The CACREP CONNECTION

SUMMER 1996

Standards Revision Update

Thank you to all of the individuals who submitted applications to be involved in the standards revision process. A committee comprised of CACREP Board members is currently reviewing all of the submissions and hopes to have recommendations for the full Board to approve in late August. At that time we will contact everyone who applied and let them know the results. Until then, we appreciate your patience in waiting to hear from us.

CACREP Board Reviews the "All or Nothing Survey" Results: No Changes Forthcoming

Carol L. Bobby, Executive Director

Late last January, after the CACREP staff had shoveled their way back to the office following the Blizzard of '96, a survey was mailed to the 107 institutions that housed CACREP accredited programs. This survey was called the "All or Nothing Survey", and its primary purpose was to determine what our accredited programs thought of the concept of requiring all counseling programs in an academic unit (department) to apply for accreditation at the same time.

Since its creation, the CACREP accreditation process has allowed departments to submit one or more programs for review, but there has not been a requirement for all counseling programs in a department to apply for accreditation simultaneously. Periodically, the CACREP Board has been criticized for this practice. The criticisms have generally focused on issues of divisiveness, level of commitment, and confusion. With regard to the issues of divisiveness and level of commitment, some critics have argued that when one program (e.g., a Community Counseling program) seeks and obtains CACREP accredited status while another program (e.g., School Counseling) does not, that the department unwittingly sends a message to students that one program is better than another. It also creates differing levels of commitment among the department faculty, even though all faculty must generally teach some of the core curricular requirements in the accredited program. Confusion around terminology has been another criticism. This occurs most frequently when a department offers what it calls a counseling program that encompasses different cognates or tracks. When CACREP comes for an accreditation review, the CACREP terminology is then imposed on the counseling program since we will look at one of the tracks and then accredit it as a separate program. This practice ends up being confusing to the program, students, CACREP, and the public-at-large.

FROM THE CHAIR

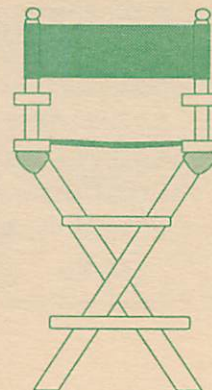**Jane E. Myers**

CHAIR'S FAREWELL

As my term as Chair of the CACREP Board draws to a close, it is a customary time to reminisce and reflect upon the accomplishments which occurred during my two-year term in this position. Two facts lead me to do otherwise. First, the truth is that the accomplishments of CACREP speak for themselves, and extend beyond the work of the Board and beyond any one year. The momentum of the accreditation process is like a moving train. New board members jump aboard (no pun intended) and their energy and commitment only serve to make the train go farther and faster.

Over the past four years, two spent as a board member before being elected to the position of chair, I have observed CACREP go farther and faster. This leads me to reason number two. It is hard to spend much time reminiscing when CACREP is in the midst of such exciting and challenging activities, and with such potential for impact on the counseling profession. The Board has launched the multi-year process of standards revision. As the shepherd of preparation standards created by the profession, the Board bears a weighty responsibility. I encourage all counselors to participate in the standards revision process, and to know that your individual and collective input will be recognized and considered. We are setting the standards for training which will guide the preparation of counselors well into the next century. The time for YOUR involvement is NOW!

CACREP also is engaged in the difficult process of examining the structure of accreditation and determining the best model to serve the needs of the counseling profession now and in the future. Again, your input is vital to the outcome of this process. Write, call, attend sessions and forums at conventions. Contact Dr. Mary Alice Bruce, the new Chair of CACREP's Future Structure's Committee. Let your ideas be heard. Be involved in YOUR profession, NOW.

I want to thank the members of the CACREP Board for their enthusiasm, hard work, dedication, and encouragement over the past two years. Individually and collectively, this Board has been a treat to work with. I also want to express my appreciation to the American Counseling Association for its continued support of all aspects of the accreditation process. Thanks are due the CACREP staff for their support of the Board. I join the three previous chairs of CACREP in affirming my commitment to the accreditation process, and to wishing well to all who follow!

Editor's note: A motion was passed by acclamation during the Pittsburgh meeting that the Board recognize the long-standing contribution of Jane Myers to the accreditation and standards movement, to the CACREP Board, and to the profession of counseling.

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

Accreditation Decisions in Pittsburgh

The Board of Directors met April 17-19 and made the accreditation decisions listed below.

The following institutions were granted initial accreditation:

CONCORDIA UNIVERSITY, River Forest, IL
School Counseling (6/98)

LINDSEY WILSON COLLEGE, Columbia, KY
Marriage and Family Counseling Therapy (6/98)
Mental Health Counseling (6/98)

RADFORD UNIVERSITY, Radford, VA
Community Counseling (6/98)
School Counseling (6/98)
Student Affairs Practice in Higher Education - College Counseling Emphasis (6/98)

The following institutions were granted reaccreditation:

CALIFORNIA STATE UNIVERSITY LOS ANGELES, Los Angeles, CA
Marriage and Family Counseling/Therapy (6/98)
School Counseling (6/98)

GEORGIA STATE UNIVERSITY, Atlanta, GA
Community Counseling (6/98)
School Counseling (6/98)
Counselor Education and Supervision (Ph.D.) (6/98)

GOVERNORS STATE UNIVERSITY, University Park, IL
Marriage and Family Counseling/Therapy (6/98) added to existing accreditation for Community Counseling and School Counseling

JAMES MADISON UNIVERSITY, Harrisonburg, VA
Community Counseling (6/98)
School Counseling (6/98)

NORTHERN ILLINOIS UNIVERSITY, DeKalb, IL
Community Counseling (6/98)
School Counseling (6/98)
Student Affairs Practice in Higher Education - College Counseling Emphasis (6/98)
Counselor Education and Supervision (Ed.D.) (6/98)

PITTSBURG STATE UNIVERSITY, Pittsburg, KS
Community Counseling (6/2003)

