

THE CACREP CONNECTION

SUMMER 1998

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New CACREP Policies

At the March meeting in Indianapolis, the CACREP Board approved several policies or changes to existing policies that will affect the accreditation process. Unless indicated, they are effective immediately.

- ✓ A decision was made to delete the further documentation category from the CACREP Team Report Format. Team members must now check either met or not met for each standard when they write the report. It was felt by the Board that by the time the visit was complete, a standard could be confirmed as either meeting CACREP standards or not complying. Any further documentation needed to support compliance would be provided earlier in the review process.

- ✓ The Board decided to repeal the CACREP Grievance Procedures and replace them with the following paragraph:

*Any persons having evidence that an accredited program is no longer in compliance with one or more standards may present that evidence in writing to the Board which may review the matter as specified above (In the section of the CACREP Manual called **Maintaining Accredited Status**). In no event will the CACREP Board investigate or address complaints involving individual grievances against a program. Such complaints are best addressed through established institutional and governmental procedures.*

This change was made to further clarify CACREP's stand on individual grievances involving students and/or faculty. Such complaints are not within the scope of CACREP to investigate unless compliance with standards is in question. If so, there are other procedures to enforce compliance that do not involve individual complaints.

- ✓ The following motion was passed as part of a rule interpretation done at the request of a program:
It is moved that CACREP not recognize the additional 300 clock hour internship experience, required as part of the accredited master's degree in Mental Health Counseling, as part of the doctoral requirement for the advanced 600 clock hour internship.

The Board determined that the 900 hours of required internship experience as part of the Mental Health Counseling Master's Degree is part of the Master's program and therefore could not be used to satisfy the clinical requirement at the doctoral level.

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From the Chair

Mary Thomas Burke

"Does CACREP have any data to show that accreditation makes a difference in the quality of students who graduate from CACREP programs?" This is a question I often hear as I attend professional meetings. Perhaps many of you have been asked this or a similar question. Actually, I'm sorry to say that CACREP does not have any data that I can quote or share with persons who genuinely are interested in research on the question. Oh yes, I've heard many counselor educators comment on the improvement in their own programs and in the high quality of the applicants they get since receiving CACREP accreditation. I've heard graduates of CACREP programs extol the value of the accreditation and I've often heard administrators say they want their new faculty to be graduates of CACREP programs. But all of these are anecdotal data. We have no quantitative research to show that CACREP makes a difference.

At our meeting at the ACA World Conference, the CACREP board decided that it is time to correct the oversight. We plan to study ways of evaluating the effects that CACREP has on counselor education programs. You will be hearing more about this in the year ahead. If you have ideas on how we may achieve our goal, the CACREP board would be delighted to receive them. We ask your assistance and cooperation as we undertake this major and very important task.

Secondly, I want to share with you that the Board voted to ask the Standards Revision Committee to take a serious look at how the new standards will address the issues of distance learning. This is an awesome task that we have asked the committee to undertake and probably will mean that the new draft of the standards will be delayed in coming to us. However, we believe it is a task that must be done if we are to prepare for the future in the new millennium. Thanks to Skip Holmgren and her committee for all of the dedication and commitment that they have given to this important issue.

In closing, I want to thank Dr. Donna Falvo, who rotated off of the board this spring, for her many hours of hard work and dedicated service to CACREP during her tenure on the board. And as we return from a summer of renewal and relaxation, I wish for each of you much happiness and fulfillment!

We would like to congratulate Dr. Burke on her receipt of the Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person for 1998. It is an honor and a privilege for all of us at CACREP to work with an individual who truly exemplifies the spirit of this award.

Board Renders Accreditation Decisions in Indianapolis

The CACREP Board met March 25-27 in Indianapolis for the purpose of rendering accreditation decisions. At this meeting, the decisions listed below were made. For a complete Directory of Accredited Programs, see page 9, or visit the CACREP web site at www.counseling.org/CACREP.

The following programs were granted accreditation (indicates accreditation for the first time):*

Appalachian State University, Boone, NC

Community Counseling, School Counseling and Student Affairs Practice in Higher Education - College Counseling Emphasis (June 30, 2005)

College of New Jersey, Ewing, NJ

Community Counseling and School Counseling (June 30, 2005)

Duquesne University, Pittsburgh, PA

*Counselor Education and Supervision (June 30, 2000). This institution has currently accredited Community and School Counseling Programs

Eastern Michigan University, Ypsilanti, MI

Community Counseling and *School Counseling (June 30, 2000)

George Washington University, Washington, DC

Community Counseling, School Counseling, and Counselor Education and Supervision (June 30, 2000)

Indiana Wesleyan University, Marion, IN

*Community Counseling and *Marriage and Family Counseling/Therapy (June 30, 2000)

Kent State University, Kent, OH

Community Counseling and Counselor Education and Supervision (June 30, 2005)

North Carolina State University, Raleigh, NC

*Community Counseling, *School Counseling, Student Affairs Practice in Higher Education - College Counseling Emphasis, and Counselor Education and Supervision (June 30, 2000)

Roosevelt University, Chicago, IL

*Community Counseling and *Mental Health Counseling (June 30, 2000)

Southeast Missouri State University, Cape Girardeau, MO

*Community Counseling (June 30, 2005)

