the profession. The faculty member is saying that he or she cares about the profession of Counseling and believes in its future. Such a faculty member also buys into one of the fundamental purposes of the American Counseling Association: Professionalization. This purpose is designed to promote standards and advocacy for the counseling profession. This is what CACREP is all about. It is a way for counseling professionals to continually define the counseling profession.

CACREP standards have been developed over the years for counselors and counselor educators as minimum standards for the profession. Such standards help counselors maintain identity, mission, self-respect and dignity. Quite frankly, as a counselor educator, I wouldn't want to strive for less than what the profession sets as minimum standards for training. Would you?

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## Jean H. Cecil Retires

Jean H. Cecil, chairman of Counselor Education at the University of Alabama has retired. CACREP thanks her for her strong support and her many on-site team visits on our behalf. Her distinguished career as a professional counselor includes ACES and ASCA involvement and the presidency of the Alabama ACD.

The student organization at the University of Alabama has been renamed the Jean H. Cecil Student Chapter of ACA.



## CACREP Standards Revision Committee Report

by Bill Evraiff, Chair

The CACREP Standards Revision Committee held its 7th and final meeting June 4-7, 1992 in Alexandria, VA. We had begun three years earlier with a charge from CACREP to provide opportunity for feedback from the counseling profession regarding possible changes in the 1988 Standards. The revised standards were to be presented to CACREP for their review and adoption by Fall 1992. The new standards would become effective January 1, 1994.

The Standards which we have submitted to CACREP represent thoughtful, strenuous deliberations. Over the past year the committee has received recommendations from approximately 100 individuals, five ACES regional meetings, the ACES Standards Committee, eight divisions and their accreditation committees, and another professional organization not directly affiliated with ACA. The extensive responses that were received were based on the second draft of standards distributed summer 1991 to a wide ranging audience of over 1,000 individual counselor educators and programs.

Each of the six committee members had copies of every recommendation submitted. Many individuals and programs did not respond, and the committee interpreted the lack of response as an acceptance of the 1988 standards or sufficient satisfaction with them not to feel the need to respond. A variety of responses were received, ranging from the opinion that the second draft was fine to a request for extensive changes and additions.

In preparation for the last meeting, individual committee members reviewed and made notes of each recommendation. We worked our way through the second draft line by line, and even word by word, with our notes from the recommendations to guide us in our deliberations. Our group process was fascinating but not atypical. We'd proceed smoothly and then have difficulties which would take lengthy discussions. First, we had to find a way of expressing the idea that all six of us could agree on, and then we needed the words that would convey the idea as a standard.

The standards which our committee has submitted to the CACREP Board are not perfect. We recognize that it would be possible to spend a lifetime and never come up with a set of Standards that all of

our colleagues liked. We feel good about what we have done. We have labored hard, and we think we have produced a document that most of our colleagues will find professionally acceptable, and one that can serve the profession well as we approach the 21st century.

This has been one of the hardest working committees I have served on and I deeply appreciate the work of those who contributed. On behalf of the committee I wish to thank the counselor educators who responded. Without your responses and recommendations there would be no new Standards.

In conclusion I would like to call to your attention once more the membership of this committee: Dr. Janine Bernard, Dr. Carol Bobby, Dr. David Brooks, Dr. Nicholas Vacc, and Dr. Joe Kandor, ex-officio.

## ATTENTION UNIVERSITIES WHO HAVEN'T SOUGHT CACREP ACCREDITATION BECAUSE .....

by Debbie Jacobs  
CACREP Accreditation Associate

The bottom line for a university's counseling program is enrollment. You may be interested to know that prospective graduate students investigating the counseling profession as a career and having read the *Occupational Outlook Handbook*, contact the CACREP office as wise consumers seeking the names of schools that have CACREP accreditation. We are asked about the advantages of attending a CACREP accredited school and for a copy of our *Directory of Accredited Programs*. Time, quality and employability are among their major concerns. Students are aware of licensure laws in various states as well as the advantage of graduating from a CACREP accredited program insofar as eligibility to sit for the NCC exam.

