

# THE CACREP CONNECTION

SUMMER 1997

## CACREP Board Approves Structure for Next Century

Mary Alice Bruce

Chair, CACREP Future Structures Committee

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Throughout the past several years, the CACREP Future Structures Committee has been asking for your feedback to help shape the evolution of counseling programs. The Committee proposed three different models and a set of underlying essential principles last fall.

We received helpful ideas, suggestions, and solutions from professional counselors across the country. After careful review of each contribution, the Committee prepared a set of recommendations for consideration by the CACREP Board. At its spring meeting, the Board adopted a modified version of the current CACREP model featuring two levels of accreditation, masters degree and doctoral degree, with core curricula and program preparation areas delineated. In addition, the CACREP Board endorsed the Underlying Essential Principles to serve as a guide to counselor preparation and practice.

The adopted CACREP accreditation model appears on page 9. Although the training model has been approved, it will apply only to programs submitting applications to CACREP after December 31, 2000. Until that time, the 1994 Standards and current structure are in effect. With the adoption of this model, the Future Structures Committee dissolves. The next procedural step is taken by the Standards Revision Committee whose charge is the revision of the CACREP Standards for the years 2001 through 2008. (See related article on page 11.)

The Future Structure Committee members express sincere thanks to everyone who helped us shape the future of counselor education. We thank you for your interest, analyses, and feedback. It is within this spirit of appreciation and cooperation that we look forward to the implementation of the Model and the principles, as well as the challenges of educating counselors for the future.

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# From the Chair

Mary Thomas Burke



The CACREP Board held its semi-annual meeting in Orlando, Florida, April 1-3, 1997. In addition to rendering accreditation decisions for twenty-eight counselor education programs, we also approved the new CACREP model by which standards will be written. Actually, the "new" model is almost the same one we used for the 1994 Standards. After extensive research and considerable input from individuals and groups across the country, we decided to return to our current model with some modifications. Board members reviewed the feedback we received from many of our constituents and we decided to adopt the current model (see page 9). This approved model has now been sent to Dr. Skip Holmgren and the Standards Revision Committee members who are already busy with their task of reviewing and revising the standards. On behalf of the Board, I want to thank each of you for your thoughtful and deliberate feedback in the process. We believe the process was healthy and helpful even though we may seem to be back where we started. It confirmed that we have a workable model and we just needed to make some minor adjustments to it.

The Board approved four additional representatives to the Standards Revision Resource Team, thus making the team more representative of our various specialities. The Board recognized the contributions made by Vice Chairperson Robert Wilson and Board Members Rich Feller and Sue Armstrong who rotated off the Board June 30, 1997. These Board members were very dedicated and committed and they gave many hours of high quality professional time. On my own and on behalf of the Board, I want to thank each of them for their service. The Board also elected Don Ward as the new Vice Chairperson. We welcome Don to the Executive Committee when he takes office July 1.

Overall, we had a very productive meeting thanks to the dedication of our Board and our wonderful staff. A special thanks to Carol, Debbie, and Jenny for a job well done. If you have any concerns or questions, please feel free to contact the CACREP office or contact me personally (704-547-4718).

I wish for each of you an enjoyable and productive summer.

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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

The Board met April 1-3 at the Peabody in Orlando. At this meeting, the decisions listed below were rendered. Following this meeting, there were a total of 115 institutions with accredited programs. For a complete list, see page 13.

*The following programs were granted initial accreditation:*

**Colorado State University**, Ft. Collins, CO  
Community Counseling, Community Counseling with a Specialization in Career Counseling, and School Counseling (June 30, 2004)

**Denver Seminary**, Denver, CO  
Community Counseling (June 30, 1999)

**John Carroll University**, Cleveland, OH  
Community Counseling (June 30, 2004)

**North Dakota State University**, Fargo, ND  
Community Counseling and School Counseling (June 30, 2004)

*The following programs were granted reaccreditation*

**Andrews University**, Berrien Spring, MI  
Community Counseling and School Counseling (June 30, 1999)

**Delta State University**, Cleveland, MS  
Community Counseling and School Counseling (June 30, 2004)

**Loyola College in Maryland**, Baltimore and Columbia, MD  
Pastoral counseling accredited as Community Counseling and School Counseling (June 30, 1999)

**Murray State University**, Murray, KY  
Community Counseling (June 30, 1999)

**Northeast Louisiana University**, Monroe, LA  
Community Counseling, Marriage and Family Counseling/Therapy, School Counseling, and Substance Abuse accredited as Community Counseling. (June 30, 1999)

**State University of New York at Plattsburgh**, Plattsburgh, NY  
Community Counseling, School Counseling, and Student Affairs Practice in Higher Education - College Counseling emphasis (June 30, 1999)

**University of Alabama**, Tuscaloosa, AL  
Community Counseling, School Counseling, and Counselor Education and Supervision (June 30, 2004)

**University of British Columbia**, Vancouver, CANADA  
Community Counseling, School Counseling and Student Affairs Practice in Higher Education - College Counseling Emphasis (June 30, 1999)



## Diversity of Program Types

At the Orlando ACA World Conference, a panel discussion was presented on the diversity of CACREP programs. The accreditation decisions made in Orlando reflect some of these different types of programs.