SHIPPENSBURG UNIVERSITY, Shippensburg, PA
Community Counseling (6/2003)
Mental Health Counseling (6/2003)
School Counseling (6/2003)
Student Affairs Practice in Higher Education - College Counseling and Professional Practice Emphasis (6/2003)

UNIVERSITY OF IOWA, Iowa City, IA
School Counseling (6/98)
Student Affairs Practice in Higher Education - Professional Practice Emphasis (6/98)
Counselor Education and Supervision (6/98)

UNIVERSITY OF NORTHERN COLORADO, Greeley, CO
Community Counseling (6/98)
Marriage and Family Counseling/Therapy (6/98)
School Counseling (6/98)
Counselor Education and Supervision (Ed.D.) (6/98)

UNIVERSITY OF VIRGINIA, Charlottesville, VA
Community Counseling (6/98)
School Counseling (6/98)
Student Affairs Practice in Higher Education - College Counseling and Professional Practice Emphasis (6/98)
Counselor Education and Supervision (Ph.D. and Ed.D.) (6/98)

UNIVERSITY OF WYOMING, Laramie, WY
Community Counseling (6/2003)
School Counseling (6/2003)
Student Affairs Practice in Higher Education - College Counseling Emphasis (6/2003)
Counselor Education and Supervision (Ph.D. and Ed.D.) (6/2003)

WRIGHT STATE UNIVERSITY, Dayton, OH
Community Counseling (6/2003)
School Counseling (6/2003)

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

EASTERN WASHINGTON UNIVERSITY, Cheney, WA
Mental Health Counseling (formerly Community Counseling) (6/2001)
School Counseling (6/2001)

NORTHEASTERN ILLINOIS UNIVERSITY, Chicago, IL
Community Counseling (6/2001)
School Counseling (6/2001)

OHIO UNIVERSITY, Athens, OH
School Counseling (6/2001)

ROLLINS COLLEGE, Winter Park, FL
Community Counseling (6/2001)
School Counseling (6/2001)

SYRACUSE UNIVERSITY, Syracuse, NY
School Counseling (6/2001)
Student Affairs Practice in Higher Education - College Counseling Emphasis (6/2001)
Counselor Education and Supervision (Ph.D. or Ed.D.) (6/2001)

UNIVERSITY OF AKRON. Akron, OH
Marriage and Family Counseling/Therapy (6/2000)

UNIVERSITY OF GEORGIA, Athens, GA
Student Affairs Practice in Higher Education - Counseling Emphasis
(6/2001)

UNIVERSITY OF PHOENIX, Phoenix and Tucson, AZ
Community Counseling (6/2002)

UNIVERSITY OF SOUTHERN MAINE, Gorham, ME
Community Counseling (6/2002)
Mental Health Counseling (6/2002)
School Counseling (6/2002)

UNIVERSITY OF NEVADA RENO, Reno, NV
Marriage and Family Counseling/Therapy (6/2001)
School Counseling (6/2001)
Counselor Education and Supervision (Ph.D and Ed.D.)
(6/2001)

The following institutions were granted an extension of accredited status for all currently accredited programs:

EASTERN MICHIGAN UNIVERSITY
MURRAY STATE UNIVERSITY
NORTH CAROLINA STATE UNIVERSITY
UNIVERSITY OF NEW MEXICO
UNIVERSITY OF TENNESSEE KNOXVILLE

The following program was voluntarily withdrawn from the reaccreditation process:

CALIFORNIA STATE UNIVERSITY LOS ANGELES,
Student Affairs Practice in Higher Education - College
Counseling Emphasis

CACREP Office Finally Gets New Computers!

In early June,
three new
Macintosh
workstations
and a new laser
printer and
modem were
installed in the
CACREP Office.
We had a little problem
with our modem in the begin-
ning, so we apologize to anyone who had to wait for
an e-mail response. Things seem to be working
well now and we feel very productive since we each
have our own computer.

Update from NBCC

Susan Eubanks,
Director of Professional Relations

When the NBCC Board of Directors met with the CACREP Board at the 1995 ACA Convention in Denver, a joint NBCC/CACREP committee was formed to begin dialog to define what a counseling specialty is. That joint committee on specialties is continuing discussions on the complex matter of the definition of counseling specialties.

In the spring of 1990, NBCC began offering CACREP programs the opportunity to participate in special examination administrations for their students as they apply for national certification. The benefits to students include being able to prepare for the exam as they are studying for comps, being certified upon graduation as well as having an extended application deadline. Beginning with the October 1996 examination, the fees for general applicants will increase slightly while the CACREP Special Administration fees will remain at $175.00 which includes the application, examination and first year's annual maintenance fees. If your program has not received application materials and wishes to participate in the October administration, please contact the Professional Relations Department at (910) 547-0607. The extended application deadline for October Special Administrations is September 6, 1996. Watch for information regarding the 1997 CACREP Special Administrations which will be sent to all CACREP Programs in September.

CORRECTION

The address of CACREP's website was printed incorrectly in the Winter issue of the *Connection*. Apologies to anyone who could not reach it. The correct address is:

http://www.uc.edu/~wilson/cacrep/index.htm

All of Nothing Survey, cont'd

    To determine if such criticisms merited further investigation, the CACREP Board decided to survey its accredited programs on the issue of "all or nothing." The results were overwhelmingly in favor of continuing our current practice to allow one or more programs to apply for accreditation. The decision of having all programs come forward together or just one or two for the time being would be at the discretion of the faculty and administration. Many of the comments received focused on the need for CACREP to remain flexible in its accrediting practice and to continue to recognize that program development is an important aspect of peer review. Respondents reminded CACREP that our current practice allows for programs to develop at their own rate and that not all are ready to seek accredited status at the same time. Many of those surveyed also reminded CACREP that since accreditation is meant to be a *voluntary* review process, that we might be overstepping our responsibility to programs.

    Based on these comments and the general results of the survey, the Board believed it received enough information to put the issue to rest. No changes in our current practice will be forthcoming with regard to "all or nothing." For more specific information, please refer to the Summary of Results presented below.