Southeastern Louisiana University, Hammond, LA

*Community Counseling, *School Counseling, *Student Affairs Practice in Higher Education - College Counseling Emphasis (June 30, 2000)

University of Colorado at Denver, Denver, CO

Community Counseling, School Counseling and Marriage and Family Counseling/Therapy (June 30, 2005)

continued

University of New Mexico, Albuquerque, NM

School Counseling, Community Counseling and Counselor Education and Supervision (June 30, 2000)

University of Pittsburgh, Pittsburgh, PA

Community Counseling, School Counseling, and Student Affairs Practice in Higher Education - College Counseling Emphasis (June 30, 2000)

Western Michigan University, Kalamazoo, MI

Community Counseling, School Counseling, Student Affairs Practice in Higher Education - College Counseling and Professional Practice Emphases, and Counselor Education and Supervision (June 30, 2000)

Wilmington College, New Castle, DE

†Community Counseling (June 30, 2000)

The following programs had conditions removed and their accreditation continues until the end of their seven-year cycle:

California State University Los Angeles, Los Angeles, CA

Marriage and Family Counseling/Therapy and School Counseling (June 30, 2003)

James Madison University, Harrisonburg, VA

Community Counseling and School Counseling (June 30, 2003)

Lindsey Wilson College, Columbia, KY

Marriage and Family Counseling/Therapy and Mental Health Counseling (June 30, 2003)

Radford University, Radford, VA

Community Counseling, School Counseling, and Student Affairs Practice in Higher Education - College Counseling Emphasis (June 30, 2003)

University of Idaho, Moscow, ID

Counselor Education and Supervision (December 31, 1999) This institution has currently accredited Community and School Counseling programs.

University of Northern Colorado, Greeley, CO

School Counseling and Counselor Education and Supervision (June 30, 2003)

The following programs were granted accreditation for an additional two year period:

Concordia University, River Forest, IL

School Counseling (June 30, 2000)

University of Iowa, Iowa City, IA

School Counseling, Student Affairs Practice in Higher Education - Professional Practice Emphasis and Counselor Education and Supervision (June 30, 2000)

University of Northern Colorado, Greeley, CO

Community Counseling and Marriage and Family Counseling/Therapy (June 30, 2000)

Board Changes

We bid a fond farewell to Donna Falvo, a board member from the faculty of the Rehabilitation Institute at Southern Illinois University in Carbondale. Donna leaves the Board to assume the Presidency of ARCA.

Replacing her as the ARCA Representative is Chris Reid from Virginia Commonwealth University. She has already started thinking about CACREP by attending Team Member Training in Indianapolis. Welcome!

The officers of the CACREP Board for next year are Chair, Mary Thomas Burke; Vice-Chair, Don Ward; and Treasurer, Lewis Sykes.

Number of Accredited Programs:

| | | | |
|---------------------------------|-----|---------------------------------------|-------------------------------------|
| Community Counseling | 99 | 1988 Standards: | 1994 Standards: |
| CC/Career Counseling | 5 | Student Affairs Practice in Higher | Student Affairs Practice in Higher |
| CC/Gerontological Counseling | 2 | Education - Counseling Emphasis 7 | Education - College Counseling |
| Marriage and Family Counseling/ | | Student Affairs Practice in Higher | Emphasis 24 |
| Therapy | 17 | Education - Development Emphasis 3 | Student Affairs Practice in Higher |
| Mental Health Counseling | 16 | Student Affairs Practice in Higher | Education - Professional Practice |
| School Counseling | 104 | Education - Administrative Emphasis 1 | Emphasis 9 |
| | | | Counselor Education and Supervision |
| | | | (doctoral) 39 |

New CACREP Policies, cont'd

- ✓ *For program accreditation at geographically diverse locations, the institution may 1) submit a separate self-study for each site, or 2) submit a basic self-study document that addresses those standards met consistently across sites with addenda that contain information pertinent to each separate site (e.g., facility descriptions, on-site supervisor and site listings, etc.). Each site seeking accreditation, however, must have a site visit.*

This policy addresses the issue of multiple campus sites within the same program or sites which offer identical programs at different sites.

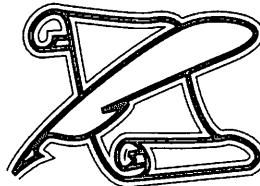
- ✓ *It is moved that a change be made in CACREP policy that any institution's programs wishing to have accreditation decisions rendered by the CACREP Board must have their materials in the office no later than 30 days prior to the beginning of the meeting.*

This is effective immediately and will alleviate the amount of last minutes reports and responses that the Board reviewers often receive at the meeting. Now, Board members have enough time to ensure an adequate and thoughtful review prior to rendering accreditation decisions. Unfortunately, for programs it means that site visits must take place at least two and a half months prior to the meeting where a decision can be made.

New Team Members

The following people were trained as team members at the Team Member Orientation session in Indianapolis. Look for their names on upcoming Potential New Team Member lists.