There is a substance abuse counseling program at Northeast Louisiana University that was just accredited as a CACREP Community Counseling program. Although CACREP reviewers did not evaluate the substance abuse content of the program, it was found to meet the requirements for Community Counseling.

A similar situation occurred at Loyola College in Maryland where a Pastoral Counseling program was accredited as a Community Counseling program. This was a reaccreditation application for this program, so it has been a unique program for many years.

Finally, the first accreditation of a counseling program housed within a seminary occurred at this meeting. Denver Seminary was granted accreditation for its Community Counseling program.

We hope that these decisions will pave the way for other unique and diverse programs to consider CACREP accreditation.

*continued*

**University of New Orleans, New Orleans, LA**

Community Counseling, School Counseling, Student Affairs Practice in Higher Education - College Counseling Emphasis, and Counselor Education and Supervision (June 30, 1999)

**University of Toledo, Toledo, OH**

Community Counseling, School Counseling, and Counselor Education and Supervision (June 30, 2004)

**University of Vermont, Burlington, VT**

Community Counseling and School Counseling (June 30, 1999)

*Conditions were removed from the following institutions, and their accreditation now extends until the end of the seven year cycle:*

**Purdue University, West Lafayette, IN**

Mental Health Counseling (June 30, 2001)

**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, Student Affairs Practice in Higher Education - College Counseling Emphasis (June 30, 2002)

**Southern Connecticut State University, New Haven, CT**

Community Counseling and School Counseling (June 30, 2002)

**Southern Illinois University, Carbondale, IL**

Community Counseling, Marriage and Family Counseling/Therapy, School Counseling, and Counselor Education and Supervision (June 30, 2002)

**University of North Carolina at Greensboro, Greensboro, NC**

Marriage and Family Counseling/Therapy (December 31, 2002)

**Western Connecticut State University, Danbury, CT**

Community Counseling and School Counseling (June 30, 2000)

**University of Maryland, College Park, MD**

Community Counseling with a Specialization in Career Counseling (December 31, 2001)

*The following programs were granted continued accreditation with conditions:*

**Arizona State University, Tempe, AZ**

Community Counseling (June 30, 1999)

**California State University Fresno, Fresno, CA**

Marriage and Family Counseling/Therapy (June 30, 1999)

*An extension of accredited status was granted to the accredited programs at the the following institution:*

**University of Nevada Las Vegas, Las Vegas, NV (June 30, 1999)**

*The following institution was denied continued accreditation:*

**Long Island University C. W. Post, Brookville, NY**

Mental Health Counseling, School Counseling, and Student Affairs Practice in Higher Education - Counseling Emphasis

# What Happens When You Ask Questions?

by

Carol L. Bobby  
Executive Director

The CACREP staff have been impressed with the quality of self-studies submitted by new programs applying for accreditation the first time. In general, we have found the new applicants' self-studies to be very well organized, while also providing substantive documentation as evidence that standards are met. This is not to say that the self-studies submitted by programs previously accredited have not been good, for many of them have. But over the past few years, the staff have just had an inkling that the new programs are seeking and receiving good advice from our office, consultants, and other programs that have been through the process successfully. In contrast, programs seeking re-accreditation are often working from mindsets associated with older standards and older expectations that may inhibit them from looking at the process and creating a document from a new perspective.

In thinking about this impression, I decided to ask a simple question. If I examine the decisions that have been made in the last three years what will I find? Will the new applicants submitting what appear to be "better organized" documents have any better luck in getting a seven (7) year cycle of accreditation versus a two (2) year cycle with conditions attached? What I found surprised me. Here is the summary:

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In the last seven meetings (April 1994 through April 1997), the CACREP Board completed full reviews of 74 institutions' counseling programs. This figure represents 64% of our current list of institutions with accredited programs. Of those 74 institutions, 32 (43%) were new applicants and 42 (57%) were applying for a re-accreditation review.

Of the new applicants, 10 (31% of the 32 new institutions) had programs that received accreditation for the full seven year cycle. The remaining 22 received accreditation for 2 years with conditions attached.

Of the institutions seeking re-accreditation, 16 (38% of the 42) had programs that received accreditation for a full seven year cycle. The remaining 26 received accreditation for 2 years with conditions attached.

Therefore, of the total number of applicant decisions made during this time period, a total of 26 (35%) received seven year decisions, while 48 (65%) received two year decisions.

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It appears that the impressions of the CACREP staff regarding self-study organization have had no bearing on the decision-making process of the CACREP Board with regard to the awarding of either two (2) versus seven (7) year accreditation decisions. There, of course, are probably many reasons for this that have nothing to do with self-study format. The new applicants often have newly revised programs that need graduates and follow-up studies to be implemented. These conditions often result in a two-year status being awarded. In addition, the programs seeking re-accreditation have probably benefited from the longer history they have had with the consultative nature of the CACREP process. In other words, they have not only developed, but they have improved through the years, which is what is supposed to happen.