Summary of Results

Number mailed: 107
(mailed only to CACREP accredited programs)
Responses received: 82 from CACREP programs
Response Rate: 77%

Summary of responses received for each question:

1. How many CACREP programs are accredited in your department?

# Responses	# Programs
15	1
31	2
21	3
11	4
3	5
1	6

2. Do you offer programs in your department that are not CACREP accredited?

        Yes= 62
        No= 20

3. Do you plan to seek CACREP accreditation for any of these programs in the future?

        Yes=   15
        No=   42
        N/A=   19
    Uncertain=   6

4. Do you have programs that are accredited by organizations other than CACREP?

        Yes=   44
        No=   37
   No Answer=   1

5. Please rate your reaction to the following statement:

    CACREP should require <u>all</u> programs within an academic unit to become accredited.

1= Strongly Disagree   to   5 = Strongly Agree

Responses	34	12	8	14	14
Scale Rating	1	2	3	4	5

6. If CACREP were to require "all or nothing" accreditation, my department would:

17	discontinue the accreditation process
14	seek accreditation of all programs
6	discontinue the nonaccreditable programs
36	no change
11	don't know
1	argue a lot
1	other

Fair Access Coalition on Testing (FACT)

CACREP has endorsed the Policy Statement from FACT and will send a liaison to any future meetings relating to FACT. As a supporting agency, CACREP has agreed not only to participate in the coalition meetings, but also to monitor and disseminate information on state and national activities that may affect professional counselors' rights to use testing in their practices. The FACT Policy Statement supports the use of tests by professionals whose education, training, experience and credentials qualify them to purchase, administer, score and interpret test instruments in a manner consistent with the ethical standards of their professions.

Board Establishes New Policies

At the meeting in Pittsburgh, the Board passed the new policies listed below. Following each policy is a description or an explanation of the reasons for the policy.

1. That an institution wishing to withdraw a program from consideration for accreditation must do so in writing, signed by the authorized institutional representative, prior to the time the final decision comes before the Board of Directors at its meeting.

    This means that institutions up for review must have someone available by phone with the ability to send a fax during the Board's deliberation in order to withdraw a program.

2. The Institutional Response should be clear, explicit, and standards specific. In order to facilitate the integration of supplemental information into the process, institutions are requested to utilize the following format recommendations for the Institutional Response:
    1. State the team's recommendation
    2. State the institution's response
    3. Attach any supporting documentation to support #2 above
    No action will be taken on the report before the end of the 30 day response period. This information will be considered by the Board in rendering the final decision concerning accreditation.

    Institutions can still submit updated information up until the meeting date.

3. Team members and team chairs are required to complete an in-service on the most recent standards.

    This applies only to people trained before 1994. We will be contacting you about opportunities.

4. For the final Board review of institutions, the CACREP office will send the following information to Board members:
    • Original letter after the initial review
    • Institutional addendum to the self-study
    • On-site team report
    • Institutional Response to the team report
    If a Board member wishes to have additional materials, he or she may request these from the CACREP office. Each self-study will be available to Board members during the subcommittee meetings.

    The CACREP staff will now be responsible for bring self-studies to the Board meeting instead of Board members bringing them.

5. The Board authorizes the appropriation of funds to hire a contract consultant for the purpose of performing the initial review of institutional self-studies. The amount of funds to be appropriated for this purpose will be determined by the Executive Director in consultation with the Chair and Treasurer.

    To increase consistency of initial reviews, a contractor will be hired to do each review along with a Board member.

CHANGES ON THE BOARD

Goodbye to Longtime Friends...

At the Board meeting in Pittsburgh CACREP said farewell to a number of Board members. They were honored at a Board dinner in Pittsburgh.

ACA representative Thelma Jones Vriend ended her second term on the Board. AMCD representative Patricia Leonard also ended her second term. We will miss them both greatly.

Also leaving was ACES representative Courtland Lee. He leaves his Board seat to take the next hardest position in the field, that of ACA President-elect. We will miss Courtland, but know that he will continue to support CACREP from his new position of power!

Because AADA has decided not to renew its representative to CACREP, our current Chair, Jane Myers will be leaving the Board on June 30. During her two years as chair, Jane brought her sense of professionalism and personal drive to CACREP. She was responsible for the facilitation of CACREP's current Strategic Plan and was instrumental in the adoption of Gerontological Counseling Standards.

*Welcome to New Board Members...*

Dr. Mary Alice Bruce from the University of Wyoming takes over as the new ACES representative. Because of Courtland's responsibilities, Mary Alice attended all of the Pittsburgh meeting, so she is an experienced Board member now.

Dr. Daya S. Sandhu from the University of Louisville will be the new representative from AMCD.

An active team chair, Dr. Thomas Hosie is the new ACA representative. Dr. Hosie teaches at Northeast Louisiana University.

We look forward to seeing everyone at the Fall Board meeting in Portland, Oregon September 29 - October 2, 1996.
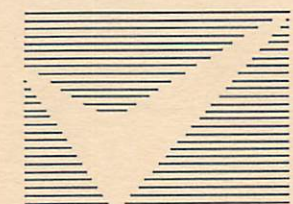
**The Council for Accreditation of Counseling and Related
Educational Programs (CACREP)**
5999 Stevenson Avenue • Alexandria, VA 22304 • 703/823-9800, ext. 301

DIRECTORY
OF ACCREDITED PROGRAMS

Currently, 42 states and the District of Columbia have licensure. Of these 42, 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 when their program elects to participate in a special administration. Several states have included graduation from a CACREP program as an eligibility requirement for obtaining licensure.