Cindy Boyd
 Maureen Callahan
 Skip Capone
 Jack Casey
 Craig Cashwell
 Jack Culbreth
 Teddi Cunningham
 Peter Emerson
 Bruce Dykeman
 Beverly Farrow
 Scott Harrington
 Thomas Hernandez
 Maria Maher
 Samuel Milioti
 Carole Minor
 Theresa O'Halloran
 Eileen O'Mara
 Chris Reid
 Chester Robinson
 Jo Ann Sanders
 Paul West
 Scott Young



Excerpts from student letters

The following quotes were taken verbatim (typos and all) from letters received in the CACREP Office:

"In our english class we are doing a project on careers. I found out that I'm a "sociable". That means I enjoy working with people. I believe that is very true. I'm always trying to help my friends with their problems."

"I am interested in working in a hospital or private practice setting -- not a non-profit organization."

"I have recently been thinking about my career, and have figured I would like to do what I liked best. I considered many things before choosing counseling and I find it very interetsing and a way to enlighten my future the positive way."

"I will be relocating to the Chicogoland area and would like to know if you can send me an apartment application for rental unit."

"I've heard that you can get your CACREP certification when you have your Master's from a CORE approved Rehabilitation program and two other classes... Can you tell me how and what two classes?"

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ACA and CACREP encourage the use of citation of credentials in employment advertisements. This column 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*, and *The Chroichle of Higher Education*.

Ball State University
 Eastern Illinois University
 Governors State University
 Montana State University
 Northern Illinois University
 South Dakota State University
 State University of New York - College at Oneonta
 Stephen F. Austin State University
 Sul Ross State University

University of Dayton
 University of Detroit Mercy
 University of Idaho
 University of Iowa
 University of Maryland Eastern Shore
 University of Nebraska Omaha
 University of North Carolina at Greensboro
 University of Wisconsin - Whitewater

If you're measuring student learning by the amount of time students spend sitting in their seats, are you not concerning yourself with the wrong end of the student? *...

and other important questions discussed by the CACREP Standards Revision Committee

by
Carol L. Bobby

A recent headline in *The Chronicle of Higher Education* (August 16, 1998) reads "Apollo Group Announces Distance-Education Venture With Hughes Network Systems." Since the Apollo Group is the parent company of the University of Phoenix, this headline will probably not surprise many readers. The University of Phoenix has often been viewed as an entrepreneurial leader in distance education.

Yet this headline caught my interest, because it points out that there are a variety of views on what is meant by distance education. In the eyes of the Apollo Group, distance education is an important, but somewhat new venture. Why is it new? Because, currently programs offered by the University of Phoenix usually have faculty and classrooms "on location." These programs are not really being offered "at a distance," but are provided at permanent sites located throughout the US and Puerto Rico. While the new distance education venture will follow the University of Phoenix's philosophy of taking the education to the student, it is will now do so through satellite technology. The institution will not need to have offices, buildings, or even faculty in the state in which the education is delivered. State and international borders will now be even easier to cross.

It is not surprising that there are misconceptions about what constitutes distance education. Different terms are often used interchangeably to mean the same thing, and just as many different definitions are being generated. Examples of terms being used include "distance learning," "distributed education or learning," and/or "computer mediated learning." The definitions range from focusing on how the information is delivered to focusing on the separation of time and place between the learner and the instructor. In reality, whatever terms or definitions are used, distance education encompasses the

notion of physical separation of the student from the content provider by either time or place and a delivery system that is different than our traditional notion of knowledge imparted by a teacher in a classroom with students in seats.

Because of advances in technology and because of dramatic increases in the ages of students now enrolled in college, distance learning concepts have captured the attention of our educational systems. Virtually every traditional university system in the US is examining the extent to which they want to offer programs or courses on-line. They are also exploring where they want to offer them, such as in other states or even other countries around the globe. The profession of counseling is not exempt from this growing interest. At last year's ACA Conference in Indianapolis, a program was offered that showed how supervision could be done at a distance. Likewise, ACES has created a task force to look at distance learning issues in counselor education.

The CACREP Board of Directors also recognizes the impact that technology may have on the future training of counselors. Since work has already begun on revising the current CACREP Standards for implementation in 2001, the Board at its April 1998 meeting gave a new charge to the Standards Revision Committee to revise the Standards in a manner that would not compromise quality, but would likewise not impede the implementation of appropriate distance learning concepts into our preparation programs.

Taking this charge very seriously, the Standards Revision Committee met for five days in August to create Draft II of the 2001 CACREP Standards. The first two days of this meeting were devoted to the SRC's own

continued

*credit for this question goes to Patrick Romine. Thank you, Pat, for helping us learn not to think by the seat of our pants on these issues!

education on what constituted distance learning. Two guests were invited- Patrick Romine, Dean and Executive Director of the Counseling and Human Service Department at the University of Phoenix and Michael Lambert, CEO of the Distance Education Training Council (DETC) located in Washington, DC. Both gentlemen were generous with their knowledge and time. Here is some of what the SRC learned about distance education from our experts. The information presented below comes directly from the notes taken during our guests' presentation, so all credit belongs to them!

Some Basic Philosophies of Distance Education

- Think of the student as a customer. Make it convenient and affordable for the student to access the educational product.
- Think of education as being accessible anytime- anyplace- anyway.
- Libraries may be completely electronic
- The institution should be student-centered, not faculty-centered. In fact, faculty may become more like tutors and less like "the medium of information delivery"
- Collaborative, facilitated learning is more important to focus on than how the information delivery takes place.
- Instruction is only one way of accomplishing learning
- Multiple delivery systems are in use, not just face-to-face instruction
- Consider the use of professional practitioner faculty as an alternative to traditional faculty
- Learning should be the outcome, not instruction.
- Distance learning requires a movement from Carnegie seat time units to awarding credit for mastering learning objectives.
- Assessment of learning must take place systematically and multiple measures should be used. Desired outcomes must be defined.
- What ultimately matters is the learning!