But the real surprise is the fact that more than a third of applicants that complete the process are being awarded 7-year cycles. This exceeded my expectation.

Although it is true that first time applicants often call the CACREP office more often than previously accredited programs when in the self-study process, there are often times when our currently accredited programs face issues that need Board input. At the April 1997 meeting of the CACREP Board, several programs sought Board feedback on important questions that could affect their accreditation. For the benefit of all programs, here is a synopsis of the questions raised and answers provided.

## Scenario 1: The Case of the Changing Standards

A program wrote to the CACREP Board regarding one of the conditions that had been placed on their marriage and family program. This particular program had been reviewed under the 1988 CACREP Standards and so the program was required to document that 20 of the 40 direct service hours required in the 100 clock hour practicum were with couples and families. The program had some philosophical and ethical issues surrounding this requirement. First and foremost, they felt it was inappropriate for the program to require work with couples and families in an introductory clinical experience. They wanted to reserve the practicum for basic counseling techniques, and then include couples and family work in the internship, a more advanced clinical experience. The program noted that this would allow for the students to complete necessary coursework inherent in understanding the theories and techniques of marriage and family counseling. Second, the program noted that the 1994 CACREP Standards no longer



required direct service hours with couples and families in the practicum experience. The program asked the CACREP Board to consider the appropriateness of this condition.

Here is the Board's response to the program:

- *The CACREP Board believes that the current standards represent the ideal minimum standards to be used as a model for structuring programs.*
- *The CACREP Board believes that programs are always in transition; hence, they should be moving toward implementation of current standards regardless of which standards they met during their last full review. Furthermore, at some point in time before the next accreditation application is submitted, the program should be in compliance with current standards.*
- *The CACREP Board noted that, based on the above statements of philosophy, the accredited marriage and family counseling program at your institution should take steps to immediately begin implementation of the 1994 Standards, especially with regard to the practicum requirements.*
- *The CACREP Board further recognized that graduate students' programs of study are often governed by the catalog under which they entered. It is recommended that the department offer students an option to be guided by the latter (1994) requirements, if the university deems this appropriate. The CACREP Board believes this type of offer is purely the decision of the university and not within CACREP's purview.*

## Scenario 2: The Case of the Not-So-Easy Name Change

During its recent accreditation review, a department brought in a new, never before accredited program. The program was listed as an agency counseling program. Ordinarily this might not be a problem, but in this case it was. The reason? Well, CACREP had already been accrediting one other program in the department, a community counseling program, under the rubric of Agency Counseling. The new program being submitted for review was also listed under Agency Counseling, but its emphasis was in marriage and family.

Using a policy statement developed in 1994 that requires the use of titles for programs and degrees that are consistent with CACREP titles, the Board requested that the department change the title of the marriage and family emphasis from Agency Counseling. The Board noted that the change would meet the policy while also clarifying for the public the difference between the accredited community counseling and accredited marriage and family programs. The program wrote back to the Board with the following information.

1. They were happy to make the change and understood the need for it.
2. Because they are a state institution, this will be a minimum two-year process; hence it will not be completed in time for their required Interim Report; and
3. They were concerned about changing program titles, at this time, since CACREP was in the midst of looking at Future Structure and was considering the elimination of certain program areas. What should they do? Could they postpone the name change?

Here is the Board's response:

*The Board understood your concerns and believed your request to postpone the name changes was valid. The Board also noted that your programs will be unable to address the condition cited in the May 1996 letter by the time your Interim Report is due in January 1998. Instead, the board recommends that you address this condition by providing documentation that clearly differentiates the programs and the accreditations held by the two programs in your catalogs, brochures, and other pertinent publications distributed to current students, prospective students or the public at large.*

*Finally, the Board recommends that you consider beginning the process of a name change in the near future. The reason for this is that the Board made decisions based on the work of the Future Structures Committee to maintain entry-level program standards under the following specific titles in the 2001 CACREP Standards: Community Counseling, Career Counseling, Gerontological Counseling, Mental Health Counseling, Marriage and Family Counseling/Therapy, School Counseling, and College Counseling.*

*This should provide you with some assurance that the changes you begin to make now will be valid into the future with CACREP. Please also inform us of your progress on seeking appropriate name changes for the programs when you submit your Interim Report.*

These two cases are just a sampling of the types of issues that the CACREP Board reviews at its meetings.

The moral of the story: If you have a question, ask it. You might be pleasantly surprised with the answer.

*Editor's note: Most questions that programs call and ask can be answered by any member of the CACREP staff. If a question is particularly complicated, it will be referred to the Executive Director. Occasionally, questions such as those mentioned in this article arise that we feel the Board needs to review. In that case, we encourage the program to put the question in writing for inclusion on the agenda of the next Board meeting.*



### *A fond goodbye...*

The meeting in Orlando was the final one for several members of the CACREP Board.

Vice-Chair **Bob Wilson** is leaving the CACREP Board to

assume the Presidency of AAC. We

wish him luck and know that he will continue to support CACREP in his new role.