Code	No. of Programs	Description
Entry-level programs *(Master's degree programs)*		
CC	80	Community Counseling for programs accredited under the 1988 and 1994 Standards (48 semester hrs)
CC/CrC	4	Community Counseling with a Specialization in Career Counseling (48 semester hrs)
CC/CG	2	Community Counseling with a Specialization in Gerontological Counseling (48 semester hrs)
CCOAS	5	Counseling in Community and Other Agency Settings for programs accredited prior to the 1988 standards (48 semester hrs)
MFC/T	15	Marriage and Family Counseling/Therapy (60 semester hours)
MHC	13	Mental Health Counseling (60 semester hours)
SC	92	School Counseling (48 semester hours)
SPC	2	Student Personnel Service in Higher Education with a Counseling Emphasis for programs accredited prior to the 1988 standards (48 semester hrs)
1988 Standards		
SAC	15	Student Affairs Practice in Higher Education - Counseling Emphasis (48 semester hrs)
SAD	6	Student Affairs Practice in Higher Education - Developmental Emphasis (48 semester hrs)
SAA	3	Student Affairs Practice in Higher Education - Administrative Emphasis (48 semsters hrs)
1994 Standards		
SACC	14	Student Affairs Practice in Higher Education - College Counseling emphasis (48 semester hrs)
SAPP	7	Student Affairs Practice in Higher Education - Professional Practice emphasis (48 semester hrs)
Doctoral-level programs *(PhD and/or EdD degree programs)*		
CE	34	Counselor Education and Supervision

* denotes accreditation for a two year period

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.

For a Directory with complete listings of accredited programs, please contact the CACREP office at 5999 Stevenson Avenue, Alexandria, VA 22304
(703) 823-9800, ext. 301, FAX (703) 823-0252
cacrep@aol.com

ALABAMA

Auburn University
Counseling and Counseling Psychology
CC, SC, SACC, CE:PhD/EdD (2001)

The University of Alabama, Tuscaloosa
Program in Counselor Education
CC, SC, SAC, CE:PhD/EdD (1997)

ARIZONA

Arizona State University
Division of Psychology in Education
*CC (1997)

University of Phoenix
Phoenix and Tucson Campuses
Center for Counselor Education
CC (2002)

BRITISH COLUMBIA

University of British Columbia
Department of Counselling Psychology
CCOAS, SC, SPC (1997)

CALIFORNIA

California State University/Fresno
Department of Counseling and Special
Education
*MFC/T (1997)

California State University/Los Angeles
Division of Administration and
Counseling
*SC, MFC/T (1998)

California State University/Northridge
Educational Psychology and Counseling
*CC/CrC, SC, SAC, MFC/T (1996)

San Francisco State University
Department of Counseling
*CC/GC,CC/ CrC, MFC/T, SC, SACC
(1997)

Sonoma State University
Counseling Department
CC, SC (1998)

COLORADO

Adams State College
Psychology and Counselor Education
*CC, SC (1997)

University of Colorado at Denver
Counseling Psychology and Counselor
Education
CC, SC, MFC/T (1998)

University of Northern Colorado
Counseling Psychology Program
CC, SC, MFC/T, CE:EdD (1998)

CONNECTICUT

Fairfield University
Counselor Education Department
CC, SC (2001)

Southern Connecticut State University
Counseling and School Psychology
Department
*CC, SC (1997)

Western Connecticut State University
Macomb and Quad Cities Campuses
Graduate Counselor Education
*CC, SC (1997)

DISTRICT OF COLUMBIA

Gallaudet University
Department of Counseling
SC, MHC (2000)

George Washington University
Department of Counseling
CC, SC, CE:EdD (1998)

FLORIDA

Barry University
Counseling Program
*MHC, SC (1997)

Florida State University
Department of Human Services and
Studies
CC/CrC, SC, MHC (2002)

Rollins College
Graduate Studies in Counseling
CC, SC (2001)

University of Florida
Department of Counselor Education
CC, SC, SAC, SAD, CE:PhD/EdD (1997)

GEORGIA

Columbus College
Department of Counseling & Clinical
Programs
*CC (1996)

Georgia State University
Counseling and Psychological Services
*CC, SC, CE:PhD (1998)

University of Georgia
Counseling and Human Development
Services.
CC, SC, SAA, SAC, SAD (2001)

IDAHO

Idaho State University
Department of Counseling
MHC, SC, SACC, CE:EdD (2002)

University of Idaho
Adult, Counselor and Technology
Education
*CC, CE:PhD/EdD (1996)   SC (1999)

ILLINOIS

Bradley University
Department of Educational Leadership and
Human Development
CC, SC (1999)

Concordia University
Psychology Department
First Accredited: 4/96
*SC (1998)

Governors State University
Division of Psychology and Counseling
CC, MFC/T, SC (1998)

Illinois State University
Counselor Education
CC, SC (1998)

Northeastern Illinois University
Counselor Education Program
CC, SC (2001)

Northern Illinois University
Educational Psychology, Counseling, and
Special Education *CC, SC, SACC,
CE:EdD (1998)

**Southern Illinois University at
Carbondale**
Educational Psychology and Special
Education Department
*CC, MFC/T, SC, CE:PhD (1997)

University of Illinois at Springfield
Human Development Counseling Program
CC, SC (2000)

Western Illinois University
Department of Counselor Education and
College Student Personnel
CC, SC (2001)

INDIANA

Ball State University
Dept of Counseling Psychology and
Guidance Services
*CC (1997)

Purdue University
Department of Educational Studies
*MHC (1997)
SC, SACC, SAPP, CE:PhD (2001)

IOWA

University of Iowa
Division of Counselor Education
*SC, SAPP, CE:PhD (1998)

University of Northern Iowa
Educational Admin. and Counseling
MHC, SC (1998)

KANSAS

Pittsburg State University
Department of Psychology & Counseling
CC (2003)

KENTUCKY

Murray State University
Educational Leadership & Counseling
CCOAS/MH (1997)

Lindsey Wilson College
Human Service Department
* MFC/T, MHC (1998)

LOUISIANA

Northeast Louisiana University
Educational Leadership and Counseling
SC, MFC/T (1997)

Northwestern State University
Counseling, Educational Psychology and
Student Personnel
SACC, SAPP (2002)

University of New Orleans
Lakefront
Educational Leadership and Foundations
CCOAS/MH, SC, CE:PhD/EdD (1997)

MAINE

University of Southern Maine
Department of Human Resource
Development
MHC, SC, CC (2002)

