

THE CACREP CONNECTION

SUMMER 1995

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Publishing address: 5999 Stevenson Ave., Alexandria, VA 22304.
Telephone: (703) 823-9800, ext. 301,
Fax: (703) 823-0252, TDD: (703) 370-1943.
e-mail: cacrep@aol.com

Carol L. Bobby, Executive Director
Jenny Gunderman, Editor
Debra Jacobs, Accreditation Associate

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Board Elections

The Board enthusiastically returned Jane Myers to the office of Chair and Mary Thomas Burke to the office of Vice Chair. Lewis Sykes was elected to the position of Treasurer. Congratulations!

CACREP Accredits Counseling Programs at over 100 Institutions

Showcase Held in Denver to Celebrate

A milestone was reached in Denver when the CACREP Board of Directors rendered accreditation decisions. Prior to the meeting there were 98 schools with accredited programs. The new accreditation decisions brought that number to 105 as of July 1.

To celebrate reaching the 100 institutions mark, CACREP held a showcase of accredited programs on Saturday, April 29 at the Adam's Mark Hotel. All accredited schools were invited to attend and display information and 76 were able to participate. Patricia Stevens-Smith, a Board member and a faculty member at the University of Colorado at Denver, and two of her graduate students, Lois Freeman and Sharon Hill, worked hard to make the event run smoothly. Because of the overwhelming response, some last minute modifications had to be made, and we were fortunate to have the Colorado Association of Marriage and Family Counseling/Therapy underwrite a major portion of the expenses of the event.

The evening was very successful in giving programs an opportunity to share with each other and letting programs who are considering accreditation speak with faculty and students from accredited programs. The response was very positive and a similar event will be planned for the Pittsburgh convention, which will also mark CACREP's 15th Anniversary.

Unfortunately, the schools which could not participate were the ones who had been accredited at the Denver meeting. The names of those schools could not be made public until 30 days after the decision was made, but you will see them listed on page three and we look forward to their participation next year.

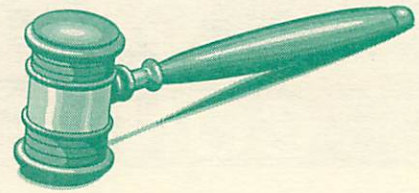
Bylaws Change

The CACREP Bylaws were changed in Denver to reflect the changing needs of officers on the CACREP Board. The former position of Secretary/Treasurer was amended to be only Treasurer allowing that officer to concentrate on CACREP's increasing financial issues. The Executive Director will be taking over the duties of Secretary to the Board.



FROM THE CHAIR

Jane E. Myers, Chair



In the Fall of 1994, CACREP was informed by the American College Personnel Association (ACPA) of its intent to discontinue its constituent membership with CACREP. Letters and conversations with ACPA's representative to the CACREP Board revealed a number of complex issues related to the accreditation of student affairs programs which would need to be considered as a result of ACPA's decision. A major question raised by ACPA is whether CACREP should continue to accredited programs in student affairs.

The CACREP Board established a committee to address the concerns raised by ACPA relative to the continued accreditation of student affairs programs once ACPA terminated its constituent membership as of June 30, 1995. In addition to CACREP Board and committee discussions, the CACREP committee also conducted a survey of CACREP accredited and non-accredited programs. The results of that survey were shared with the Board in Denver, and a forum was provided for full and open Board discussion of the issues and the implications for CACREP as well as ACPA.

There are considerable differences in points of view concerning the issues. ACPA has questioned whether CACREP should continue to accredit programs in the area of student affairs. The American College Counseling Association (ACCA), which also maintains a CACREP representative, participates in CAS (Council for the Advancement of Standards) and represents student affairs/college counseling on the CACREP Board.

The ACCA leadership has expressed a strong commitment to continued accreditation in this area.

There are now student affairs programs who have CACREP accreditation through the year 2002. The impact on these accredited programs was, of course, a major focus of our discussion. The decision of the Board was to continue accreditation of student affairs programs. The CACREP Board is committed to honoring the currently accredited programs, and assisting student affairs programs who are seeking accreditation.

At the same time, it is the desire and intent of CACREP to work cooperatively with ACPA, ACCA, CAS, and other student affairs organizations in seeking resolution on these issues related to the accreditation of student affairs programs. The next standards revision process begins in 1996. We are committed to including discussion of all issues related to student affairs accreditation in the standards revision process, as well as in on-going discussions of CACREP's future structure. We invite input from all interested persons, and especially welcome dialog with our colleagues in organizations representing student affairs.

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

BOARD RENDERS ACCREDITATION DECISIONS IN DENVER



The CACREP Board met at the Denver Marriott City Center on April 23-26, 1995. During this meeting, the following accreditation decisions were made, including accrediting the first Gerontological Counseling program.

The following institutions were granted initial accreditation:

ARIZONA STATE UNIVERSITY, Tempe, AZ
Community Counseling (1997)

CALIFORNIA STATE UNIVERSITY FRESNO, Fresno, CA
Marriage and Family Counseling/Therapy (1997)

NORTHWESTERN STATE UNIVERSITY, Natchitoches, LA
Student Affairs Practice in Higher Education - College Counseling and Professional Practice Emphases (2002)

SOUTHERN CONNECTICUT STATE UNIVERSITY, New Haven, CT
Community Counseling and School Counseling (1997)

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE, Charlotte, NC
Community Counseling and School Counseling (2002)

UNIVERSITY OF PHOENIX, Phoenix and Tucson Campuses, AZ
Community Counseling (1997)

WAKE FOREST UNIVERSITY, Winston-Salem, NC
Community Counseling and School Counseling (2002)

WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT
Community Counseling and School Counseling (1997)

The following institutions were granted reaccreditation:

AUBURN UNIVERSITY, Auburn, AL
Community Counseling, School Counseling, Student Affairs Practice in Higher Education - College Counseling Emphasis, and Counselor Education and Supervision (PhD/EdD) (2001)

LONG ISLAND UNIVERSITY C. W. POST CAMPUS, Brookville, NY
Mental Health Counseling, School Counseling, and Student Affairs Practice in Higher Education - Counseling and Developmental Emphases (1997)

PURDUE UNIVERSITY, West Lafayette, IN
Mental Health Counseling (1997)
School Counseling, Student Affairs Practice in Higher Education - College Counseling and Professional Practice Emphases, and Counselor Education and Supervision (PhD) (2001)

SOUTHERN ILLINOIS UNIVERSITY, Carbondale, IL

Community Counseling, School Counseling, Marriage and Family Counseling/Therapy, and Counselor Education and Supervision (PhD) (1997)

SAN FRANCISCO STATE UNIVERSITY, San Francisco, CA

Community Counseling with a Specialization in Career Counseling, Community Counseling with a Specialization in Gerontological Counseling, Marriage and Family Counseling/Therapy, School Counseling, and Student Affairs Practice in Higher Education - College Counseling Emphasis (1997)

UNIVERSITY OF NORTH TEXAS, Denton, TX

Community Counseling, School Counseling, Student Affairs Practice in Higher Education - College Counseling and Professional Practice Emphases, and Counselor Education and Supervision (PhD/EdD) (2002)

The following institutions were granted continued accreditation from two years to seven years:

MONTANA STATE UNIVERSITY, Bozeman, MT

Marriage and Family Counseling/Therapy, Mental Health Counseling, and School Counseling (2000)

OREGON STATE UNIVERSITY, Corvallis, OR

Community Counseling, School Counseling, and Counselor Education and Supervision (PhD) (2000)

PORTLAND STATE UNIVERSITY, Portland, OR

Community Counseling and School Counseling (2000)