AMHCA representative **Sue Armstrong** is ending her tenure with the board in order to concentrate on her busy counseling practice. As a full time practitioner, Sue's input to discussions and reviews was especially valuable.

**Rich Feller** representing NCDA is leaving the Board. After 12 years of consecutive service on one board or another, Rich is looking forward to spending more time with his family.

### *A warm hello...*

**Ed Butler** will be coming to the board as the new AAC representative. He was able to attend the spring meeting and get a feel for the workings of the board. Dr. Butler is somewhat familiar with CACREP already since he has served as an on-site team visitor.

**Carole Minor** will be NCDA's new representative. Carole has served on ACA's Governing Council.

### *Congratulations...*

Good luck to board member **Donna Falvo** who was elected to the presidency of ARCA. She has graciously agreed to stay on the board through her year as President-elect.

Congratulations also to IAMFC Representative **Patricia Stevens-Smith** who was awarded a Fulbright Scholarship. Patricia will be spending several months in Malaysia helping the local professionals to establish and manage counseling services. We will miss her at our fall meeting, but look forward to her return in the spring.

**Don Ward** (ASGW) was elected Vice-Chair and **Lewis Sykes** was reinstalled to the office of Treasurer. As per CACREP policy, the Chair serves a two year term and so we look forward to another year under the capable leadership of **Mary Thomas Burke**.

### *In other news...*

Good Luck to team chair **Mike Robinson** as he moves to the University of Central Florida. I guess he had such a good time in April at the ACA World Conference that he wanted to stay!

Congratulations also to team chair **Peggy Fong** on her move to Loyola University in Chicago where she will be the Dean of the School of Education.

We welcome team member **Cynthia Terres** back to the lower 48 after many years in Fairbanks. She's now basking in the sun at the beach and teaching at Coastal Carolina University.

Former board member and team member **Donald Linkowski** received ARCA's Professional Service Award in Orlando, acknowledging his tremendous work on behalf of that association.

Happy retirement to team chairs **Don Forrest** and **Al Segrist** and team member **Pete Warren**. Now you three ought to have plenty of time to go on CACREP visits!

We heard through the grapevine that **Doug Gross** retired from Arizona State University. He may be moving out of Arizona after retirement which is the reverse of the rest of the population.

On a sadder note, we were sorry to hear of the loss of CACREP Liaison **Byron Medler**. Our sincerest sympathy goes to his family and his colleagues at the University of North Texas.

### *In memory of David Brooks*

The CACREP Board of Directors and headquarters staff join the counseling world in mourning the loss of **David Brooks**, a great educator, counselor, volunteer and friend. As a former CACREP Board member, Dave served as Secretary/Treasurer while representing AMHCA on the Board for two terms. During Dave's tenure on the board, the 1994 Standards were approved and adopted and the number of Mental Health Counseling programs increased. Dave also supported CACREP as an on-site visitor (who particularly loved the northwest sites). We'll miss Dave's warm personality, his sense of humor, his contagious laughter and his insightful contributions to counselor education.



## CACREP SPECIAL ADMINISTRATION SEES A SURGE IN APPLICANTS

*DD Thornton, Assistant to the Director of Professional Relations*

Participation in the Special Administration of the National Counselor Examination for Licensure and Certification (NCE) soared in April. More than 1,000 students in CACREP programs took advantage of the opportunity to sit for the NCE prior to graduation.

The NBCC would like to thank all the Campus Coordinators and Exam Administrators who help make the CACREP/NCE Program such a success.

### WHAT MAKES THIS PROGRAM SO POPULAR?

In addition to taking the NCE prior to graduation, students at participating schools have lower fees and a later deadline than regular applicants. The geographical advantage of taking the NCE on campus rather than having to travel to a national site is also a plus. And graduates of CACREP programs who successfully sit for the exam can qualify to become certified right after graduation, thereby jump-starting their careers.

Aggregate examination results, as well as national averages and total CACREP averages, are sent to each participating school.

### HOW TO BECOME A PARTICIPATING SCHOOL

Academic institutions who serve as CACREP Special Administration sites can use this advantage to promote their counseling programs to potential students. If your CACREP program does not offer the Special Administration to your students and you would like to find out more about the CACREP/NCE Program, please call DD Thornton at 910-547-0607 or e-mail [thornton@nbcc.org](mailto:thornton@nbcc.org).



NBCC wishes to thank these institutions for hosting the National Counselor Examination for Licensure and Certification (NCE) CACREP Special Administration in April 1997.