MARYLAND

Loyola College in Maryland
Pastoral Counseling Department
CC (1997)

University of Maryland, College Park
Counseling and Personnel Services
*CC/CrC, CE:PhD (1996)

MICHIGAN

Andrews University
Educational & Counseling Psychology
CC, SC (1997)

Eastern Michigan University
Dept. of Leadership and Counseling
CCOAS (1998)

Oakland University
Department of Counseling
*CC, SC (1996)

Wayne State University
Counselor Education/College of Ed.
CC, SC, CE: PhD/EdD (2001)

Western Michigan University
Counselor Education and
Counseling Psychology
CC, SC, SAC, SAA, CE:EdD (1998)

MINNESOTA

Mankato State University
Counseling and Student Personnel
*CC, SC, SAPP (1997)

University of Minnesota Duluth
Department of Psychology and Mental
Health
*CC, SC (1996)

MISSISSIPPI

Delta State University
Division of Behavioral Sciences
CC (1997)

Mississippi State University
Department of Counselor Education
SAC, CC, SC, CE:PhD/EdD (1998)

University of Southern Mississippi
Counseling Psychology and
Counselor Education
CC (1999)

MISSOURI

Truman State University
(formerly Northeast Missouri State
University)
Division of Social Science
CC, SC, SAD (1999)

MONTANA

Montana State University
Health and Human Development
MFC/T, MHC, SC (2000)

NEBRASKA

University of Nebraska at Omaha
Counseling Department
CC, SC (2000)

NEVADA

University of Nevada/Las Vegas
Counseling and Educational Psychology
CC, SC, MFC/T (1998)

University of Nevada/Reno
Counseling and Educational Psychology
MFC/T, SC, SACC, CE:PhD/EdD (2001)

NEW JERSEY

The College of New Jersey
(formerly Trenton State College)
Counseling and Personnel Services
CC, SC (1998)

NEW MEXICO

University of New Mexico
College of Education
CC, SC (1998)

NEW YORK

**Long Island University
C.W. Post Campus**
Counseling and Development
*MHC, SC, SAC, SAD (1997)

Syracuse University
School of Education
SC, SAC, CE:PhD/EdD (2001)

SUNY College at Brockport
Department of Counselor Education
CC, SC, SAC (2001)

SUNY College at Plattsburgh
Center for Human Resources
CC, SC, SAC (1997)

NORTH CAROLINA

Appalachian State University
Human Development and
Psychological Counseling
CC, SC, SAC, SAD, SAA (1998)

North Carolina State University
Department of Counselor Education
SAC, CE:PhD (1998)

UNC/ Chapel Hill
School of Education
SC (2000)

UNC/Charlotte
Department of Counseling, Special
Education and Child Development
CC, SC (2002)

UNC/Greensboro
Department of Counseling and
Educational Development
CC, CC/GC, SC, SACC, CE:PhD/EdD
(2002) *MFC/T (1997)

Wake Forest University
Counselor Education
CC, SC (2002)

Western Carolina University
Department of Human Services
CC, SC (2000)

OHIO

Cleveland State University
Counseling, Administration, Supervision
and Adult Learning
*CC (1996)

Kent State University
Counseling and Human Development
CC, CE:PhD (1998)

Ohio University
School of Applied Behavioral Sciences
and Educational Leadership
CC, SC, CE:PhD (2001)

University of Akron
Counseling and Special Education
CC, MFC/T, SC, CE:PhD (2000)

University of Cincinnati
Division of Human Services
CC, SC, CE: EdD (2000)

University of Toledo
Department of Counselor and Human
Services Education
CCOAS, SC (1997)

Wright State University
Department of Human Services
CC, SC (2003)

Youngstown State University
Department of Counseling
CC, SC (1999)

OREGON

Oregon State University
Counselor Education Program
CC, SC, CE:PhD (2000)

Portland State University
Department of Special Education and
Counselor Education
CC, SC (2000)

PENNSYLVANIA

Duquesne University
Department of Counseling, Psychology,
and Special Edyucation
CC, SC (2000)

Shippensburg University
Department of Counseling
CC, MHC, SC, SACC, SAPP (2003)

University of Pittsburgh
Psychology in Education
CC, SC, SPC (1997)

University of Scranton
Department of Counseling and Human
Services
CC, SC (1999)

SOUTH CAROLINA

University of South Carolina Columbia
Department of Educational Psychology
SC, CE: PhD (1999)

SOUTH DAKOTA

**South Dakota State University,
Brookings and West River Graduate
Center**
Counseling and Human Resource
Development
*CC, SC, SAC (1996)

University of South Dakota
Division of Educational Psychology and
Counseling
CC, SC, SAD, CE: EdD (2000)

TENNESSEE

University of Memphis
Counseling, Educational Psychology, and
Research
CC, SC, SACC, CE: EdD (2001)

University of Tennessee Knoxville
Educational and Counseling Psychology
CC, SC, CE: PhD/EdD (1998)

Vanderbilt University
Department of Human Resources
CC (1998)

TEXAS

East Texas State University
Department of Counseling and Guidance
CC, SC, SAC, CE: EdD (1999)

Stephen F. Austin State University
Department of Counseling and Special
Education Programs
CC (2000) *SC (1997)

University of North Texas
Counselor Education Program
CC, SC, SACC, SAPP, CE: PhD (2002)

VERMONT

University of Vermont
Integrated Professional Studies
CC, SC (1997)

VIRGINIA

James Madison University
Department of Psychology
*CC, SC (1998)

Lynchburg College
Department of Counselor Education
CC, SC (1999)

Radford University
Counselor Education Department
*CC, SC, SACC (1998)

University of Virginia
Counselor Education Program
*CC, SC, SACC, SAPP, CE:PhD/EdD
(1998)

WASHINGTON

Eastern Washington University
Department of Applied Psychology
MHC, SC (2001)

Western Washington University
Department of Psychology
SC, MHC (2000)