Myths of Distance Education

- Resident training is better.
Studies have shown that the distance learner often excels and is more motivated to learn. Yet most people acknowledge that distance learning is harder and that initial drop out rates can be extremely high.
- Print is dead; the Internet is better than print or video.
Print is still the preferred method of information access by students.
- Distance learning cannot deliver "socialization."
Surprisingly enough, through chat rooms, video conferencing, teleconferencing and other means, the learners often interact and monitor each other.

What Questions Should Accreditors Be Asking About Distance Education Programs?

Does the distance learning program or course offering fit in logically with the institution's and/or program's mission and goals?

Does it support and enhance other learning options offered by the institution and program?

Is it driven by educational and learning outcomes, not by technology?

Is the distance education opportunity adequately supported by faculty and administration? Is their commitment from the top down?

Is it organized to help learners attain the necessary outcomes?

Is it supported by an inspiring vision and a realistic plan, including a technology plan?

Does it demonstrate comparability with resident instruction?

Is there a solid course development system that takes into account the learners' styles, needs, and feedback?

Is the scheduling convenient, flexible and accessible to the learner?

Is there equal access for all learners?

Does the institution and program have an on-going revision process to ensure state-of-the-art content?

From the information gleaned from our guests, the Standards Revision Committee had much to contemplate. Based on the questions posed and the charge given to the SRC, there have been additional revisions made to the 2001 CACREP Standards. Some of these revisions will be evident in Draft II. The SRC will also be seeking your input on distance learning issues at the ACES Regional Meetings to be held this fall, so that we can formulate a more definitive approach to handling distance education issues before the ACA conference in San Diego. So think about these philosophies and questions. How do you, the reader, respond to these issues as they relate to counselor preparation? Let us know.

Editor's note: If any readers have had the experience of teaching a class through nontraditional means (e.g., online services, interactive video) and would like to share your experiences and the lessons learned, please contact us at the CACREP office about writing an article.

Standards Revision Update

V. Skip Holmgren, Chair
Standards Revision Committee

It is important to give you an update at this time regarding our recent SRC meeting. We met from August 9-13 in Washington DC with two tasks in mind: 1) finalizing DRAFT#2 of the 2001 Standards, which we will be sharing with you at our five regional ACES meetings this fall, and 2) addressing the new "Charge" by the CACREP Board - Distance Learning and how it might impact our 2001 Standards. As you can well imagine, these were critical tasks. To address the Distance Learning (DL) charge, Carol Bobby had lined up two professionals that are involved in DL: Patrick Romine, from the University of Phoenix, spent Sunday with us sharing his experience and ideas. Mike Lambert, Executive Director of the Distance Education and Training Council (DETC) in Washington DC, spent Monday morning with us really opening our eyes as to the extent of distance education in institutions of higher learning across the United States. We were all surprised to learn that the DETC has been the standards-setting agency for distance education institutions for more than 72 years! I took many pages of notes from his highly informative approach as he discussed a variety of institutions they are involved with in accreditation, including what to look for as they accredit those which qualify.

We spent the remainder of Monday looking over handouts and materials that I brought after attending a very timely international conference, "Syllabus 98," held at my own university in California July 25-29. The reason I attended the conference, and an all-day pre-conference workshop, was the fact that the conference was totally on the subject of distance learning. I went with the idea of needing "proof," with my limited thinking that this that this just can't be done in the field of counseling. I came away very excited about the potential to expand our services and firmly convinced as to the possibilities. This was further reinforced by the discussions at our SRC meeting last week. An expression I heard several times at the Syllabus conference was "The sage on the stage is being replaced by the guide on the side," as we look to our role in the process. The entire focus in DL is on the individual learner. We just replaced 50% of our 6-member Department of Counseling with three brand-new PhDs - all three are totally computer oriented, and have been exposed to all of these possibilities. This will continue to happen in our university as we replace retirees. I could go on and on ad nauseam with the potential I see (call me or e-mail me if you would like to discuss any of this to a greater extent: e-mail is skip.holmgren@sonoma.edu; phone is 707/664-2266). Our group spent all day Tuesday looking at just "how" DL will fit into our standards as we have them now. We were all surprised to see that very few changes were necessary.

Thursday and Friday were spent finalizing DRAFT #2 based on all the input since DRAFT #1 was circulated. We each had selections for which we had the responsibility of pulling together the input and refining the draft. We, as a group, went over the entire draft, all discussing any controversial points, etc. coming to a decision as to the necessary changes. We are in the process of incorporating all of the input with the deadline of September 8 to get this to the CACREP office so that DRAFT #2 will be ready for the Fall ACES regional meetings.

Continuing to speak for the Standards Revision Committee, we all want to thank you for the input you have provided via last year's regional ACES meetings, suggestions sent to the CACREP Office, from those that attended our Open Forum at ACA in Indianapolis, and those of you on the Standards Revision resource Team. We continue to feel the weight of our responsibility as we try hard to represent all of you to the extent we are able. Thanks!