Adams State College  
Andrews University  
Appalachian State University  
Auburn University  
Bradley University  
Columbus State University  
Delta State University  
Duquesne University  
Eastern Washington University  
Fairfield University  
Florida State University  
Gallaudet University  
George Washington University  
Governors State University  
Idaho State University  
Illinois State University  
Lindsey Wilson College  
Long Island University C.W. Post  
Campus  
Loyola College in Maryland  
Mississippi State University  
Northeast Louisiana University  
Northeastern Illinois University  
Northern Illinois University  
Oakland University  
Oregon State University

Pittsburg State University  
Portland State University  
Purdue University  
Radford University  
Rollins College  
San Francisco State University  
Shippensburg University  
South Dakota State University  
South Dakota State University,  
Rapid City  
Southern Illinois University at  
Carbondale  
SUNY College at Plattsburgh  
Syracuse University  
Texas A&M-Commerce  
The College of New Jersey  
The University of Alabama  
The University of Colorado at Denver  
The University of Florida  
The University of Georgia  
The University of Idaho  
The University of Illinois at Springfield  
The University of Nebraska at Omaha  
The University of Nevada/Reno  
The University of New Mexico  
The University of New Orleans

The University of North Carolina at  
Charlotte  
The University of North Carolina at  
Greensboro  
The University of North Texas  
The University of Northern Colorado  
The University of Northern Iowa  
The University of Phoenix  
The University of Pittsburgh  
The University of Scranton  
The University of South Dakota  
The University of Southern Maine  
The University of Southern Mississippi  
The University of Tennessee/Knoxville  
The University of Vermont  
The University of Virginia  
The University of Wisconsin Oshkosh  
The University of Wyoming  
Truman State University  
Vanderbilt University  
Wake Forest University  
West Virginia University  
Western Carolina University  
Western Illinois University  
Western Michigan University  
Western Washington University



# CACREP Approved Model

Shown below is the model that the CACREP Board of Directors adopted at the Spring 1997 meeting in Orlando. This model and the Essential Principles (See page 10) will be used by the Standards Revision Committee as a guide when creating the revised standards.

It is almost exactly the model CACREP uses to accredit programs under the 1994 Standards, with a few changes. The doctoral program will have two focuses: Counselor Education and Supervision or Clinical Practice with a specific program preparation area. Student Affairs Practice in Higher Education with the two emphasis areas has been changed to College Counseling.

Please note that only the basic structure and model of the standards will remain the same. The individual standards are all being reviewed and examined by the Standards Revision Committee.

<b>MODIFIED CACREP MODEL WITH 2 LEVELS</b> involving a Core Curriculum and one Program Preparation area	
<b>LEVEL 1</b>  Master's Degree  Professional <u>XXX</u> Counselor  e.g., Professional School Counselor, Professional Community Counselor	<b>CORE CURRICULUM*</b> : learning experiences ( <b>not necessarily formal coursework</b> ) leading to outcome skills associated with:  1. human growth and development      5. lifestyle and career development 2. social and cultural foundations      6. appraisal 3. helping relationships      7. research 4. group procedures      8. professional orientation  <b>PROGRAM PREPARATION</b> : learning experiences leading to outcome skills appropriate to the following Program Preparation Areas  At a minimum of 48 semester hours: a. school counseling      d. college counseling b. community counseling      e. career counseling c. gerontological counseling  At a minimum of 60 semester hours: f. marriage & family counseling/therapy      g. mental health counseling  <b>PRACTICUM</b> 100 hours <b>INTERNSHIP</b> appropriate to the Program Preparation Area with 600 hours required. 900 hour internship for Mental health Counseling. Paid internships are acceptable.
<b>LEVEL 2</b> Doctoral Degree in Counselor Education and Supervision or Clinical Practice, with a specific Program Preparation	<b>DOCTORAL STUDY</b> : Advanced learning experiences in Level 1 Program Preparation as well as learning experiences in other areas <u>such as</u> : psychopathology; statistics and research; psychopharmacology; adult learning theories and strategies; administration; leadership; program design, development, and evaluation.  <b>INTERNSHIP</b> of 600 hours including skill development in counseling, teaching, leadership/consultation/collaboration, supervision, and research capability. Paid internships are acceptable.  Dissertation with original research.

\* The intent of the Core Curriculum remains the same with flexibility for substandards to receive modifications in emphasis and definition.

## **Essential Principles of the Future Structure of CACREP Accreditation Procedures and Policies**

1. All counselor preparation programs should have a common core of training experiences. The common core ensures that counselors have a foundation of knowledge and skills based upon a developmental perspective.
2. The Standards Revision Committee is urged to create a Core Curriculum and Program Preparation Area standards in the form of measurable outcome skills. Programs have the opportunity to craft innovative training experiences which lead to the outcome skills and should not be restricted to exclusively in-seat coursework.
3. Supervised practicum and internship experiences are essential to the preparation of counselors.
4. Knowledge and Skills in the following areas are essential to the preparation of counselors.
5. Program Preparation Areas within counseling should be distinguished from each other by clearly defined goals, practices and outcome skills which require training experiences that are unique to the Program Preparation Area. Such training experiences prepare counselors to enter the professional field in that Program Preparation Area in ways that the common training core of counseling does not.
6. State licensure, national certification requirements, the effect of HMOs and managed care can and should influence the kind and scope of counselor training programs, as well as the type and approval of counseling Program Preparation Areas.
7. The Standards Revision Committee should clearly identify measurable standards that must be met before accreditation is granted.

### **TEAM VISIT NEWS**

When you receive your list of potential team visitors now, you're going to see some new names on it. Due to the high number of trained team members who have not yet been out, we are asking institutions that at least one new member be included in every visiting team.