WEST VIRGINIA

West Virginia University
Department of Counseling, Rehabilitation
Counseling, and Counseling Psychology
CC, SC (2000)

WISCONSIN

University of Wisconsin Oshkosh
Department of Counselor Education
CC, SC, SAC (1999)

WYOMING

University of Wyoming
Educational Psychology and
Counseling
CC, SC, SACC, CE: PhD/EdD
(2003)

My Adventure with a CACREP Self-Study: Some Skills That Come in Handy

Dr. Paula Helen Stanley
Associate Editor, *The Newsletter of Chi Sigma Iota*
reprinted by permission (Spring, 1995)

About a year ago I was asked to take responsibility for coordinating a CACREP (Council for Accreditation of Counseling and Related Educational Programs) self-study for the Counselor Education Department in which I am employed. This responsibility was not something I had dreamed of nor was it a goal I had set for myself as a professional. It just "dropped out of the sky," you could say. I was glad, however, to provide this service to my department and university, and I learned a lot from doing it. It was also very challenging and at times a real headache.

The editor of this Newsletter asked me to write something concerning my work with the CACREP self-study. I thought about what I might write and considered a review of what the process is like. This sounded like rather boring reading, so I decided to take a different approach and discuss some skills that came in handy when coordinating such a project. I have acquired these skills over a sixteen-year career as a counselor and college instructor and four-year career as a counselor educator and counselor. Many of the things I have learned were through trial-and-error. Others, I learned from mentors in the field of counseling. None are profound or original. They just seem to work. These four ideas are: (1) Do things now; (2) Distinguish between good quality effort and perfectionism; (3) Be your own ally; and (4) Focus on professionalism.

Do It Now

One of the most powerful things I have been taught was learned rather late in my career. During my doctoral training at the University of North Carolina at Greensboro, I had a variety of part-time employment as a counseling instructor, counselor, and administrative assistant, along with a full course load. My major professor and one of my employers at UNC Greensboro, Dr. William W. Purkey, offered the idea that doing something now is a good habit to have. If something can be done today, do it rather than waiting until tomorrow or the next day. Get it out of the way and it is behind you. This is a very useful habit, because it keeps things from getting stacked up and prevents avoidance behavior. Sometimes the longer we wait to do something, the more anxiety builds; also we try to avoid it as long as possible. At first, "doing things now" can be frustrating, and you may find it necessary to push yourself to do it. But once you are in the habit of doing things as soon as you can do them, you may find it preferable to your usual approach.

Distinguish Between Good Quality Effort and Perfectionism

Many individuals have difficulty with perfectionistic behavior. Those persons who believe the final product must be perfect in every way may find it difficult to complete a project in a timely manner. Self-studies and other such projects do not have to be perfect, and they never are. Humans are imperfect and so are our finished products. Often perfectionistic individuals perceive the product they are working on to be an extension of themselves. Their need to create perfect products may be a way to prove their worth to others. This may indicate a reliance upon the evaluations of others for a feeling of self-worth. Good quality effort does not have the compulsive quality of perfectionism and often is not a yardstick for one's basic value as a person.

Be Your Own Ally

One thing which seems certain is that no matter what we do in life, there will be those who do not like us, or at the least, do not value our contributions. Many of the people you will work with doing a self-study or similar project are not members of the counseling profession. They may not understand what you are trying to do. One antidote to the effects of the criticisms of others is to become your own ally. This ability to serve as one's own ally is based on good self-understanding, a recognition of one's strengths and weaknesses, and a value system that is self-chosen and defined.

One can be an ally to self by developing an internal compass whose "true north" is the guide for behavior. Being aware of our own "true north" - the things which enhance and further our own development - provides us with a sense of

security in our personal and professional lives. With a "true north" perspective, others' criticisms become information to consider, not accurate evaluations that require some kind of action on our part. We can more easily believe in ourselves and make the decisions that seem best, although they may be unpopular.

Focus on Professionalism

Regardless of one's work situation, it is likely that conflicts (covert or overt) will occur among those with whom you work. Some of these conflicts will be healthy and result in new ways of perceiving and/or doing things. In other cases, there will be a slow-burning, underlying tension or anger that taints the atmosphere of most interactions that occur. There will be individuals we like better than others. Some colleagues may be manipulative or self-centered. Sometimes we just disagree with others' philosophies or points-of-view.

A key to working with others with whom you may disagree or have conflict is to be professional. This may seem obvious, but it deserves further attention. Professionalism can be seen as using the self to create healthy interactions in one's work setting. You respect the right of other persons to have different perspectives and viewpoints. It also means you recognize that people differ in their views of motivation, incentives, and work ethic. Being cordial and listening to others' viewpoints are two very basic behaviors that indicate a professional attitude. You do not have to like someone's ideas to be friendly to them. Listening to someone does not mean you have to act on what they have suggested. Some individuals with whom you may disagree on many things have good ideas worth being heard. Professionalism also means that we develop the courage to act when there is a problem. We are willing to speak out and try to work things through. Even at this point, we can choose *how* we respond.

Summary

In conclusion, I have presented four skills that can be helpful in completing self-studies or similar projects in our work as counselors. There are, of course, many more. Most of what we learn in counselor training is focused on the skills of working with clients because this *is* our work. It would also be helpful to provide more experiences for counseling students to help them develop a greater degree of self-understanding. Also the view that life-long self-discovery is healthy for a counselor and counselor educators needs to be promoted. In addition, more training in the area of professionalism would prepare students to function more successfully in the settings in which they choose employment. Considering the skills we learn as counselors, we can have a strong and positive influence in the places we work and with the people with whom we work. The only question is, will we?

Editor's note: Congratulations to Dr. Stanley under whose leadership the self-study for Radford University was written. The university's Counselor Education Department recently received two year accreditation of its Community Counseling, School Counseling and Student Affairs Practice in Higher Education (college counseling emphasis) programs.