UNIVERSITY OF CINCINNATI, Cincinnati, OH

Community Counseling, School Counseling, and Counselor Education and Supervision (EdD) (2000)

UNIVERSITY OF SOUTH CAROLINA, Columbia, SC

School Counseling and Counselor Education and Supervision (PhD) (1999)

The following institutions received an extension of their current accredited status:

BALL STATE UNIVERSITY, Muncie, IN, extended through December 31, 1995

CALIFORNIA STATE UNIVERSITY LOS ANGELES, Los Angeles, CA, extended through June 30, 1997

MANKATO STATE UNIVERSITY, Mankato, MN, extended through June 30, 1996

NORTHEAST LOUISIANA UNIVERSITY, Monroe, LA, extended through June 30, 1997

UNIVERSITY OF FLORIDA, Gainesville, FL, extended through June 30, 1997

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, Greensboro, NC, extended through December 31, 1995

UNIVERSITY OF OREGON, Eugene, OR, extended through December 31, 1995

The following institution has voluntarily withdrawn the accreditation of its programs; therefore, its accredited status expires as of July 1, 1995:

CALIFORNIA STATE UNIVERSITY SACRAMENTO, Sacramento, CA

NBCC Joins the *Connection*

This edition of the *CACREP Connection* debuts a new tradition of collaboration between CACREP and the National Board for Certified Counselors (NBCC) through the inclusion of an NBCC-generated article in each issue of our newsletter. Both NBCC and CACREP believe that this cooperative endeavor will begin to clarify the unique relationship between CACREP's program accreditation standards and review process and NBCC's individual certification eligibility and testing requirements. In addition, each organization recognizes the importance of disseminating accurate information about the interrelated role that national standards, certification, and licensure have played in helping the counseling profession achieve parity with other related professions.

We hope that the addition of regularly published NBCC information in the *Connection* will allow our readers to become more knowledgeable about NBCC decisions that relate to CACREP. Examples are "Option B" category in NBCC's application packet that waives post-master's work experience for CACREP graduates or the July 1, 1995, effective date for all new National Certified Counselor applicants to be from a minimum 48 semester/72 quarter hour master's degree program that provides courses covering the curricula required by CACREP's eight (8) common core areas. In support of this cooperative publishing venture, the NBCC has graciously agreed to have the *CACREP Connection* printed in Greensboro and shipped back to CACREP for mailing at no charge.

Since CACREP will maintain editorial control over the content of each issue, we invite you to submit ideas or questions that you would like to see addressed in the NBCC articles. Such suggestions will allow us to work closely with the NBCC as they develop articles that are pertinent and interesting to our joint readership.

Just a Reminder...

CACREP Annual Maintenance Fee invoices were mailed in late Spring 1995. This fee must be received in the CACREP office by August 15, 1995.

If your institution is in the process of reapplying for accreditation, you must still pay this fee, which covers your current accreditation. The \$800.00 Application Fee which accompanies your self-study is a separate charge.

NEW NBCC REQUIREMENTS NOW IN EFFECT

by Susan Eubanks,
NBCC Director of Professional Relations

The National Board for Certified Counselors (NBCC) has revised the requirements for the National Certified Counselor (NCC) credential. The educational portion of the revision is designed to bring coursework into alignment with accreditation by CACREP. The NBCC Board of Directors contends that, since CACREP is the academic standard setting body for the profession, it is important to make this change.

As of July 1, 1995, the requirements are:

- Master's degree in counseling ("related field" has been dropped from the NBCC wording)
- 48 semester or 72 quarter graduate hours, with courses in:
 - counseling theory
 - field experience (*see below)
 - human growth and development
 - social and cultural foundations
 - helping relationships
 - group work
 - career and lifestyle development
 - appraisal
 - research and program evaluation
 - professional orientation
- *Two academic terms of supervised field experiences in a counseling setting.
- Two years of post-master's counseling experience (**3,000 hours with 1000 hours of direct service**) with **100 hours** of face-to-face supervision by an NCC or other mental health professional approved by the Board. **NOTE: This requirement is waived for graduates of CACREP Accredited Programs.**

The following criteria remain in effect:

- Two professional references, one being from a recent supervisor.
- Pass the National Counselor Examination for Licensure and Certification (NCE)

The NBCC will continue to offer CACREP Programs the opportunity to host a special examination administration for their students. Those participants have extended application deadlines and submit only one reference from a supervisor. Please contact the Director of Professional Relations at NBCC, 3 Terrace Way, Suite D, Greensboro, NC 27403-3660, if your program is interested in participating.

NEWS and VIEWS

Carol L. Bobby, CACREP Executive Director

CACREP Hosts 2nd Annual Information Exchange and Session on How to Write a CACREP Self-Study at ACA's Denver Convention

On Friday, April 28, 1995, CACREP hosted an informal gathering of individuals interested in sharing innovative ideas, asking questions, and voicing common concerns or areas of satisfaction about seeking or maintaining CACREP accreditation. While attendance at the second annual CACREP Information Exchange did not measure up to the expectations generated by last year's numbers, the caliber of the discussion and questions certainly did! The participants included individuals from both accredited and non accredited programs, several trained team chairs and team members, graduates of CACREP programs, and CACREP's chair, vice chair, and executive director.

Many of those in attendance wanted to hear about the CACREP Board's recent discussions regarding the future status of accreditation of student affairs programs and whether there were any new policies that might affect their ability to seek or maintain accredited status of their programs. Following a brief review of the CACREP Board's discussions by Vice Chair Mary Thomas Burke, the topics for discussion turned to issues surrounding how universities grant faculty load credit for individual and group supervision differently than the recommended CACREP ratios, whether adjusting the visiting team schedule to accommodate a Sunday through Tuesday visit is as workable as the traditional Monday through Wednesday schedule, and how endorsement-only school counseling programs are handled by CACREP during an accreditation review.

One topic that was discussed at length was student advising. Specifically, the attendees were interested in liability issues that might arise by advising a student to transfer out of a program when it is

deemed inappropriate for the student to continue in the program. Two CACREP Standards relate to this issue. They are Standard II.E that requires that faculty assist in facilitating a student's transition out of a program when evaluation(s) indicate student inappropriateness for the program, and Standard V.D.2 b that requires a student retention policy to be published in a student handbook explaining procedures for possible student remediation and/or dismissal from the program for other than academic reasons. All participants agreed on the importance of having the program's retention policy reviewed by college or university legal counsel to make certain that the professional judgment of the faculty could be upheld should a student contest the dismissal or remediation procedures. It was also suggested that students could be required to sign a form, to be placed in their permanent file, that indicated that they had read and understood the student retention policy and procedures.

Besides the Information Exchange, CACREP also sponsored an ancillary session that focused on the nitty-gritty details of organizing and writing a CACREP self-study document. This session, entitled "How to Write Your CACREP Self-Study," was presented by former CACREP Chair Joe Kandor and myself, CACREP Executive Director. Joe and I have presented this session at ACA's conventions since 1990, with each successive year generating a longer waiting list of people who want to attend. The program is generally limited to 25 individuals, since half of the two-hour session is devoted to a hands-on exercise that entails the actual review of real CACREP self-studies. Many positive comments were heard as the attendees were leaving the session this year. There is no doubt that everybody walked away with a better idea of what it's like to read and review a self-study document. Everybody vowed to be concise when they write their own documents and to make certain that the supporting documentation for each standard could be easily found!