In Fall 1991, the CACREP Board of Directors mailed a survey to all counseling programs listed (except those rehabilitation counseling programs that would be accredited by CORE) in the *Hollis and Wantz Counselor Preparation 1990-92 Programs, Personnel, Trends* to determine among other things, the number of institutions that were considering CACREP accreditation in the future. You may recall completing this survey. We were pleased to receive more than 400 responses, with a significant num-



## ACA ADVOCACY COORDINATORS

submitted by Harriet Glosoff  
ACA Advocacy Coordinator

As a further service to the counseling profession, the American Counseling Association (ACA) has hired two Advocacy Coordinators. Harriet Glosoff, who started in January, and Kaye Whitely, who began in June, are both professional counselors with experience as practitioners and counselor educators.

The primary goal of the Advocacy Coordinators is to try to ensure that professional counselors achieve parity with their peers in other mental health professions. They accomplish this through a variety of tasks including: monitoring federal and state laws affecting counselors and ensuring that the regulations promulgated are appropriate for counselors; reviewing all existing state agency requirements for counselors (i.e., school, rehabilitation, and community mental health center counselors); assisting state leaders in obtaining or upgrading counselor credentialing legislation and mandatory third party reimbursement; and providing consultation and training to state and regional leaders.

The relationship between advocacy and accreditation is apparent in a number of situations the Advocacy Coordinators deal with. For example, Harriet Glosoff has been working on the use of uniform education, experience, and examination standards in counselor credentialing legislation. The primary goal is to have all states enact counselor licensure laws that mirror ACA's model legislation for the licensure of professional counselors. This model includes a

minimum requirement of a master's degree, 60 graduate semester hours and coursework reflecting the CACREP core. Another example is that Kaye Whitely is working on having state departments of education use the educational standards as defined by CACREP as one of the criterion for state certification of school counselors.

ber indicating that they were somewhere in the stages of pursuing CACREP accreditation. A small number included comments as to why they would not be pursuing CACREP accreditation. Remarks such as "... be more flexible with your standards..." "CACREP standards kill part-time programs ..." "If we add CACREP standards to what we already have, students will be here 3 years," "CACREP is for larger programs only" and finally, "Our curriculum follows CACREP standards, but space, support staff etc. pose problems." Looking at the *Directory of Accredited Programs* in this issue of the *CACREP Connection*, you will see that a variety of universities have undergone CACREP accreditation procedures. Most programs are in fact designed for part-time students. Accredited programs are located in institutions which are urban, suburban, rural; private and public. By reading the articles written by Janine Bernard and Pete Warren in this issue of the *CACREP Connection*, you will see that even the small, rural schools realize a benefit from becoming CACREP accredited despite the costs.

In the Second Draft of the CACREP 1994 Standards, the Preamble states, "Standards are not intended to delimit creativity. Any program which wishes to justify variations in how they meet these standards may submit a rationale statement. CACREP will determine whether the variability is educationally sound or primarily institutionally expedient." Our headquarters staff as well as members of our Board of Directors would be happy to listen to your questions as to eligibility and where *flexibility* can be applied to the Standards. Consider giving us a call the next time you hear something about CACREP and see only obstacles.

In both of these examples, the ACA Advocacy Coordinators promote CACREP (or equivalent) standards as the minimum education requirements to be met in the credentialing of counselors by state officials. Of course, if these general practice and specialty area standards are to serve as a foundation for professional counselor legislation and regulations, accredited programs must be available to prepare professional counselors.

If you have any questions about advocacy, please call Harriet or Kaye at ACA Government Relations, 703/823-9800, Ext. 282 or 201

## Saum Retires from CSU/Sacramento

Our thanks for the good work and congratulations are offered to Dr. James Saum upon his retirement from California State University/Sacramento this past February. He has been an on-site team chair and team member for many years and has been an active CACREP participant since 1981. Though retiring from CSU/Sacramento, we know that he can not retire from being a professional counselor and look forward to his continued input.



## Building Professional Excellence Through Program Preparation

by Janine Bernard

Graduate School of Education and Allied Professions  
Fairfield University, Connecticut

The last two ACA conventions have included a CACREP-sponsored panel discussion about the ins, outs, and consequences of going the CACREP route to program improvement. Panelists, all directors of CACREP-accredited programs, represented the breadth of professional preparation programs, including doctoral programs, masters level programs, large urban universities, small private universities, programs with full-time students only, and those devoted to part-time students. Panelists and their affiliations were: Don Haight (SUNY/Plattsburgh), Art Lloyd (Idaho State University), Don W. Locke (N.E. Louisiana University), Gerald West (San Francisco State University), and myself (Fairfield University). Joe Kandor, CACREP Chair, served as moderator.