We still make every effort to send your first choice team members, but the demands on scheduling and our desire to include new people don't always allow for your number one choice.

Those of you who have been through a visit recently know that Debbie Jacobs is in constant contact with the liaisons as she works with them to get approval and set up the visits.

You will receive a separate list of new team members who we will ask you to prioritize as well as team chairs and more experienced team members.

### **Showcase of Accredited Programs**

Thank you to those liaisons who called asking about the "Showcase of Accredited Programs" at the Orlando ACA Conference. There was no such event scheduled this year. CACREP Staff conducted a survey of all program liaisons and the results indicated that participants preferred the event to occur less frequently.

We have decided to hold the Showcase every five years, corresponding with five year increments in CACREP's anniversary. Therefore, the next one would occur in 2001 at CACREP's 20th Anniversary in San Antonio, Texas. Keep watching for details as we get closer.



# Standards Revision Update

V. Skip Holmgren  
Chair, Standards Revision Committee



I first remember reading about the standards revision process in the Winter 1995-96 issue of the CACREP Connection. In the same issue was a description of the Standards Revision Committee (SRC) and the Standards Revision Resource Team (SRRT), describing the application process for anyone interested in participating in either of these groups. I thought about how much I had enjoyed serving as a member of a California state standards revision committee a few years ago; the professional involvement with colleagues, sharing the same dedication to their profession as did I, was both challenging and rewarding. Based on this, I sent in my application.

The seven of us chosen to oversee the Standards Revision Process are deeply honored to serve in this capacity! Once we were notified of our selection, after the ACES conference in Portland last October, we felt the pressure to get moving even though this is a multi-year commitment. Based on this, we set up our first SRC meeting in Dallas, Texas on January 30th-February 2nd. We spent Thursday evening, Jan. 30th, getting acquainted with each other, establishing the rapport so necessary to the successful undertaking of our awesome task. On Friday and Saturday we kept to a "heavy duty" work schedule from 8:30 AM - 5:30 PM. Both evenings were spent socializing, continuing to make the "connections" so necessary for effective teamwork. By the time we all headed back to our home bases in Alexandria, VA; New Orleans, LA; Shippensburg, PA; LaCrosse, WI; Plattsburgh, NY; Denton, TX; Corvallis, OR, and Bodega Bay, CA, we had accomplished our task: (1) looking closely at the process, (2) discussion of Core Curriculum, (3) discussion of Specialty Areas, and (4) the assignment of "homework." Our homework consisted of each taking one of the six sections of the CACREP Standards; the seventh SRC member tackled the doctoral-level standards. We each examined the assigned standards to see if we could make them clearer, distributing our revision to the other SRC members prior to our next meeting at ACA Orlando.

We scheduled a one-day meeting at ACA in Orlando. It was a concentrated meeting during which we discussed the following: our preliminary work, comments and suggestions from the CACREP Board that I picked up during my meeting with them on the previous day, how we will use the Standards Revision Resource Team (SRRT), and our next primary assignment. We each have the major responsibility for preliminary standard revision in one Program Area, and minor responsibility for a second Program Area - this is a means of "checks and balances." We will send our preliminary revisions to our assigned SRRT members for their input, incorporating their suggestions into this first draft writing. We will meet for four days in August in Colorado to finalize a draft to take to the five Regional ACES meetings that take place in September, October, and November; we will be seeking input from those attending.

I hope this gives you a "window" into the process of the SRC as we undertake this very significant task. I will continue to provide an update on our process and progress.

The following individuals were chosen to participate in the standards revision process by serving on the **Standards Revision Resource Team**:

Janine Bernard	Scott Gillig	S. Jeffrey Mostade
Susan Boes	Jacqueline Griffeth	Karen K. Prichard
Teddi J. Cunningham	J. Scott Hinkle	Charles Gordon Spice, Jr.
Deborah C. Davis	Patrievia Hudson	M. Carolyn Thomas
Dean Duncan	Anita Jackson	Phil Travers
Lennis Echterling	David Kleist	Robert Ian Urofsky
Stephen S. Feit	Diane Kurinsky	Paul L. West
Harley E. Flack	Patricia Leonard	Laurie L. Williamson
Kathy Fries	Don C. Locke	Carlotta Willis
John S. Geisler		



## Kudos Corner

ACA and CACREP encourage the use of 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 *Counseling Today*, *The Chronicle of Higher Education*, and ICN and CESNET.

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## Excerpts from Student Letters

*The following passages have been taken verbatim (typos and all) out of letters received in the CACREP office. It's good to see such enthusiasm for the field of counseling!*

"The way I heard about this occupation is I was in my Career Orientation class. The class was looking up occupations on the computer when I saw this occupation, and I decided that's what I wanted to be. I think I am qualified because I help all my friends with their problems."

"I am doing a report on a job of my choice. I selected mental counseling (sic). I know that I enjoy talking with people about their problems. I think that it is a job that will teach me a lot about people and the different experiences (sic) in life, and how they are affected by them."

"I would like to be able to talk and work with younger children. I pride myself in being cheerful and extremely (sic) easy to talk to. I also consider myself to be a good listener."