DIRECTORY OF ACCREDITED PROGRAMS

Entry-level programs (*Master's degree*)

- CC Community Counseling for programs accredited under the 1988 and 1994 Standards
- CC/CrC Community Counseling with a Specialization in Career Counseling
- CC/CG Community Counseling with a Specialization in Gerontological Counseling
- CCOAS Counseling in Community and Other Agency Settings for programs accredited prior to the 1988 standards
- MFC/T Marriage and Family Counseling/Therapy
- MHC Mental Health Counseling
- SC School Counseling
- SP Student Personnel Service in Higher Education for programs accredited prior to the 1988 standards
SPC - counseling emphasis
SPA - administrative emphasis
SPD - developmental emphasis
- SA Student Affairs Practice in Higher Education for programs accredited under the 1988 standards
SAC - counseling emphasis
SAD - developmental emphasis
SAA - administrative emphasis
- SA Student Affairs Practice in Higher Education for programs accredited under the 1994 standards
SACC - college counseling emphasis
SAPP - professional practice emphasis

Doctoral-level programs (*PhD and EdD programs*)

- CE Counselor Education and Supervision

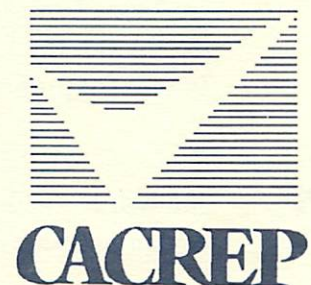
Please note: Standards Revisions are a common practice in order to assure that CACREP remains responsive to the changing needs of the profession. Therefore, requirements may change during a program's cycle of accreditation.

The CACREP Standards are revised every seven years. The current set of Standards, the 1994 standards, came into use in January of 1994. Prior to that the 1988 Standards were in effect.

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

**This list was published:
June 30, 1995**



* denotes accreditation for a two year period

**For specific information regarding any program listed in this directory,
please feel free to contact the CACREP Liaison directly.**

A CACREP FACT SHEET

Summer 1995

- ✓ CACREP is currently represented in 105 institutions. The breakdown among program areas is as follows:

Master's Degree Programs

Community Counseling	85
Community Counseling with a specialization in Career Counseling	3
Community Counseling with a specialization in Gerontological Counseling	1
Marriage and Family Counseling/Therapy	11
Mental Health Counseling (an additional 4 have this designation from review under pre-1988 Standards, as a subspecialty of Community Counseling)	8
School Counseling	85
Student Affairs Practice in Higher Education	50

Doctoral Level Programs

Counselor Education and Supervision	34
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- ✓ In Fall 1995, approximately five (5) additional institutions with various programs will be reviewed and may be added to this list. In addition, by 1996, we're expecting 10-15 new applications for reviews, bringing the total to around 120.
- ✓ Currently, 41 states and the District of Columbia have licensure. Of these 41, a large majority accept the National Counselor Exam administered by the National Board for Certified Counselors. Students in CACREP programs are eligible to sit for this exam during the final term of their program. Several states have included graduation from a CACREP program as an eligibility requirement for obtaining licensure.
- ✓ The CACREP Standards are revised every seven years. The latest revision, the 1994 Standards, is the result of a multi-year process that incorporated feedback from all ACA divisions, counseling practitioners, and many related organizations.
- ✓ Over 210 counseling professionals, both educators and practitioners, have been trained as CACREP on-site team members and chairs. These individuals volunteer their time to help the profession by serving on a CACREP on-site visiting team.
- ✓ The CACREP office staff responds to approximately 10 accreditation standards manual requests and 100 student inquiries each month. Students are sent complimentary literature about the counseling profession and a listing of all CACREP-accredited programs with additional information on NBCC and the NCE.

ALABAMA

Dr. John C. Moracco, CACREP Liaison
Counseling & Counseling Psychology
2014 Haley Center
Auburn University
Auburn University, AL 36849-5222
Phone: 334/844-5160
First Accredited: 9/86
CC, SC, SACC, CE:PhD/EdD (2001)

Dr. S. Allen Wilcoxon, CACREP Liaison
Counselor Education
Graves Hall
University of Alabama
P.O. Box 870231
Tuscaloosa, AL 35487-0231
Phone: 205/348-7579
First Accredited: 3/82
CC, SC, SAC, CE:PhD/EdD (1997)

ARIZONA

Dr. Douglas R. Gross, CACREP Liaison
Division of Psychology in Education
Payne Hall, Room 301
Arizona State University
Tempe, AZ 85287-0611
Phone: 602/965-5067
First Accredited: 4/95
*CC (1997)

Dr. Patrick Romine, Chair
Center for Counselor Education
P.O. Box 52069
University of Phoenix
Phoenix and Tuscon Campuses
Phoenix, AZ 85072-2069
Phone: 602/966-9577
First Accredited: 4/95
*CC (1997)

BRITISH COLUMBIA

Dr. Bill Borgen, Head
Department of Counselling Psychology
University of British Columbia
5780 Toronto Road
Vancouver, B.C. CANADA V6T 1L2
Phone: 604/822-4639
First Accredited: 3/89
CCOAS, SC, SPC (1996)

CALIFORNIA

Dr. Sari H. Dworkin, CACREP Liaison
Department of Counseling & Special Ed.
School of Education and Human
Development
CSU/Fresno
5005 N. Maple Avenue, Suite 350
Fresno, CA 93740-0003
Phone: 209/278-0340
First Accredited: 4/95
*MFC/T (1997)

Dr. Raymond Hillis, CACREP Liaison
Div. of Administration and Counseling
CSU/Los Angeles
5151 State University Drive
Los Angeles, CA 90032
Phone: 213/343-4250
First Accredited: 3/78
SC, SPC (1996)

Dr. Doris Jones, CACREP Liaison
Educational Psychology & Counseling
CSU/Northridge
18111 Nordhoff Street
Northridge, CA 91330
Phone: 818/885-2599
First Accredited: 3/79
*CC/CrC, SC, SAC, MFC/T (1996)

Dr. Amy Hittner, Chair
Department of Counseling
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Phone: 415/338-2005
First Accredited: 3/78
*CC/GC, CC/CrC, MFC/T, SC, SACC
(1997)

Dr. V. Skip Holmgren, CACREP Liaison
Counseling Department/Nichols 220
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
Phone: 707/664-2266
First Accredited: 3/84
CC, SC (1998)

COLORADO

Dr. Robert L. Smith, Division Chair
Counseling Psychology and Counselor Ed.
P.O.Box 173364 / Campus Box 106
University of Colorado at Denver
Denver, CO 80217-3364
Phone: 303/556-2563
First Accredited: 4/91
CC, SC, MFC/T (1998)

Dr. Sarah F. Shaw, CACREP Liaison
Counseling Psychology Program
Division of Professional Psychology
McKee Hall #248
University of Northern Colorado
Greeley, CO 80639
Phone: 303/351-2731
First Accredited: 3/82
CC, SC, MFC/T, CE:EdD (1996)

CONNECTICUT

Dr. Janine Bernard, CACREP Liaison
Counselor Education Department
Graduate School of Education and
Allied Professions
Fairfield University
Fairfield, CT 06430-7524
Phone: 203/254-4000 ext. 2338
First Accredited: 9/86
*CC, SC (1996)

Dr. Eileen Matthey, Chair
Southern Connecticut State University
Counseling and School Psychology Dept
501 Crescent Street
New Haven, CT 06515
Phone: 203/397-4580
First Accredited: 4/95
*CC, SC (1997)

Dr. Barbara McNelis, CACREP Liaison
Western Connecticut State University
Education and Educational Psychology
Westside Campus
Danbury, CT 06810
Phone: 203/837-8512
First Accredited: 4/95
*CC, SC (1997)

DISTRICT OF COLUMBIA

Dr. Pat Brice, CACREP Liaison
Department of Counseling
Gallaudet University
Fowler Hall 107
800 Florida Avenue NE
Washington, DC 20002
Phone: 202/651-5515
First Accredited: 3/93
SC, MHC (2000)