CACREP Celebrates 15th Anniversary at Showcase

In April 1995, CACREP reached a milestone at the Board of Directors meeting in Denver when the number of institutions with accredited counseling programs grew to over 100. Another celebration occurred this year when CACREP hosted a reception to commemorate 15 years of service to the counseling profession. The Westin William Penn Ballroom was the site of this reception, co-hosted by Chi Sigma Iota, which included our second showcase of accredited programs. All accredited schools were invited to attend and display information and over 75 were able to participate. Although they weren't notified yet, the three institutions that were newly accredited two days earlier were also in attendance, CACREP is especially grateful to Dr. Gordon Spice, Jr., CACREP Liaison at the University of Pittsburgh, for arranging a generous gift of $1000 to help underwrite a portion of the expenses for this reception.

The showcase afforded faculty, practitioners, masters level students, and doctoral level students an opportunity to network regarding future studies or future academic positions. (Feedback to a CACREP survey sent out after the showcase has revealed that this event continues to be a very positive experience. The CACREP Board of Directors will study the survey results in an effort to determine how often the showcase should be held. Further details on this will follow in future issues of the CACREP Connection).

All Board members (past and present) were honored with a gift in gratitude for their years of service to and support of the accreditation process. As well, team members/chairs were given CACREP mousepads as our way of thanking them for their volunteer work for CACREP. We figure we'll stay close to all our team members' hearts if we can land an important spot near their computers.

Winning CACREP Student Essay

Spirituality vs. The Spirit of Competition

by Carey Bennett McRae
University of Southern Mississippi, Counseling Psychology Program

In an edited work recently published by the American Counseling Association entitled <u>Counseling: The Spiritual Dimension</u>, Burke and Miranti stated: "For counselors, the challenge is not whether the issue of spirituality should be addressed in counseling, but how it can best be addressed by well-prepared and sensitive professionals." Truer words have not been written.

The individual of the modern era faces a crisis of true spirituality. Though churches, synagogues, and temples are inundated with members; though new forms of worship, meditation, and self-help flood the spiritual markets; in the search for peace, tranquillity, and support, modern individuals have lost their souls. And it is the job of the counselor to help them find it and fill it.

Recently, I read an article about a professional basketball player who turned down an offer of over 70 million dollars to continue playing for a particular team. He had been "holding out" for 77 million dollars, and when an offer in that amount was not forthcoming, he moved on to another team — the highest bidder. One could argue that this player's action was motivated solely by greed, but in a larger and more psychological sense, it may have been motivated by the spirit of competition. We compete with one another. If we do the same job, we expect the same pay. If our fellow worker/parishioner/lover/basketball player receives a larger slice of pie than do we, we recoil, screw up an eye, and claim injustice. Often our self-worth comes more from society's perception than from our own. We evaluate ourselves in terms of society, rather than recognizing our own uniqueness and ability to contribute. If newspapers, friends, or spouses do not recognize our worth to our satisfaction, we seek to establish it in society's terms. We strive to make more money; we seek the higher promotion even though we do not want the added pressures of the new job; we sleep with our friend's spouse; we define ourselves in relation to our surroundings simply to prove our own worth and beauty. This is the challenge facing us today — the spirit of competition.

But, as Emerson in possibly his most famous essay, <u>Self-Reliance</u>, stated: "There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of group which is given him to till." As Emerson would have it, this point in a person's education reflects the end of competition with others, and the beginning of competition with himself/herself. At that point of a person's development, they enter the realm of spirituality and escape the spirit of competition. It is the counselors role to get clients to that point, and then watch them soar.

In a recent issue of <u>Counseling Today</u>, an article appeared discussing a recent summit on spirituality in counseling (December, 1995, p.30). Those attending the summit went to great lengths to establish a definition of spirituality. After a day of discussions, a definition of spirituality evolved as: the animating force in life, represented by such images as breath, wind, vigor, and courage. Further spirituality was seen as innate and unique to all persons, and encompassing creativity, growth, and the development of a values system. I believe likewise, but I add the admonition that spirituality is not the acknowledgment of a higher power outside of ourselves, which wreaks havoc against injustices and rewards justice. Rather, spirituality is the acknowledgment and respect for individuality, growth, life. The spirit emerges through recognition. The person grows through acknowledgment of his/her own uniqueness. All of our clients should learn the full appreciation of themselves simply because they are, simply because they exist. Religion, of course, is one way of establishing this ego-centered state; however, it is not the only way. Religion incubates the growth of thought, of purpose, of well-being, and it creates a moral anchor for all actions; but, there are other avenues as well. The point remains that, in this high-priced era of consumerism, materialism, and transient values, the individual's internal barometer of purpose and success is missing — having been replaced by society's conventions.

As counselors we should be evermindful that our clients need to evaluate, not to be evaluated. They need to grow to be more fully alive, not remain constrained by the perceptions of others. They need to develop spirituality, not competitive spirit.

It is through this innate striving for growth and respect that spirituality should enter the counseling relationship. As counselors, we should help, and elicit the help of, our clients in reaching a higher plane of being — a state of development where individuality is worshipped and the goals of each individual are measured not by their exactitude but by their intensity. This is the true essence of spirituality, and the true measure of the counselor as facilitator of the client's growth.

Sources Cited:

Burke, Mary Thomas, and Miranti, Judith G. (Eds.). (1995). <u>Counseling: The Spiritual Dimension</u>. Alexandria, VA: American Counseling Association.

Emerson, R.W. (n.d.). "Self-Reliance" in Stanley Applebaum (Ed.) <u>Self-Reliance and Other Essays.</u> New York: Dover Publications, Inc. pages 19-38.

Summit Results in Formation of Spirituality Competencies. (1995, December). <u>Counseling Today,</u> page 30.

New Board Policies, Cont'd

6. Programs applying for accreditation in career, community, gerontological, marriage and family, mental health and/or school counseling or in Student Affairs Practice in Higher Education shall be identifiable as COUNSELING or PROFESSIONAL PRACTICE programs. This is to be defined primarily in terms of the professional affiliations of those who teach in and administer the program.

   This is meant to establish and reinforce a "counseling" identity.