Despite the differences between any two of these institutions, the themes that emerged were strikingly similar. I would like to summarize some of these themes, as well as some of the concerns raised by members of the audience representing programs considering seeking accreditation from CACREP.

• **Institutional support.** In all cases, panelists reported that CACREP has put the counselor education program in a favorable light within their institutions. As a result, even when money has been tight, accreditation has made deans reluctant to compromise the integrity of the programs. The programs often receive a good deal of protection because the administration acknowledges the commitment and work that accreditation represents. Universities need faculties that will help them communicate excellence to their communities. CACREP-accredited programs find that they are mentioned in official communications between the university and the public far more than in the past. In this way, CACREP-accredited programs support the mission of the university.

• **Using CACREP as leverage.** Leverage is the other side of the institutional support coin. Without exception, program directors have reported times when they were able to use CACREP as the rationale for adding resources or an argument against deleting them. Being able to present de-

partment heads and deans with cogent and credible national standards provides the kind of leverage that a program director needs to stimulate support. It is important to remember that this is not an issue of political winning or losing. Rather, CACREP represents the profession's argument for quality. As more programs opt for accreditation, that argument gets stronger on each of our campuses.

• **Increase in applications for admission.** One of the initial worries of unaccredited programs is that, with increased demands on students, enrollment in the program will suffer. This has not been the experience for those programs that have chosen to seek accreditation, even those programs in private institutions with high tuition and/or programs with local competition. Within a very short amount of time, the word is out that a program is more comprehensive than the others in the area. Students have had enough years seeing a tight job market to know that an accredited program offers them an edge when it's time to seek employment in the highly competitive world of mental health. Furthermore, being accredited means receiving more applications outside of the geographic area even if, historically, the institution has served only local communities. Students who do their homework learn about CACREP and conduct a national search for the program that will suit their needs.

• **Upgrading based on the accreditation process.** Although thus far I have focused on some of the external realities of being an accredited program, each panel member had the same central message: "We're a better program than we used to be." The Standards have challenged each program that has sought CACREP-accreditation in some similar ways and some unique ways. The process of doing the first self-study (and all subsequent self-studies) is itself not only a review of FTE's and internship hours, but a reflection of program objectives, excellence in teaching and supervision, and the societal needs our graduates will face. CACREP addresses form, but its real objective is substance.

### Issues Raised from the Audience.

The biggest leap toward accreditation is perhaps



taken by small programs that serve part-time students. Concerns seemed to revolve around the level of institutional support needed to seek and gain accreditation and the logistics of meeting the Standards, especially those involving clinical instruction. Panel members addressed these issues from their own experiences both within their programs and between their programs and CACREP. Again some themes emerged.

• **Quality and flexibility.** It was the consensus of panel members that the Standards serve as parameters for programs to achieve quality. At the same time, institutional uniqueness and contextual demands may put some Standards out of reach as stated. It is up to each counseling program to address the *spirit* of each Standard and how it is fulfilled within the program. Panel members all felt that CACREP "will work with you." It is the obligation of CACREP to regulate quality based on agreed-upon standards. Part of that responsibility includes having the vision to find opportunities for flexibility when warranted. Flexibility is warranted, obviously, when quality has been protected.

• **Standards are the minimum.** Although the spirit of the discussions were, "Don't count yourselves out until you've given it your best shot," it must be noted that meeting the Standards does entail a great deal of investment and a reasonable core to build upon. For programs that find themselves patching together bits and pieces of their programs to meet many of the Standards, or who have made the judgment that their institutions will not be forthcoming with any reasonable amount of support, CACREP may represent more frustration than enhancement. Such programs needn't abandon CACREP, but may need a longer-term approach to their own program development. The Standards are important for these programs as a reference as they make decisions and changes over time. They continue to serve as a document of authority to help university administrators understand our profession. Finally, the CACREP Standards are there to promote dialogue for all of us involved and invested in counselor education. This may represent their most significant impact.

## A Discussion of Ethical Dilemmas

Graduate programs in counselor education are especially invited to join Ann Vernon, University of Northern Iowa, and Brooke Collison, Oregon State University, for a program at the ACES Convention dealing with ethical dilemmas, using disguised scenarios of "real" situations.