Dr. Eugene W. Kelly, Jr., Liaison
Department of Counseling
Human and Organizational Studies
2134 G Street NW
George Washington University
Washington, DC 20052
Phone: 202/994-8646
First Accredited: 3/84
CC, SC, CE:EdD (1998)

FLORIDA

Dr. Allan Dye, Chair
Department of Counseling
Rollins College
1000 Holt Avenue, Box 2726
Winter Park, FL 32789-4499
Phone: 407/646-2302
First Accredited: 4/94
*CC, SC (1996)

ILLINOIS

Dr. Larry Loesch, CACREP Liaison
Department of Counselor Education
1215 Norman Hall, P.O. Box 117046
University of Florida
Gainesville, FL 32611-7046
Phone: 904/392-0731
First Accredited: 3/81
CC, SC, SAC, SAD, CE:PhD/EdD (1997)

GEORGIA

Dr. Michael L. Baltimore, Liaison
Dept of Counseling & Clinical Programs
Columbus College
4225 University Avenue
Columbus, GA 31907-5645
Phone: 706/568-2222
First Accredited 11/94
*CC (1996)

Dr. Richard M. Smith, Chair
Counseling and Psychological Services
University Plaza
Georgia State University
Atlanta, GA 30303-3083
Phone: 404/651-2550
First Accredited: 3/80
CCOAS, SC, CE:PhD (1996)

Dr. Richard Page, CACREP Liaison
Counseling & Human Development Svcs.
402 Aderhold Hall
University of Georgia
Athens, GA 30602
Phone: 706/542-4104
First Accredited: 4/87
*CC, SC, SAC (1996) SAA, SAD (2001)

IDAHO

Dr. Arthur P. Lloyd, Chair
Department of Counselor Education and
Special Education
Idaho State University
Box 8059
Pocatello, ID 83209
Phone: 208/236-3156
First Accredited: 3/80
MHC, SC, SACC, CE:EdD (2002)

Dr. Thomas V. Trotter, Liaison
Counseling and Special Education
University of Idaho
Moscow, ID 83843
Phone: 208/885-7476
First Accredited: 10/84
*CC, CE:PhD/EdD (1996) SC (1999)

Dr. Lori A. Russell
Bradley University
Department of Educational Leadership
and Human Development / Westlake Hall
Peoria, IL 61625
Phone: 309/677-3193
First Accredited: 3/929
CC, SC (1999)

Dr. Judith Cooney, CACREP Liaison
Division of Psychology & Counseling
College of Education
Governors State University
University Park, IL 60466
Phone: 708/534-4843
First Accredited: 4/91
CC, SC (1998)

Dr. H. Twyman Jones, CACREP Liaison
Department of Specialized Educational
Development / College of Education
61H DeGarmo Hall
Illinois State University
Normal, IL 61790-5910
Phone: 309/438-8997
First Accredited: 4/91
CC, SC (1998)

Dr. Linda Keel, CACREP Liaison
Counselor Education
Northeastern Illinois University
5500 North St. Louis Avenue
Chicago, IL 60625
Phone: 312/794-2970
First Accredited 4/94
*CC, SC (1996)

Dr. Allen Ottens, CACREP Liaison
Educational Psychology, Counseling, and
Special Education
Northern Illinois University
Graham Hall 223
DeKalb, IL 60115-2854
Phone: 815/753-8431
First Accredited: 3/89
CCOAS, SC, SPC, CE:EdD (1996)

Dr. Robert Crowley, CACREP Liaison
Human Development Counseling Program
Brookens 332
Sangamon State University
Shepherd Road
Springfield, IL 62794-9243
Phone: 217/786-6504
First Accredited 10/93
*CC, SC (1995)

Dr. Karen Prichard, CACREP Liaison
Counseling Programs
Dept of Educational Psychology
Southern Illinois University
Carbondale, IL 62901-4618
Phone: 618/536-7763
First Accredited: 3/88
*CC, MFC/T, SC, CE:PhD (1997)

Dr. Donald Waterstreet, Chair
Department of Counselor Education and
College Student Personnel
Western Illinois University
74 Horrabin Hall
Macomb, IL 61455
Quad Cities & Macomb Campuses
Phone: 309/298-1529
First Accredited: 4/87
*SAD (1996) CC, SC (2001)

INDIANA

Dr. Larry Gerstein, CACREP Liaison
Dept of Counseling Psychology
Teachers College - Room 622
Ball State University
Muncie, IN 47306-0585
Phone: 317/285-8040
First Accredited: 3/80
CCOAS (1995)

Dr. Allen Segrist, CACREP Liaison
Counseling and Development
1446 LAEB
Department of Educational Studies
Purdue University
West Lafayette, IN 47907-1446
Phone: 317/494-9748
First Accredited: 9/86
*MHC (1997)
SC, SACC, SAPP, CE:PhD (2001)

IOWA

Dr. Ann Vernon, CACREP Liaison
Educational Admin. and Counseling
University of Northern Iowa
508 Education Center
Cedar Falls, IA 50614-0604
Phone: 319/273-2605 or -2082
First Accredited: 10/90
CC, MHC, SC (1998)

Dr. Dick Dustin, CACREP Liaison
Division of Counselor Education
N338 Lindquist Center
University of Iowa
Iowa City, IA 52242-1529
Phone: 319/335-5288
First Accredited: 3/89
SC, SPC, SPD, SPA, CE:PhD (1996)

KANSAS

Dr. Donald E. Ward, CACREP Liaison
Psychology & Counseling Department
Hughes Hall
Pittsburg State University
Pittsburg, KS 66762
Phone: 316/235-4521
First Accredited: 10/88
CCOAS (1996)

KENTUCKY

Dr. Thomas Holcomb, Coordinator
Educational Leadership & Counseling
Wells Hall
Murray State University
Murray, KY 42071
Phone: 502/762-2795
First Accredited: 3/89
CCOAS/MH (1996)

LOUISIANA

Dr. Howard Smith, Chair
Educational Leadership and Counseling
Northeast Louisiana University
306 Strauss Hall
Monroe, LA 71209-0230
Phone: 318/342-1246
First Accredited: 3/89
SC, MFC/T (1997)

Dr. Pamela P. Newman, CACREP Liaison
Division of Education
Northwestern State University
Natchitoches, LA 71497
Phone: 318/357-5196
First Accredited: 4/95
SACC, SAPP (2002)

Dr. Theodore P. Remley, Jr.
Educational Leadership and Foundations
University of New Orleans
Lakefront
New Orleans, LA 70148
Phone: 504/286-7386
First Accredited: 10/89
CCOAS/MH, SC, CE:PhD/EdD (1997)

MAINE

Dr. John M. Sutton, CACREP Liaison
Department of Human Resource
Development
400 Bailey Hall
University of Southern Maine
Gorham, ME 04038
Phone: 207/780-5316
First Accredited: 10/87
*MHC, SC, CC (1997)

MARYLAND

Dr. Sharon E. Cheston, CACREP Liaison
Pastoral Counseling Department
Loyola College in Maryland
7135 Minstral Way
Columbia, MD 21045
Phone: 410/312-7620
First Accredited: 10/89
CC (1997)

Dr. David Hershenson, CACREP Liaison
Counseling and Personnel Services
College of Education
University of Maryland
College Park, MD 20742
Phone: 301/405-2862
First Accredited: 10/85
*CC/CrC, CE:PhD (1996)

MICHIGAN

Dr. Frederick Kosinski, Liaison
Educational & Counseling Psychology
Bell Hall 160
Andrews University
Berrien Springs, MI 49104-1000
Phone: 616/471-3466
First Accredited: 3/90
CC, SC (1997)