See you at the regional ACES meetings.



NBCC wishes to thank these institutions for hosting the Counselor Examination for Licensure and Certification in the April 18, 1998, NBCC/CACREP Special Administration of the NCE:

Adams State College
Andrews University
Appalachian State University
Arizona State University
Auburn University
Barry University
Bradley University
Columbus State University
Delta State University
Denver Seminary
Duquesne University
Eastern Washington University
Emporia State University
Fairfield University
Florida State University
Gallaudet University
George Washington University
Georgia State University
Governors State University
Idaho State University
Illinois State University
John Carroll University
Loyola College in Maryland (Columbia)
Loyola College in Maryland (Baltimore)
Mississippi State University
North Carolina State University
North Dakota State University
Northeast Louisiana University
Northeastern Illinois University
Northern Illinois University
Northwestern State University
Oakland University
Old Dominion University
Pittsburg State University
Plattsburgh State University of New York
Portland State University
Purdue 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 Brockport
Syracuse University
The College of New Jersey
The University of Alabama
The University of Central Florida
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 Minnesota Duluth
The University of Nebraska at Omaha
The University of Nevada/Las Vegas
The University of Nevada/Reno
The University of New Mexico
The University of New Orleans Lakefront
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 Phoenix
The University of Phoenix/Tucson Campus
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

HEAR WHAT SOME NBCC/NCE CAMPUS COORDINATORS HAVE TO SAY: What is the appeal of the NBCC/CACREP Special Administration?

The convenience of taking the exam on campus and getting something out of the way that they won't have to worry about later. Also, the fact that CACREP grads get to be NCCs immediately is a pull.

- *Dr. Janine Bernard, Fairfield University, Fairfield, CT*

Our mental health counseling students can use the NCE for both the NCC and the LMHC in Florida. They also like the idea that they can take the NCE right here at Barry University and not have to travel elsewhere to take it. Some of our students feel that the NCC will give them an edge in the job application process.

- *Dr. Scott Gillig, Barry University, Miami Shores, FL*

Our students are encouraged to pursue certification and licensure, therefore most take the exam with us rather than with the state. The voluntary nature of the NCC and what that communicates about the student to other professionals nationwide is important to them. Additionally, the convenience factor and the proximity to their coursework is appealing.

- *Dr. Debra C. Cobia, Auburn University, Auburn, AL*

A) Convenience, able to write the exam in Emporia without having to travel to another city. B) Reduced cost to write the NCE while still in school in order to qualify for the NCC credential and for the Professional Counselor License in Kansas. C) Able to write the exam concurrently with finishing their masters' studies, while the information is still fresh in their minds.

- *Dr. Edward R. Butler, Emporia State University, Emporia, KS*

1) Convenience. I provide the application forms, answer questions and submit their materials. Also, they are assured of taking the examination here in Tallahassee.

2) Taking the examination during their last semester in the program assures that their content knowledge is fresh and current. Consequently, they feel more confident.

3) Of course, the opportunity to secure the NCC credential and complete the examination portion of the Florida licensure requirement are big appeals also.

- *Dr. F. Donald Kelly, Florida State University, Tallahassee, FL*

Why do faculty members volunteer to coordinate the Special Administration on their campuses?

Professional development of our students. I believe that it's important that faculty support what they tell their students is important for the profession. - *Dr. Bernard*

A) To make it easy for students and to encourage students to write the NCE in order to qualify for a professional credential.
B) To encourage professionalism. - *Dr. Butler*

The program participates in the examination process to promote a commitment among students to competence, standards, and continued professional development. In addition, it is a service to our students; and this service may tip the balance for new applicants who are considering our program among several others. - *Dr. Kelly*

I volunteered to be the Campus Coordinator because I thought it was a good service we could provide to our students. In class, we talk a lot about counseling identity and how getting the NCC is important for this reason, as well as for the good of the profession to have national standards. Since we are CACREP-accredited, it would be a shame not to participate because of all of the benefits to our students in taking the Special Administration, including the waiver of two years of experience for our CACREP students to become NCCs.

- *Dr. Gillig*

As a service to our students. - *Dr. Cobia*

How are CACREP students notified about the Special Administration?

In the department handbook; in the internship class; by means of our "communication bulletin board." - *Dr. Bernard*

I send a memo out to all full time and adjunct faculty encouraging them to announce in their classes the Special Administration, as well as the advantages of having the NCC. I push this hard in my classes. - *Dr. Gillig*

General postings and class announcements. - *Dr. Cobia*

I notify the division faculty members of the NCE deadlines for the Special Administration. Faculty members inform students to contact me to get specific information and to get the registration materials to sign up for the exam. I keep a record of all interested students and work directly with all persons interested in writing the exam. - *Dr. Butler*

Students are notified via announcements in class, notices posted on bulletin boards and notices placed in student mail boxes. - *Dr. Kelly*

What is the most rewarding aspect of participating?