7. The phrase "appropriate professional organizations" as used in CACREP Standards IV.B; IV.C; and IV.D.3 is defined by the Board as membership in the American Counseling Association and its divisions and/or branches and/or ACPA.

   This policy clarifies the glossary item.

8. The CACREP Board of Directors adopted a policy statement developed by the Fair Access Coalition on Testing.

   More information can be found on page 5.

9. In the event that significant changes occur in a program that may call into question a program's ability to maintain compliance with the standards, the CACREP Board reserves the right to request that the program provide documentation of compliance with the standards in question. If concerns remain following review of this documentation, the Board will initiate a full review of the accredited status of the program and may impose conditions to be implemented by a specific date. Failure to comply with the conditions could result in revocation of accreditation. Such action would follow due process including the opportunity to appeal.

   Because the Annual Report was discontinued, this policy was put into place to require programs to maintain their compliance throughout the course of their accreditation cycle.

10. The CACREP Board adopted a policy and procedures for adding a program mid-cycle.

    A full copy can be obtained by contacting the CACREP office.

11. At the final review of an institution's application for accreditation, the Board may not reverse any site team findings of "met" without first giving the institution notice and/or opportunity to respond.

    This means that an institution will not be accredited with conditions that were not mentioned in the initial review and/or team report.

KUDOS CORNER

ACA and CACREP encourage the citation of credentials in employment advertisements. This corner highlights those institutions which we have noticed proudly displaying their CACREP accreditation in employment ads or which specifically name affiliation with a CACREP program as a preferred qualification in their ad. These kudos have been taken from ads in *Counseling Today* and the *Chronicle of Higher Education,* as well as institutions who have contacted the CACREP Office before sending out job announcements.

Appalachian State Unversity ☆ The Citadel ☆ Clemson University ☆ Columbus College ☆ Cyndie A. Ford ☆ Eastern New Mexico University ☆ Eastern Washington University ☆ Emporia State University ☆ Governors State University ☆ Illinois State University ☆ Lemoyne College Psychology Department ☆ Lenoir-Rhyne College ☆ Lindsey Wilson College ☆ Mankato State University ☆ Northeastern Illinois University ☆ Oakland University ☆ Old Dominion University ☆ Purdue University ☆ Radford University ☆ Shippensburg University ☆ SUNY Oswego ☆ Stephen F. Austin State University ☆ Syracuse University ☆ Troy University Montgomery ☆ University of Central Florida ☆ University of Colorado at Denver ☆ University of Florida ☆ University of Georgia ☆ University of Iowa ☆ University of Minnesota Duluth ☆ University of Nebraska Omaha ☆ University of New Orleans ☆ University of North Carolina at Greensboro ☆ University of North Texas ☆ University of Tennessee Martin ☆ University of Texas Pan American ☆ University of Vermont ☆ University of Wyoming ☆ Western Illinois University ☆ Winthrop University

Congratulations to New CACREP Officers

The following Board members were elected to office beginning July 1, 1996.
Chair - Dr. Mary Thomas Burke
Vice-Chair - Dr. F. Robert Wilson
Treasurer - Mr. Lewis Sykes

Team Training News

CACREP was pleased to offer Team Member Orientation in Pittsburgh just prior to the opening of the ACA World Conference in April. Joining us for the two hour session which was presented by **Zander Ponzo** (University of Vermont) and **Patricia Leonard** (Wayne State University and the CACREP Board of Directors), were the following counselor educators and practitioners: Sue Armstrong, Paul Hartung, Lisa Lopez Levers, Skip Niles, John Rigney, Susan Boes, Uchenna Nwachuku, Linda Painter, Debra Cobia, Donna Henderson, Fred Bemak, Nancy Nishimura, Ronnie Priest, Patrick Romine, Susan DeVaney, Ken Norem, Sandy Magnuson, Nola Christenberry, Sylvia Fernandez, Len Echterling, William Casile, Jane Chauvin, Mark Nelson, Christopher Maglio, Carla Bradley, Jeffrey Mostade, Gale Watts, Sherry Basille, Mary Alice Bruce and Richard Halstead.
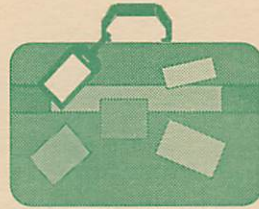
Team Chair Training was conducted in Pittsburgh by the experienced training duo of **Janine Bernard** (Fairfield University) and **Ron Bingham** (Brigham Young University). New team chairs include: Brent Snow, Mary Deck, Rosemarie Hughes, Alan Goldberg, Avi Scherman, Bill Nemec, Karen Prichard, John Carew and Don Haight.

CACREP is in the process of revising its training procedures for all levels of training. Because of this, no training sessions for team visitors will be offered during the 1996-1997 academic year. Look for team chair and team member training in a new format to reappear at the Indianapolis ACA Conference in March of 1997. We are sorry that anyone wishing to be trained will have to wait until then. The CACREP office will be maintaining a list of interested individuals, so contact us if you would like to be notified of 1997 training.

Currently trained team chairs should check out the Orlando programs for a Team Chair Breakfast. This will meet the new requirement that team chairs attend an update sesion on the new policies and standards.

ACA and CACREP Have a New Travel Agency

For any team visitors needing to book tickets, you should contact Linda Emmert at Travelogue, Inc. The Reston, VA based office will not have an agent in the ACA Building, but can be reached by calling 1-800-644-4400. We will give more specific instructions as team members are contacted for Fall visits. Travelogue also has an entire branch that does nothing but leisure travel and they would be happy to help with that as well.

HAPPY SUMMER
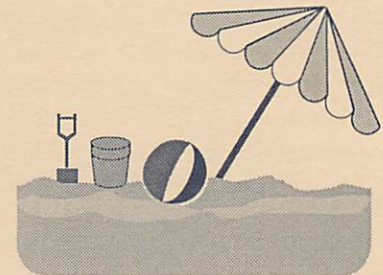
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CACREP

You may receive more than one copy of the CACREP Connection. Please give your extra copy or copies to a counselor education colleague or student.