Dr. Irene Ametrano, CACREP Liaison
Leadership and Counseling
13 Boone Hall
Eastern Michigan University
Ypsilanti, MI 48197
Phone: 313/487-3270
First Accredited: 10/89
CCOAS (1997)

Dr. Robert W. Brown, Chair
Department of Counseling
School of Education and Human Services
478 O'Dowd Hall
Oakland University
Rochester, MI 48309-4401
Phone: 810/370-3071
First Accredited: 11/94
*CC, SC (1996)

Dr. Daisy B. Ellington, Liaison
Counselor Education/College of Ed.
Wayne State University
5429 Gullen Mall
Detroit, MI 48202
Phone: 313/577-1725
First Accredited: 11/94
CC, SC, CE: PhD/EdD (2001)

Dr. John Geisler, CACREP Liaison
Counselor Education and
Counseling Psychology
3102 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008-5195
Phone: 616/387-5110
First Accredited: 10/83
CC, SC, SAC, SAA, CE:EdD (1998)

MINNESOTA

Dr. Diane Coursol, CACREP Liaison
Counseling and Student Personnel
MSU Box 52
Mankato State University
P.O. Box 8400
Mankato, MN 56002-8400
Phone: 507/389-5656
First Accredited: 9/86
CCOAS, SC, SPD (1996)

Dr. Kristelle E. Miller, CACREP Liaison
Dept of Psychology and Mental Health
320 Bohannon Hall
10 University Drive
University of Minnesota Duluth
Duluth, MN 55812
Phone: 218/726-8130
First Accredited: 11/94
*CC, SC (1996)

MISSISSIPPI

Dr. Fred Woodall, CACREP Liaison
Division of Behavioral Sciences
Ewing 335/P.O. Box 3142
Delta State University
Cleveland, MS 38733
Phone: 601/846-4357
First Accredited: 4/91
CC (1997)

Dr. William Graves, CACREP Liaison
Department of Counselor Education
P.O. Drawer GE
Mississippi State University
Mississippi State, MS 39762
Phone: 601/325-3426
First Accredited: 9/86
SAC, CC, SC, CE:PhD/EdD (1998)

Dr. Daniel Randolph, CACREP Liaison
Counseling Psychology and
Counselor Education
Southern Station Box 5012
University of Southern Mississippi
Hattiesburg, MS 39406-5012
Phone: 601/266-4542
First Accredited: 10/85
CC (1999)

MISSOURI

Dr. Christopher J. Maglio, Liaison
Counselor Preparation
Division of Social Science
Northeast Missouri State University
Kirksville, MO 63501
Phone: 816/785-4403
First Accredited: 3/92
CC, SC, SAD (1999)

MONTANA

Dr. Richard Horswill, CACREP Liaison
Health and Human Development
Montana State University
Herrick Hall
Bozeman, MT 59717
Phone: 406/994-5993
First Accredited: 3/93
MFC/T, MHC, SC (2000)

NEBRASKA

Dr. Joe L. Davis, Chair
Counseling Department
University of Nebraska at Omaha
Kayser Hall 421
60th and Dodge Streets
Omaha, NE 68182
Phone: 402/554-2727
First Accredited: 3/93
CC, SC (2000)

NEVADA

Dr. Mike K. Altekruze, Chair
Counseling & Educational Psychology
University of Nevada/Las Vegas
4505 S. Maryland Parkway
Las Vegas, NV 89154-3003
Phone: 702/895-3253
First Accredited: 3/84
CC, SC, MFC/T (1998)

Dr. Marlowe H. Smaby, Liaison
Counseling & Educational Psychology
University of Nevada/Reno
College of Education/278
Reno, NV 89557-0029
Phone: 702/784-1772
First Accredited: 4/94
SACC (2001)
*MFC/T, SC, CE:EdD (1996)

NEW JERSEY

Dr. Marion Cavallaro, Chair
Counseling and Personnel Services
Trenton State College
Trenton, NJ 08650-4700
Phone: 609/771-2119
First Accredited: 4/91
CC, SC (1998)

NEW MEXICO

Dr. Deborah Rifembary, Liaison
College of Education
University of New Mexico
Albuquerque, NM 87131
Phone: 505/277-8933
First Accredited: 10/82
CC, SC (1997)

NEW YORK

Dr. Melvin R. Heck, CACREP Liaison
Counseling and Development
Long Island University
C.W. Post Campus
Brookville, NY 11548
Phone: 516/299-2814
First Accredited: 9/86
*MHC, SC, SAC, SAD (1997)

Dr. Alan D. Goldberg, Chair
Counselor Education
Syracuse University
370 Huntington Hall
Syracuse, NY 13244-3240
Phone: 315/443-2266
First Accredited: 4/94
*SC, SAC, CE:PhD/EdD (1996)

Dr. Joseph R. Kandor, Chair
Department of Counselor Education
115 Faculty Office Building
350 New Campus Drive
SUNY College at Brockport
Brockport, NY 14420
Phone: 716/395-2258
First Accredited: 4/87
CC, SC, SAC (2001)

Dr. Donald A. Haight, CACREP Liaison
Center for Human Resources
SUNY College at Plattsburgh
Plattsburgh, NY 12901
Phone: 518/564-4178
First Accredited: 3/90
CC, SC, SAC (1997)

NORTH CAROLINA

Dr. Lee Baruth, Chair
Human Development and
Psychological Counseling
Appalachian State University
Boone, NC 28608
Phone: 704/262-2055
First Accredited: 10/83
CC, SC, SAC, SAD, SAA (1998)

Dr. Stanley B. Baker, CACREP Liaison
Department of Counselor Education
520 Poe Hall, Box 7801
North Carolina State University
Raleigh, NC 27695-7801
Phone: 919/515-2244
First Accredited: 3/90
SAC, CE:PhD (1997)

Dr. Duane Brown, CACREP Liaison
School of Education
UNC/ Chapel Hill, CB #3500
Chapel Hill, NC 25799-3500
Phone: 919/966-5266
First Accredited: 4/86
*SC (1996)

Dr. Mary Thomas Burke, Chair
Department of Human Services
UNC/Charlotte
Charlotte, NC 28223
Phone: 704/547-4718
First Accredited: 4/95
CC, SC (2002)

Dr. Nicholas A. Vacc, Chair
Dept of Counseling & Educational
Development
1000 Spring Garden Street
UNC/Greensboro
Greensboro, NC 27412-5001
Phone: 910/334-3422
First Accredited: 1981
CCOAS, SC, SPC, CE:PhD/EdD (1995)

Dr. Thomas M. Elmore, CACREP Liaison
Counselor Education
Box 7266, Reynolda Station
Wake Forest University
Winston-Salem, NC 27109
Phone: 910/759-5343
First Accredited: 4/95
CC, SC (2002)

Dr. W. Dale Brotherton, Liaison
Counselor Education Programs
Department of Human Services
Western Carolina University
Cullowhee, NC 28723
Phone: 704/227-7207
First Accredited: 3/93
CC, SC (2000)

OHIO

Dr. Elizabeth Welfel, CACREP Liaison
Counseling, Administration and Adult Learning

Cleveland State University

1860 East 22nd Street
Rhodes Tower, 1419
Cleveland, OH 44115
Phone: 216/687-4613
First Accredited 11/94
*CC (1996)

Dr. David G. Zimpfer, CACREP Liaison
Counseling & Human Development
310 White Hall

Kent State University

Kent, OH 44242-0001
Phone: 216/672-2662
First Accredited: 4/91
CC, CE:PhD (1998)

Dr. Richard Hazler, Chair
Department of Counselor Education
386 McCracken Hall

Ohio University

Athens, OH 45701
Phone: 614/593-4461
First Accredited: 9/86
*SC (1996) CC, CE:PhD (2001)

Dr. William Nemec, CACREP Liaison
Counseling and Special Education
127 Carroll Hall

University of Akron

Akron, OH 44325-5007
Phone: 216/972-6748
First Accredited: 10/85
*MFC/T (1996) CC, SC, CE:PhD (2001)

Dr. Martin Ritchie, CACREP Liaison
Dept of Counselor & Human Svcs Ed.