What would you do if you found a graduate student had given himself/herself an A in a course taught by himself/herself at another institution and used that course as transfer credit on his/her graduate program in your counseling department? What do you do if you find a colleague is misusing his/her power over students in self disclosure assignments? What is your role in dealing with a student that is a potential sex offender?

Is there a violation of ethics? law? morals? regulations? in each of these case examples. On hand at the session will be persons with expertise in the law and in counselor ethics. The session, entitled, *Ethical Dilemmas in Counselor Education Programs* will be on Sunday, 9/20 from 8-9:30 am.

## TEAM CHAIR TRAINING TO BE OFFERED PRIOR TO ACES CONVENTION

CACREP will be offering a Team Chair Training session prior to the ACES Convention in San Antonio. The session is scheduled to be held on September 17 from 9-11 a.m. If you have been a member of an on-site team and are interested in being trained for the position of Team Chair, please apply by calling the CACREP office. As well, space is available in this Team Chair Training session for Team Chairs who haven't been out on a visit in awhile and would like to sit in as a refresher. Please contact the CACREP office immediately as space is limited.

## New Team Members Trained

Welcome to the following individuals who received their on-site team member training at the AACD Convention last March in Baltimore:

Dr. Laura Dean  
Dr. Carol Eckstein  
Dr. Daniel Eckstein  
Dr. Joshua Gold

Dr. Sandy Woolum  
Dr. Jim Bergin  
Dr. Dan Jones  
Dr. Pete Warren  
Dr. Beverly Mustaine

Dr. Jane Hovland  
Dr. Richard Wantz  
Dr. Mary Deck  
Dr. Geri Miller



## JCD Special Feature

CACREP is very pleased to be featured in the July/August 1992 issue of the *Journal of Counseling and Development*. We hope that this special feature can provide entry-level counseling students with a primer on accreditation and standards as they relate to counseling professionalization. Don't miss these articles which include an understanding of the history of counseling training standards and an understanding also of how they affect the future of our profession. Thanks to Joe Kador for his editorial excellence and Tom Sweeney, Arthur Lloyd, Nicholas Vacc and Donald Haight for their time and efforts in producing these thorough pieces.

To order additional copies, call ACA Order Services Dept. at 1-800-347-6647 and request order#70173. The JCD is sold at \$12/copy.



ACA and CACREP encourage the citation of credentials in marketing bulletins, employment ads, public relations statements, etc. This corner highlights those institutions which we have noticed, proudly advertising their CACREP-accreditation or which specifically name affiliation with a CACREP program as a preferred qualification in their ads. These kudos have been taken over the past six months from ads in *Guidepost* and *The Chronicle of Higher Education*. If your program deserves to be in the spotlight, let us know, as we want you to be recognized for your share in CACREP's growth and community acceptance.

## Hitchcock Goes to Two of CACREP's Supporters

Larry Loesch, University of Florida, and Nicholas Vacc, University of North Carolina-Greensboro, were presented the Arthur A. Hitchcock Distinguished Professional Service Award for outstanding service to the profession. Loesch served on the CACREP Board of Directors for AMECD and continues to serve as an on-site team chair and team member. Vacc serves CACREP as an on-site team chair, team member, and team trainer and is currently on the Standards Revision Committee.

CACREP congratulates them for the recognition of their work and enjoys their continued support and efforts on behalf of professionalization.

Appalachian State University  
Arkansas State University  
Auburn University  
East Texas State University  
Florida Atlantic University  
George Washington University  
Georgia State University  
James Madison University  
Mankato State University  
Mississippi State University  
Northeast Louisiana University  
Northern Illinois University  
Shippensburg University  
University of Akron  
University of Alabama-Birmingham  
University of Florida  
University of Houston-Clearwater  
University of North Carolina-Greensboro  
University of North Texas  
University of Toledo  
West Georgia College  
Western Michigan University  
Youngstown State University

## The CACREP Staff

The Professional Development office of the American Counseling Association announced in June that all of their continuing education programs are now approved by the American Psychological Association. This includes National Workshops, Home-Study Programs and Independent Readings.



l-r: Jenny Gunderman, Jacqueline Griffeth, Debra Jacobs, Carol Bobby.