"I am taking a career class and we have taken a survey, it has recommended that I go into the field of Social Services, which is something I am good at. I would love to become a school counselor so that I could help others with the same problems that I have been having in school."

## Team Training News

The ancillary forms have been sent in to ACA for training sessions at the ACA World Conference in Indianapolis next March.

We will be offering a three hours team members orientation session, the first session to train new team members in two years. There will be limited attendance, so anyone interested should submit their application.

There will also be a three hour team chair renewal session. This will update team chairs on new policies or new interpretations that the Board makes.

There will also be a three hour session on "How to Write a CACREP Self-Study." This will be presented by a CACREP Board member and CACREP staff members and is an opportunity for individuals who are thinking of writing a Self-Study to have hands-on experience with a sample document.

Watch in the Winter 1997-98 CACREP Connection for exact dates and times and further instructions on signing up for these programs.

To access the *CACREP Directory of Accredited Programs* electronically, visit it on the web at:

[www.counseling.org/CACREP/main.htm](http://www.counseling.org/CACREP/main.htm)





# LIST OF ACCREDITED PROGRAMS

<i>Code</i>	<i>No. of Programs</i>	<i>Description</i>
<b>Entry-level programs (Master's degree programs)</b>		
CC	89	Community Counseling for programs accredited under the 1988 and 1994 Standards (48 semester hrs)
CC/CrC	5	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	1	Counseling in Community and Other Agency Settings for programs accredited prior to the 1988 standards (48 semester hrs)
MFC/T	16	Marriage and Family Counseling/Therapy (60 semester hours)
MHC	13	Mental Health Counseling (60 semester hours)
SC	96	School Counseling (48 semester hours)
SPC	1	Student Personnel Service in Higher Education with a Counseling Emphasis for programs accredited prior to the 1988 standards (48 semester hrs)
1988 Standards		
SAC	11	Student Affairs Practice in Higher Education - Counseling Emphasis (48 semester hrs)
SAD	4	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	18	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)
<b>Doctoral-level programs (PhD and/or EdD degree programs)</b>		
CE	35	Counselor Education and Supervision

\* denotes accreditation for a two year period

## ALABAMA

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

Program in Counselor Education  
**The University of Alabama**  
 CC, SC, CE:PhD/EdD (2004)

## ARIZONA

Division of Psychology in Education  
**Arizona State University**  
 \*CC (1999)

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

## BRITISH COLUMBIA

Department of Counselling Psychology  
**University of British Columbia**  
 Vancouver, B.C. CANADA V6T 1Z4  
 \*CC, SC, SACC (1999)

## CALIFORNIA

Department of Counseling & Special Education  
**California State University/Fresno**  
 \*MFC/T (1999)

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

Educational Psychology & Counseling  
**California State University/Northridge**  
 \*CC/CrC, SC, SAC (1998)  
 MFC/T (1997)

Department of Counseling  
**San Francisco State University**  
 CC/GC, CC/ CrC, MFC/T, SC, SACC (2002)

Counseling Department  
**Sonoma State University**  
 CC, SC (1998)

## COLORADO

Department of Psychology  
**Adams State College**  
 \*CC, SC (1997)

Counseling Department  
**Denver Seminary**  
 \*CC (1999)

School of Education  
**Colorado State University, Ft. Collins**  
 CC, CrC, SC (2004)

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

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

## CONNECTICUT

Counselor Education Department  
**Fairfield University**  
 CC, SC (2001)



**Southern Connecticut State University**  
Counseling and School Psychology  
Department  
CC, SC (2002)

**Western Connecticut State University**  
Graduate Counselor Education  
CC, SC (2002)

### ***DISTRICT OF COLUMBIA***

Department of Counseling  
**Gallaudet University**  
SC, MHC (2000)

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

### ***FLORIDA***

ADSOE/Counseling Program  
**Barry University**  
\*MHC, SC (1997)

Psychological Services in Education  
**Florida State University**  
CC/CrC, SC, MHC (2002)

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

**University of Florida**  
Department of Counselor Education  
\*MFC/T, MHC, SC, CE:PhD/EdD  
(1998)

### ***GEORGIA***

Dept of Counseling & Clinical  
Programs  
**Columbus State University**  
CC (2001)

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

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

### ***IDAHO***

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

College of Education  
**University of Idaho**  
CC, SC (1999) \*CE:PhD/EdD (1998)

### ***ILLINOIS***

**Bradley University**  
Dept of Ed. Leadership and Human Dev  
CC, SC (1999)

**Concordia University**  
Psychology Department  
\*SC (1998)

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

Counselor Education Program  
**Illinois State University**  
CC, SC (1998)

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

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

Educational Psychology and Special  
Education Department  
**Southern Illinois University at  
Carbondale**  
CC, MFC/T, SC, CE:PhD (2002)

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

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

### ***INDIANA***

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

Counseling and Development  
**Purdue University**  
MHC, SC, SACC, SAPP, CE:PhD  
(2001)