University of Toledo

2801 West Bancroft Street
Toledo, OH 43606-3390
Phone: 419/537-4775
First Accredited: 10/89
CCOAS, SC (1997)

Dr. Geoffrey G. Yager, CACREP Liaison
Counseling Programs
Division of Human Services
College of Education
University of Cincinnati, M.L. 02
Cincinnati, OH 45221-0002
Phone: 513/556-3347
First Accredited: 3/93
CC, SC, CE: EdD (2000)

Dr. Jan LaForge, CACREP Liaison
Department of Human Services

Wright State University

Dayton, OH 45435
Phone: 513/873-4206
First Accredited: 3/89
CCOAS/MH, SC (1996)

Dr. Jan Gill-Wigal, Chair
Department of Counseling
Youngstown State University

410 Wick Avenue
Youngstown, OH 44555
Phone: 216/742-3257
First Accredited: 3/86
CC, SC (1999)

OREGON

Dr. Brooke Collison, CACREP Liaison
Counselor Education Program
School of Education

Oregon State University

Corvallis, OR 97331
Phone: 503/737-5968
First Accredited: 3/86
CC, SC, CE:PhD (2000)

Dr. Carol A. Burden, CACREP Liaison
Department of Special Education and
Counselor Education

Portland State University

P.O. Box 751
Portland, OR 97207-0751
Phone: 503/725-4687
First Accredited: 3/93
CC, SC (2000)

Dr. Janet Moursund, CACREP Liaison
Counseling Psychology Program
College of Education

5251 University of Oregon

Eugene, OR 97403-5251
Phone: 503/346-5501
First Accredited: 3/88
CCOAS/MH (1995)

PENNSYLVANIA

Dr. Joseph F. Maola, Chair
Department of Counseling, Psychology
and Special Education

Duquesne University

Canevin Hall
Pittsburgh, PA 15282
Phone: 412/396-6099
First Accredited: 3/93
CC, SC (2000)

Dr. Thomas L. Hozman, Chair
Department of Counseling
Shippensburg University
1871 Old Main Drive
Shippensburg, PA 17257
Phone: 717/532-1668
First Accredited: 3/80
CCOAS, SC, SPD, SPC (1996)

Dr. Charles G. Spice, Jr., Liaison
Psychology in Education
5C-01 Forbes Quadrangle
University of Pittsburgh
Pittsburgh, PA 15260
Phone: 412/624-7234
First Accredited: 10/89
SC, SPC (1997)

Dr. Thomas M. Collins, Liaison
Department of Human Resources
University of Scranton
Scranton, PA 18510
Phone: 717/941-4129
First Accredited: 3/92
SC, CC (1999)

SOUTH CAROLINA

Dr. Mike Robinson, CACREP Liaison
Dept of Educational Psychology
Education Building
University of South Carolina/Columbia
Columbia, SC 29208
Phone: 803/777-3053
First Accredited: 10/84
SC, CE:PhD (1999)

SOUTH DAKOTA

Dr. Richard L. Roberts, Head
Counseling & Human Resource Dev.
Box 507 Wenona Hall
South Dakota State University
Brookings, SD 57007-0095
Phone: 605/688-4190
First Accredited: 11/94
*CC, SC, SAC (1996)

Dr. Frank Main, Chair
Division of Educational Psychology and
Counseling
University of South Dakota
414 E. Clark Street
Vermillion, SD 57069
Phone: 605/677-5257
First Accredited: 3/93
CC, SC, SAD, CE: EdD (2000)

TENNESSEE

Dr. Margaret L. Fong, Chair
Counseling, Educational Psychology, and
Research
Ball Education Building 100
University of Memphis
Memphis, TN 38152
Phone: 901/678-2841
First Accredited: 11/94
CC, SC, SACC, CE:EdD (2001)

Dr. Charles L. Thompson, Liaison
Educational and Counseling
Psychology
108 Claxton Education Building
University of Tennessee/Knoxville
Knoxville, TN 37996-3400
Phone: 615/974-5131
First Accredited: 10/82
CC, SC, CE:PhD/EdD (1997)

Dr. Roger F. Aubrey, CACREP Liaison
Department of Human Resources
Box 322, Peabody College
Vanderbilt University
Nashville, TN 37203
Phone: 615/322-8484
First Accredited: 3/83
CC (1998)

TEXAS

Dr. Richard E. Lampe, CACREP Liaison
Dept of Counseling and Guidance
East Texas State University
Commerce, TX 75429
Phone: 903/886-5631
First Accredited: 3/92
CC, SC, SAC, CE: EdD (1999)

Dr. Jane Holland, CACREP Liaison
Department of Counseling and Special
Education Programs
Stephen F. Austin State University
PO Box 13019, SFA Station
Nacogdoches, TX 75962-3019
Phone: 409/568-1065
First Accredited: 10/93
*CC (1995)

Dr. Byron Medler, Chair
Counselor Education Program
P.O. Box 13857
University of North Texas
Denton, TX 76203-3857
Phone: 817/565-2913
First Accredited: 3/80
CC, SC, SACC, SAPP, CE: PhD/EdD
(2002)

VERMONT

Dr. Zander Ponzo, CACREP Liaison
Integrated Professional Studies
405 Waterman Building
University of Vermont
Burlington, VT 05405-0160
Phone: 802/656-3888
First Accredited: 10/82
CC, SC (1997)

VIRGINIA

Dr. Lennis Echterling, CACREP Liaison
Department of Psychology
Johnston Hall
James Madison University
Harrisonburg, VA 22807
Phone: 703/568-6522
First Accredited: 3/80
CC (1996)

Dr. Thomas C. Tiller, CACREP Liaison
Department of Counselor Education
1501 Lakeside Drive
Lynchburg College
Lynchburg, VA 24501-3199
Phone: 804/522-8515
First Accredited: 3/92
CC, SC (1999)

Dr. Courtland C. Lee, Head
Counselor Education Program
169 Ruffner Hall
University of Virginia
Charlottesville, VA 22903
Phone: 804/924-3119
First Accredited: 3/80
CCOAS, SC, SPC, SPD, CE:PhD/EdD
(1996)

WASHINGTON

Dr. Valarie E. Appleton, Liaison
Department of Applied Psychology
MS 92
Eastern Washington University
Cheney, WA 99004
Phone: 509/359-6662
First Accredited: 9/86
*CC, SC (1996)

Dr. Arlene C. Lewis, CACREP Liaison
Department of Psychology, MS 9089
Western Washington University
Bellingham, WA 98225-9089
Phone: 360/650-3523
First Accredited: 10/93
*SC, MHC (1995)

WEST VIRGINIA

Dr. Jeffrey K. Messing, Chair
Department of Counseling, Counseling
Psychology, and Rehabilitation
Counseling
West Virginia University
502 Allen Hall
Morgantown, WV 26506-6122
Phone: 304/293-3807
First Accredited: 3/93
CC, SC (2000)

WISCONSIN

Dr. Leo Remacle
Department of Counselor Education
University of Wisconsin Oshkosh
Oshkosh, WI 54901
Phone: 414/424-0346
First Accredited: 3/92
CC, SC, SAC (1999)

WYOMING

Dr. Ken Coll
Program Unit Coordinator
Counselor Education
P.O. Box 3374, University Station
University of Wyoming
Laramie, WY 82071
Phone: 307/766-2369
First Accredited: 3/82
CC, SC, SAC, CE: PhD/EdD (1996)

MINUTE BY MINUTE

BOARD CHANGES

It's that time of the year again when we have to say goodbye to Board members who are ending their terms and welcome new faces.