The most rewarding aspect of our students participating in the Special Administration thus far has been the high pass rate. - *Dr. Kelly*

Seeing the students suddenly become aware of the implications of taking the NCE and becoming NCCs toward the end of their program and how their identities as counselors begin to take shape at this phase of their training is most rewarding for me. - *Dr. Gillig*

That our students generally do well on the exam and that they graduate with a professional credential that has meaning nationwide. - *Dr. Cobia*

Assisting students to obtain a professional credential as they prepare for entry into the counseling profession. - *Dr. Butler*

It is always rewarding to do the right thing. - *Dr. Bernard*

NBCC Notes

An Invitation For Counselor Educators

If you are a counselor educator who is not nationally certified, you still have time to apply for the National Certified Counselor (NCC) credential without taking an exam if you qualify for NBCC's Express Registration. This limited registration is open to qualified faculty members in counselor preparation programs. Assistant, Associate or Full Professors currently employed full-time in a counselor preparation program at a regionally-accredited institution, with a minimum of five years post-doctoral teaching experience of at least 50% teaching time in counselor preparation courses are encouraged to apply. The deadline to apply is December 31, 1999. Call NBCC for an application. Information and an application is also available on NBCC's web site at www.nbcc.org/counselor-ed/expressinfo.htm.

Exit Exams

Need an exit exam for your counseling program?

If your counseling program is seeking a comprehensive examination to evaluate your students, the Counselor Preparation Comprehensive Examination (CPCE) may suit your needs. The questions were developed from the most frequently used textbooks in counselor preparation, and they cover the eight CACREP common-core areas. The CPCE allows master's program comprehensive exams to better meet psychometric standards, and programs which use it are able to compare their results to national data. Approximately 750 students at schools around the USA took the CPCE in the 1997-98 fiscal year. The examination was researched and developed by the Research and Assessment Corporation for Counseling (RACC) and is distributed by the Council for Credentialing and Education (CCE), affiliate corporations of NBCC. For more information, call CCE at 336-547-0607.

CACREP Students Can Become Certified After Graduating

Students enrolled in CACREP-accredited programs at participating schools have the opportunity to become nationally certified shortly after graduating. Schools that choose to participate in the NBCC/CACREP Special Administration can offer the National Counselor Examination for Licensure and Certification (NCE) to their students in the final year of a graduate program.

Students who pass the NCE can become National Certified Counselors (NCCs) as soon as NBCC receives their professional endorsement form and a final transcript. Because NBCC recognizes the value of CACREP-accredited programs, the post-master's experience requirement is waived for graduates of these programs. Plus, they can use their exam results towards licensure requirements in most states that require the NCE for licensure.

Any student at a participating school in the final year of a CACREP-accredited master's program is eligible to apply. Students enrolled in CACREP-accredited doctoral programs are also eligible, provided they will complete all CACREP coursework by the end of the academic year.

The Special Administration is extremely popular with students because they can take the NCE while their coursework is fresh on their minds, they pay a lower fee and have less paperwork. This gives them the opportunity to earn a national credential to put on their business cards after graduating. It is a great way for them to jump-start their careers.

Most CACREP programs participate in the Special Administration. Only a handful do not offer it to their students. If your program does not offer this to your students and you would like information on how to participate, please contact DD Thornton, Special Administrations Coordinator, at NBCC: 336-547-0607 or write to thornton@nbcc.org.

CACREP Directory of Accredited Programs - Summary - Summer 1998

Key:

CC - Community Counseling CrC - Career Counseling GC - Gerontological Counseling SC - School Counseling
MFC/T - Marriage and Family Counseling/Therapy MHC - Mental Health Counseling

1988 Standards: Student Affairs Practice in Higher Education
SAC - Counseling emphasis SAD - Developmental emphasis SAA - Administrative emphasis
1994 Standards: Student Affairs Practice in Higher Education
SACC - College Counseling emphasis SAPP - Professional Practice emphasis
CE - Counselor Education and Supervision (Doctoral)

To view a complete directory, visit the CACREP web site at www.counseling.org/CACREP
or contact the CACREP Office

ALABAMA**Auburn University**

First Accredited: 9/86

CC, SC, SACC, CE:PhD/EdD (2001)

The University of Alabama

First Accredited: 3/82

CC, SC, CE:PhD/EdD (2004)

ARIZONA**Arizona State University**

First Accredited: 4/95

*CC (1999)

University of Phoenix**Phoenix and Tucson Campuses**

First Accredited: 4/95

CC (2002)

ARKANSAS**University of Arkansas**

First Accredited: 11/97

*CC, SC, CE:PhD (1999)

BRITISH COLUMBIA**University of British Columbia**

First Accredited: 3/89

*CC, SC, SACC (1999)

CALIFORNIA**CSU/Fresno**

First Accredited: 4/95

MFC/T (2002)

CSU/Los Angeles

First Accredited: 3/78

SC, MFC/T (2003)

CSU/Northridge

First Accredited: 3/79

*CC/CrC, MFC/T SC, SAC (1998)

San Francisco State University

First Accredited: 3/78

CC/GC, CC/ CrC, MFC/T, SC, SACC
(2002)**Sonoma State University**

First Accredited: 3/84

CC, SC (1998)

COLORADO**Adams State College**

First Accredited: 10/95

CC, SC (2002)

Colorado State University

First Accredited: 4/97

CC, CrC, SC (2004)

Denver Seminary

First Accredited: 4/97

*CC (1999)

University of Colorado at Denver

First Accredited: 4/91

CC, SC, MFC/T (2005)