### ***IOWA***

Counseling, Rehabilitation and Student  
Development  
**University of Iowa**  
\*SC, SAPP, CE:PhD (1998)

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

### ***KANSAS***

Department of Psychology and  
Counseling  
**Pittsburg State University**  
CC (2003)

### ***KENTUCKY***

Educational Leadership & Counseling  
**Murray State University**  
\*CC (1999)

**Lindsey Wilson College**  
\* MFC/T, MHC (1998)

### ***LOUISIANA***

Educational Leadership and Counseling  
**Northeast Louisiana University**  
\*CC, MFC/T, SC (1999)

Counseling Ed. Psych. and Student  
Personnel  
**Northwestern State University**  
SACC, SAPP (2002)

Educational Leadership, Counseling  
and Foundations  
**University of New Orleans**  
\*CC, SC, SACC, CE:PhD/EdD (1999)

### ***MAINE***

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

### ***MARYLAND***

Pastoral Counseling Department  
**Loyola College in Maryland**  
\*CC (1999)

Education Department  
**Loyola College**  
\*SC (1999)

Counseling and Personnel Services  
**University of Maryland**  
CC/CrC (2001), \*CE:PhD (1998)

### ***MICHIGAN***

Educational & Counseling Psychology  
**Andrews University**  
\*CC, SC (1999)

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



Department of Counseling  
**Oakland University**  
CC, SC (2001)

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

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

### **MINNESOTA**

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

Dept of Psychology and Mental Health  
**University of Minnesota Duluth**  
CC, SC (2001)

### **MISSISSIPPI**

Division of Behavioral Sciences  
**Delta State University**  
CC, SC (2004)

Counselor Education & Educational  
Psychology  
**Mississippi State University**  
SAC, CC, SC, CE:PhD/EdD (1998)

**University of Southern Mississippi**  
CC (1999)

### **MISSOURI**

Division of Social Science  
**Truman State University**  
CC, SC, SAD (1999)

### **MONTANA**

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

### **NEBRASKA**

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

### **NEVADA**

Department of Counseling  
**University of Nevada/Las Vegas**  
CC, MFC/T (1999)

Counseling & Educational Psychology  
**University of Nevada/Las Vegas**  
SC (1999)

Counseling & Educational Dept  
**University of Nevada/Reno**  
MFC/T, SC, SACC, CE:PhD/EdD  
(2001)

### **NEW JERSEY**

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

### **NEW MEXICO**

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

### **NEW YORK**

School of Education  
**Syracuse University**  
Syracuse, NY 13244-3240  
SC, SAC, CE:PhD/EdD (2001)

Department of Counselor Education  
**SUNY College at Brockport**  
Brockport, NY 14420  
CC, SC, SAC (2001)

Counselor Education  
**SUNY College at Plattsburgh**  
\*CC, SC, SACC (1999)

### **NORTH CAROLINA**

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

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

School of Education/  
UNC/ Chapel Hill  
SC (2000)

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

Dept of Counseling & Educational  
Development/School of Education  
**UNC/Greensboro**  
CE:PhD/EdD (2002)

Counselor Education  
**Wake Forest University**  
CC, SC (2002)

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

### **NORTH DAKOTA**

School of Education  
**North Dakota State University**  
CC, SC (2004)

### **OHIO**

Counseling, Administration,  
Supervision and Adult Learning  
**Cleveland State University**  
CC (2001)

Department of Education and Allied  
Studies

**John Carroll University**  
20700 North Park Boulevard  
CC (2004)

Counseling & Human Development  
Services  
**Kent State University**  
CC, CE:PhD (1998)

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

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

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

Dept of Counselor & Human Svcs Ed.  
**University of Toledo**  
CC, SC, CE: PhD (2004)  
Department of Human Services  
**Wright State University**  
CC, SC (2003)

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

### **OREGON**

School of Education  
**Oregon State University**  
CC, SC, CE:PhD (2000)

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

**PENNSYLVANIA**

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

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

Dept of Psychology in Education  
**University of Pittsburgh**  
CC, SC, SPC (1998)

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

**SOUTH CAROLINA**

Dept of Educational Psychology  
**University of South Carolina/  
Columbia**  
SC, CE:PhD (1999)

**SOUTH DAKOTA**

College of Education and Counseling  
**South Dakota State University**  
\*CC, SC, SAC (1998)

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

**TENNESSEE**

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

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

Department of Human Resources  
**Vanderbilt University**  
CC (1998)

**TEXAS**

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

Dept of Counseling  
**Texas A & M University - Commerce**  
(formerly East Texas State Univer-  
sity)  
CC, SC, SAC, CE: EdD (1999)

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

**VERMONT**

Counseling Program  
**University of Vermont**  
\*CC, SC (1999)

**VIRGINIA**

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

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

Educational Leadership and Counseling  
**Old Dominion University**  
CC, SC, SACC (2003)

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

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

**WASHINGTON**

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

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

**WEST VIRGINIA**

Dept of Counseling, Rehabilitation  
Counseling, & Counseling Psychology  
**West Virginia University**  
CC, SC (2000)

**WISCONSIN**

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

**WYOMING**

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

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