Robert Conyne is leaving to become President of ASGW for the 1995-1996 year. We will certainly miss his humor and good sense. His replacement, **Donald Ward**, actually took over during the Denver meeting. Dr. Ward is at Pittsburg State University in Pittsburg Kansas. Since he has been through the accreditation process and served as the CACREP Liaison at Pittsburg State, we feel like he's part of the family already.

The ASCA Representative position is also changing. **Mary Deck** is ending a three-year term and is looking forward to a life after CACREP boxes! We will miss Mary, but she has promised that she may have time to actually serve as a visiting team member now, so we know we'll be in touch. Replacing her is **Sherry Basile** of Indiana University-Purdue University at Indianapolis. Dr. Basile was able to attend the joint session with NBCC in Denver.

Art Lloyd, representing ACCA, will be ending a three-year term in June. Our understanding is that he will be able to spend a larger block of time traveling outside of the U.S. now, as well as serving as an advocate for CACREP. Replacing Art is **Mary Maples** of the University of Nevada Reno. Dr. Maples has served as a Team Chair for CACREP as well as being a Past President of ACA.

The American College Personnel Association (ACPA) has opted to discontinue constituent membership on the CACREP Board, therefore **Dea Forney** will be leaving the Board as of June 30. Dea has done an excellent job of integrating ACPA's perspectives while still serving the CACREP Board.

One of the Public Members, **Jacqui Griffeth** is ending a three year term. She has just received her Master's Degree and is looking forward to a new career. A new public member, **Lucien Capone**, was elected to the Board beginning July 1. Mr. Capone is an attorney in the field of education and we look forward to his unique perspectives.

The American Mental Health Counselors Association has appointed practitioner **Sue Armstrong** to fill the vacancy left on the Board when former representative **Roberta Driscoll** resigned. Welcome!

Attention CACREP Team Chairs

Once you have been chair trained and have been on at least one visit, you are eligible to be included in the list of CACREP consultants. Please note that we do not automatically put you on a consultant list, you must let the office know that you are interested. Also, because CACREP does not get involved in the consulting process, we cannot ensure that you will be called to consult.

The Benefits of a Consultant

We frequently get calls from institutions who are just beginning to evaluate their programs in order to write a self-study. They often ask about the possibility of having a consultant visit their campus to help them assess which areas they need to improve.

We are always happy to provide lists and to explain a little about the consulting process. The list we send out is tailored to the institution that requests it. Some small or private schools are most interested in a consultant from a similar setting; however, we may also include former CACREP Board members or others who are so uniquely knowledgeable about the standards that they can apply their experience to any setting. Every person on the list is an experienced Chair of CACREP visiting teams.

The financial arrangements are strictly between the university and the consultant. We suggest calling at least several names on the list to get the range of fees and availability of various consultants. It is important to get someone with whom you feel comfortable.

Usually the consultant comes in after the faculty has begun to gather information, but before any writing of the self-study takes place. You may find it helpful to arrange with the consultant that as part of their assignment, they read the initial draft of the self-study and give you feedback on it.

Please remember, that although we don't make campus visits, the CACREP staff is always available and happy to answer any questions you may have. Whether it is a general question, or very specific to a standard, that is why we are here, so please don't feel bad about calling frequently or asking detailed questions. It has generally been true that schools who have had consultants or who have been in contact with the CACREP office submit self-studies that are clearer and better written.

CACREP Strategic Planning Goals & Objectives

The Mission, Vision, and Fundamental Purposes of CACREP were printed in the Winter 1995 issue of the Connection

PROFESSIONALIZATION

To promote excellence in standards development and professional program accreditation

- I. To promote accreditation of programs in accordance with the 1994 standards.
 - A. To promote a steady annual growth in the number of institutions with accredited programs.
 - B. To promote a steady annual growth in the number of accredited programs within institutions.
- II. To conduct ongoing evaluation of the accreditation process and of the content and structure of the standards.
 - A. To solicit and evaluate feedback from constituents in preparation for the next standards revision process, e.g.:
 - 1. accredited programs
 - 2. programs in the process of self-study
 - 3. ACA divisions
 - B. To solicit and evaluate feedback from non-accredited programs concerning present status and barriers to accreditation.
 - C. To identify and implement strategies that assist non-accredited programs in completing the accreditation process.

PROFESSIONAL DEVELOPMENT

To promote professional development relative to preparation standards and accreditation of professional preparation programs

- I. To develop and implement plans for training necessary to enhance the accreditation process.
 - A. To provide orientation and training for new board members and initial reviewers.
 - B. To provide training for team members and chairs.

- C. To provide training for program faculty seeking accreditation, e.g.:
 - 1. provide annual workshops at ACA convention on writing a self-study.
 - 2. encourage board members to coordinate annual workshops at ACES regional meetings on writing self-studies.
- D. To review, clarify, revise, evaluate, and implement these training programs on a consistent basis.
- E. To promote professional development opportunities for the CACREP staff.

PUBLIC AWARENESS

To promote public awareness and support of standards and the accreditation process

- I. To promote public awareness and support of accreditation.
 - A. To continue to focus on non-accredited counselor education programs to encourage CACREP accreditation.
 - B. To increase the awareness and understanding of CACREP among various publics (e.g., programs, practitioners, students, ACA leaders, college and university administrators, state education department officials, and regional and branch ACA leaders).
 - C. To collaborate with the ACA Public Policy and Advocacy staff through professionalization forums to promote an understanding of the value of accreditation.
 - D. To utilize present CACREP activities to increase awareness and understanding of CACREP among non-accredited programs and the public (e.g., team training, publications).
- II. To promote and support public policy and legislation that enhances the professional competence of counselors and related practitioners.

RESEARCH AND EVALUATION

To promote the advancement and dissemination of research and knowledge concerning the preparation competencies of professional counselors and related practitioners

- I. To define the role of research within CACREP.
 - A. To identify CACREP data and research needs.
 - B. To identify long range research goals and standards.
 - C. To coordinate and focus research goals with other entities.
- II. To develop a recommended research agenda pertinent to accreditation.
- III. To work cooperatively with other organizations (e.g., NBCC, CSI) in developing and implementing a research agenda.

INTRAPROFESSIONAL/ INTERPROFESSIONAL COLLABORATIONS

To promote cooperative relationships with related professional groups nationally and internationally

- To promote networking and collaboration with the American Counseling Association (ACA) and its divisions, branches, and affiliates.
 - A. To provide pertinent information about CACREP to ACA, its divisions, branches, and affiliates, for use in their respective publications.
 - B. To solicit the assistance of ACA, ACES, and other divisions in publicizing and advocating for CACREP.
- II. To foster interpersonal collaboration with credentialing, standards, and professional organizations (e.g., American Association of State Counseling Boards (AASCB), Counseling for the Advancement of Standards (CAS), Council on Rehabilitation Education (CORE), Commission on Rehabilitation Counselor Certification (CRCC), National Board for Certified Counselors (NBCC), International Association for Counseling Services (IACS), and Chi Sigma Iota (CSI).
 - A. To explore the possibility of a closer working relationship with CORE.
 - B. To develop a manual for joint CACREP/CORE program reviews.