University of Northern Colorado

First Accredited: 3/82

SC, CE:PhD (2003) *CC, MFC/T
(2000)**CONNECTICUT****Fairfield University**

First Accredited: 9/86

CC, SC (2001)

Southern Connecticut State University

First Accredited: 4/95

CC, SC (2002)

Western Connecticut State University

First Accredited: 4/95

CC, SC (2002)

DELAWARE**Wilmington College**

First Accredited: 3/98

*CC (2000)

DISTRICT OF COLUMBIA**Gallaudet University**

First Accredited: 3/93

SC, MHC (2000)

George Washington University

First Accredited: 3/84

*CC, SC, CE:EdD (2000)

FLORIDA**Barry University**

First Accredited: 10/95

MHC, SC (2002)

Florida State University

First Accredited: 10/95

CC/CrC, SC, MHC (2002)

Rollins College

First Accredited: 4/94

CC, SC (2001)

University of Central Florida

First Accredited: 11/97

MHC, SC (2004)

University of Florida

First Accredited: 3/81

*MFC/T, MHC, SC, CE:PhD/EdD
(1998)**GEORGIA****Columbus State University**

First Accredited 11/94

CC (2001) * SC (1999)

Georgia State University

First Accredited: 3/80

*CC, SC, CE:PhD (1998)

University of Georgia

First Accredited: 4/87

CC, SC, SAA, SAC, SAD (2001)

IDAHO**Idaho State University**

First Accredited: 3/80

MHC, SC, SACC, CE:EdD (2002)

University of Idaho

First Accredited: 10/84

CC, SC, CE:PhD/EdD (1999)

ILLINOIS**Bradley University**

First Accredited: 3/92

CC, SC (1999)

Concordia University

First Accredited: 4/96

*SC (2000)

Eastern Illinois University

First Accredited: 11/97

*CC, SC (1999)

Governors State University

First Accredited: 4/91

CC, MFC/T, SC (1998)

Illinois State University

First Accredited: 4/91

CC, SC (1998)

*Program is no longer admitting students***Northeastern Illinois University**

First Accredited 4/94

CC, SC (2001)

Northern Illinois University

First Accredited: 3/89

CC, SC, SACC, CE:EdD (2003)

Roosevelt University

First Accredited: #/98

*CC, MHC (2000)

Southern Illinois University at Carbondale

First Accredited: 3/88

CC, MFC/T, SC, CE:PhD (2002)

University of Illinois at Springfield

First Accredited 10/93

CC, SC (2000)

Western Illinois University

First Accredited: 4/87

CC, SC (2001)

INDIANA**Ball State University**

First Accredited: 3/80

CC (2002)

Indiana Wesleyan University

First Accredited: 3/98

*CC, MFC/T (2000)

Purdue University

First Accredited: 9/86

MHC, SC, SACC, SAPP, CE:PhD (2001)

IOWA**The University of Iowa**

First Accredited: 3/89

*SC, SAPP, CE:PhD (2000)

University of Northern Iowa

First Accredited: 10/90

MHC, SC (1998)

KANSAS**Emporia State University**

First Accredited: 11/97

MHC, SACC, SAPP (2004) *SC (1999)

Pittsburg State University

First Accredited: 10/88

CC (2003)

KENTUCKY**Murray State University**

First Accredited: 3/89

*CC (1999)

Lindsey Wilson College

First Accredited: 4/96

MFC/T, MHC (2003)

LOUISIANA**Northeast Louisiana University**

First Accredited: 3/89

*CC, MFC/T, SC (1999)

Northwestern State University

First Accredited: 4/95

SACC, SAPP (2002)

Southeastern Louisiana University

First Accredited: 3/98

*CC, SC, SACC (2000)

University of New Orleans

First Accredited: 10/89

*CC, SC, SACC, CE:PhD/EdD (1999)

MAINE**University of Southern Maine**

First Accredited: 10/87

MHC, SC, CC (2002)

MARYLAND**Loyola College in Maryland**

First Accredited: 10/89

*CC (1999)

Loyola College in Maryland

First Accredited: 4/97

*SC (1999)

University of Maryland at College Park

First Accredited: 10/85

CC/CrC, CE:PhD (2001)

MICHIGAN**Andrews University**

First Accredited: 3/90

*CC, SC (1999)

Eastern Michigan University

First Accredited: 10/89

*CC, SC (2000)

Oakland University

First Accredited: 11/94

CC, SC (2001)

Wayne State University

First Accredited: 11/94

CC, SC, CE: PhD/EdD (2001)

Western Michigan University

First Accredited: 10/83

*CC, SC, SACC, SAPP, CE:PhD (2000)

MINNESOTA**Mankato State University**

First Accredited: 9/86

CC, SC, SAPP (2001)

University of Minnesota Duluth

First Accredited: 11/94
CC, SC (2001)

MISSISSIPPI**Delta State University**

First Accredited: 4/91
CC, SC (2004)

Mississippi State University

First Accredited: 9/86
SAC, CC, SC, CE:PhD/EdD (1998)

University of Southern Mississippi

First Accredited: 10/85
CC (1999)

MISSOURI**Southeast Missouri State University**

First Accredited: 3/98
CC (2005)

Truman State University

First Accredited: 3/92
CC, SC, SAD (1999)