- C. To evaluate the continuing viability of CACREP as an accrediting body for college student affairs programs.
- D. To maintain direct communications with NBCC through the use of liaisons to ensure that our goals are compatible.
- E. To maintain relationships with related professional groups for discussion of issues of professional standards, training, and linkages between preparation, certification, and licensure requirements.
- F. To work cooperatively with CSI to promote excellence in counseling.
- III. To work cooperatively with CORPA, ASPA, and any other COPA successor organization to assess the feasibility of an integrated accreditation system for the helping professions.
- IV. To promote specialized accreditation.

ORGANIZATION, ADMINISTRATION, AND MANAGEMENT

To promote the organizational structure, management, staff, facilities, and resources necessary to fulfill our mission.

- I. To examine and refine the role, function, and structure of the CACREP Board relative to the accreditation process.
 - A. To explore alternative processes for initial review of self-studies.
 - B. To develop policies relative to liaison relationships with the Board.
 - C. To review, revise, and implement policies to facilitate the mission and fundamental purposes of CACREP.
- II. To develop a resource management plan which assures the funding and revenue necessary to support excellence in standards development and professional program accreditation.



CACREP Adventures



I should have known a calamity was brewing when -- five days before I was to depart on a CACREP visit -- I awoke with a spinal disc problem so intense that I could not walk or stand upright. With considerable difficulty, I made my way to the office of the chiropractor, who said that with five daily treatments he might be able to get me to the point that I could board an airplane for a short trip. He forbade me to sit during those days, despite the fact that my job includes counseling.

I made great progress and was most optimistic about the visit until the day before the scheduled flight, when I received a call from the Program's CACREP liaison, who informed me not to worry -- that the first snowstorm of the winter was due, but that they had made arrangements for us even if diverted to another airport.. So I didn't worry -- until I received a telephone call that my son had broken some ribs in an accident. "Now, " I said to myself, "nothing else can possibly go wrong!" Driving home to pack for the trip, I heard a weather report warning us of a 100% chance of snow during the night. I live on top of a mountain 46 miles from the nearest airport. I knew that if I did not depart within an hour or two, I probably would not be able to make the trip. I hastily threw some clothes into a suitcase and found a motel with a vacancy.

Early the next morning, when I telephoned the Program's Liaison, to see if the visit was still on, she assured me that it still was. At the airport, I learned that one of the flights had already been cancelled, but that I could be rerouted to another intermediate airport. So I boarded the commuter flight, followed by a flight to Baltimore. I dared not check baggage because of fear of being diverted another time; so I resembled a very decrepit and poorly-balanced "bag lady," juggling everything including my laptop computer and a lumbar pillow. On arrival, I learned that the flights from Baltimore had also been cancelled, but it was expected that they would resume in three or four hours. Calling to

give the Program Liaison an update, I learned that the teamchair had telephoned with the news that he could not get a flight and would have to cancel the visit. I telephoned him, and we agreed that I would attempt to get home.

Baltimore is ordinarily a charming city, one in which I have had many enjoyable visits. This, however, was not one of them. Lines were formed everywhere, with irate travelers berating airline personnel right and left. Finally, reaching a counter for service, I learned that it is much easier to purchase tickets than to it is to change tickets that have been rerouted twice! In fact, the first agent had no idea how to do it. I was ticketed for a 2:45 flight originating in Orlando. "Ah success!" I said to myself. "I know it isn't snowing in Orlando!" This was not the last time I talked to myself on this trip. No, it didn't snow in Orlando -- but high winds there delayed the flight for two more hours.

Observing the progress of a dozen snowplows of various sizes and shapes became my entertainment for the afternoon. There's something hypnotic about a procession of snowplows arranging and rearranging the snow. Someone had built a small snowman on top of one of the trucks, and I watched it move comfortably to load plane after plane. The two flights home were uneventful, but my automobile trip up the mountain was not! Snow-covered roads and high winds welcomed me on the homeward trek. Ten p.m. found me struggling through the last slippery road to my home -- where I discovered that my son had left more than a dozen musical instruments, amplifiers, and other sound-making equipment blocking my anticipated entry to the garage -- with a wind-chill of thirty degrees below zero.

I wonder if CACREP needs someone to visit programs in Miami or Hawaii...

--Glenda Hubbard
On-site Team Visitor

CACREP Supporters Win Awards

Congratulations to three CACREP supporters who were given awards at the ACA Convention in Denver.

• Team visitor **D.L. "Pete" Warren** received the Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person.

• Team visitor **Jim Bergin** received the Carl D. Perkins Legislative Award

• A Research Award was given to Site Visitor and former CACREP Board Member **Donald Linkowski**.

Its nice to see awards given to those who give so much of their time to the profession.

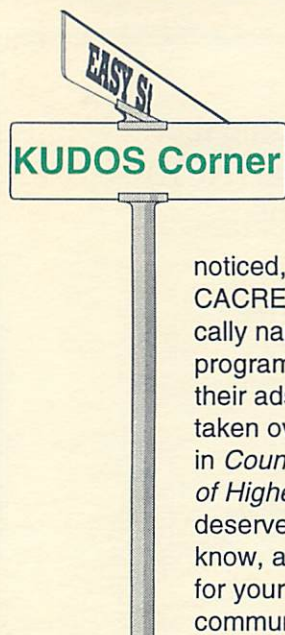
NBCC wishes to recognize and thank these institutions for hosting the National Counselor Examination for Licensure and Certification (NCE) special CACREP administration in October 1994 and April 1995.

Andrews University
Appalachian State University
Auburn University
Bradley University
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Governors State University
Idaho State University
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Long Island University/CW Post
Loyola College
Lynchburg College
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Northeast Louisiana University
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Oregon State University
Portland State University
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Rollins College
San Francisco State University
Sangamon State University
Shippensburg University
Southern Illinois University
State University of New York/Plattsburgh
Trenton State College
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University of Wyoming
Vanderbilt University
Western Carolina University
Western Illinois University
Western Washington University
Wright State University
Youngstown State University

Bulletin Boards for Counselors and Counselor Educators

Since we are new to electronic communication, the CACREP Office has only recently learned of two bulletin boards that may be of interest to counselors. The first is **CESNET** for counselor educators and supervisors. To subscribe, send an e-mail message to LISTSERV@UNIVSCVM.CSD.SCAROLINA.EDU. Leave the subject line blank and type subscribe CESNET-L <your first name> <your last name>. The **International Counselor Network** can be subscribed to by sending an e-mail message to listserv@listserv.net. Again, leave the subject line blank and in the body of the message type subscribeICN@UTKVM.BITNET



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 *Counseling Today* 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.

Arkansas State University
 East Texas State University
 Emporia State University
 Florida Atlantic University
 Idaho State University
 Kent State University
 Northern Michigan University Counseling Center
 Oakland University
 Our Lady of the Holy Cross College
 South Dakota State University
 Texas A & M University - Corpus Christi
 Troy State University
 University of Akron
 University of Dayton
 University of North Carolina - Greensboro
 University of Rochester
 University of South Dakota
 Winthrop University

Welcome to New Team Members and Chairs

The following people attended Team Member Orientation at the Denver Convention:

Donna Anderson
 Ada Cruce
 Doris Skelton
 Sam Milioti
 Don Basse
 Marie Maher
 Benetta Ernestine
 Ken Coll
 Mark Heinrich
 Richard Lampe
 Deanna Hawes
 Alan Goldberg

Shirley Griggs
 Tracy Bostwick
 Glen Davidson
 Kim Pengel
 Brent Snow
 Pat Hudson
 Nicholas Ruiz
 Jacqui Griffeth
 Linnea White
 Mark Bockstahler
 Patricia Jantz
 David Lane

The following team members attended Team Chair Training in Denver:

Mike Robinson
 Nancy Walters
 Joe Maola
 Ed Butler
 Cass Dykeman
 Patrick McGrath
 Jane Hovland
 Rick Wantz
 Judy Cooney



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