MONTANA**Montana State University - Bozeman**

First Accredited: 3/93
MFC/T, MHC, SC (2000)

NEBRASKA**University of Nebraska at Omaha**

First Accredited: 3/93
CC, SC (2000)

NEVADA**University of Nevada/Las Vegas**

First Accredited: 3/84
CC, MFC/T (1999)

University of Nevada/Las Vegas

First Accredited: 3/84
SC (1999)

University of Nevada, Reno

First Accredited: 4/94
MFC/T, SC, SACC, CE:PhD/EdD (2001)

NEW JERSEY**The College of New Jersey**

First Accredited: 4/91
CC, SC (2005)

NEW MEXICO**University of New Mexico**

First Accredited: 10/82
*CC, SC, CE: PhD (2000)

NEW YORK**SUNY at Brockport**

First Accredited: 4/87
CC, SC, SAC (2001)

Plattsburgh State University of New York

First Accredited: 3/90
CC, SC, SACC (2004)

Syracuse University

First Accredited: 4/94
SC, SAC, CE:PhD/EdD (2001)

NORTH CAROLINA**Appalachian State University**

First Accredited: 10/83
CC, SC, SACC (2005)

North Carolina State University

First Accredited: 3/90
* CC, SC, SACC, CE:PhD (2000)

UNC/ Chapel Hill

First Accredited: 4/86
SC (2000)

The University of North Carolina at Charlotte

First Accredited: 4/95
CC, SC (2002)

The University of North Carolina at Greensboro

First Accredited: 1981
CC, CC/GC, MFC/T, SC, SACC, CE:PhD/EdD (2002)

Wake Forest University

First Accredited: 4/95
CC, SC (2002)

Western Carolina University

First Accredited: 3/93
CC, SC (2000)

NORTH DAKOTA**North Dakota State University**

First Accredited: 4/97
CC, SC (2004)

OHIO**Cleveland State University**

First Accredited: 11/94
CC (2001)

John Carroll University

First Accredited: 4/97
CC (2004)

Kent State University

First Accredited: 4/91
CC, CE:PhD (2005)

Ohio University

First Accredited: 9/86
CC, SC, CE:PhD (2001)

University of Akron

First Accredited: 10/85
CC, MFC/T, SC, CE:PhD (2000)

University of Cincinnati

First Accredited: 3/93
CC, SC, CE: EdD (2000)

University of Toledo

First Accredited: 10/89
CC, SC, CE: PhD (2004)

Wright State University

First Accredited: 3/89
CC, SC (2003)

Youngstown State University

First Accredited: 3/86
CC, SC (1999)

OREGON**Oregon State University**

First Accredited: 3/86
CC, SC, CE:PhD (2000)

Portland State University

First Accredited: 3/93
CC, SC (2000)

PENNSYLVANIA**Duquesne University**

First Accredited: 3/93
CC, SC, CE: EdD (2000)

Shippensburg University

First Accredited: 3/80
CC, MHC, SC, SACC, SAPP (2003)

University of Pittsburgh

First Accredited: 10/89
*CC, SC, SACC (2000)

University of Scranton
First Accredited: 3/92
SC, CC (1999)

SOUTH CAROLINA

University of South Carolina
First Accredited: 10/84
SC, CE:PhD (1999)

SOUTH DAKOTA

South Dakota State University
First Accredited: 11/94
*CC, SC, SAC (1998)

University of South Dakota
First Accredited: 3/93
CC, SC, SAD, CE: EdD (2000)

TENNESSEE

The University of Memphis
First Accredited: 11/94
CC, SC, SACC, CE:EdD (2001)

The University of Tennessee
First Accredited: 10/82
CC, SC, CE: PhD/EdD (1998)

Vanderbilt University
First Accredited: 3/83
CC (1998)

TEXAS

St. Mary's University
First Accredited: 11/97
* CC, CE: PhD (1999)

Stephen F. Austin State University
First Accredited: 10/93
CC, SC (2000)

Texas A & M University - Commerce
(formerly East Texas State University)
First Accredited: 3/92
CC, SC, SAC, CE: EdD (1999)

University of North Texas
First Accredited: 3/80
CC, SC, SACC, SAPP, CE: EdD/PhD (2002)

VERMONT

University of Vermont
First Accredited: 10/82
*CC, SC (1999)

VIRGINIA

James Madison University
First Accredited: 3/80
CC, SC (2003)

Lynchburg College
First Accredited: 3/92
CC, SC (1999)

Old Dominion University
First Accredited: 10/96
CC, SC, SACC (2003)

Radford University
First Accredited: 4/96
CC, SC, SACC (2003)

University of Virginia
First Accredited: 3/80
*CC, SC, SACC, SAPP, CE:PhD/EdD (1999)

WASHINGTON

Eastern Washington University
First Accredited: 9/86
MHC, SC (2001)

Western Washington University
First Accredited: 10/93
SC, MHC (2000)

WEST VIRGINIA

West Virginia University
First Accredited: 3/93
CC, SC (2000)

WISCONSIN

University of Wisconsin Oshkosh
First Accredited: 3/92
CC, SC, SAC (1999)

WYOMING

University of Wyoming
First Accredited: 3/82
CC, SC, SACC, CE: PhD/EdD (2003)



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