

# THE CACREP CONNECTION

Summer 2002

## CACREP Events in Park City, Utah at ACES National Conference

Board Meeting  
October 14-16

Training Session  
October 17  
9am - 12 pm

## Statement of Core Values

adopted by the CACREP Board of Directors  
March 2002

We believe in

- advancing the counseling profession through quality and excellence in counselor education;
- ensuring a fair, consistent, and ethical decision-making process;
- serving as a responsible leader in protecting the public;
- promoting practices that reflect openness to growth, change and collaboration; and
- creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices.

The process that CACREP underwent to develop this statement began in June of 2001 at the CACREP Board retreat in Tucson. A discussion at the fall Board meeting in October identified CACREP's core values and resulted in a draft statement which was adopted at the meeting in New Orleans. It is hoped that this statement crystalizes the values that have led to CACREP's growth and success until this point and will serve as a guide to future CACREP activities.

## CHEA Grants Recognition to CACREP

At its meeting on April 30, 2002, the Board of Directors of the Council for Higher Education Accreditation (CHEA) reviewed the recommendation of the CHEA Committee on Recognition regarding the recognition application submitted by CACREP. The board of directors accepted the committee recommendation and recognized CACREP for the following scope of accrediting activities:

Master's degree programs in career counseling; college counseling; community counseling; gerontological counseling; marital, couple and family counseling/therapy; mental health counseling; school counseling; student affairs; and doctoral degree programs in counselor education and supervision.

CHEA is a private, nonprofit national organization representing more than 3,000 colleges and universities and 60 national, regional and specialized accrediting organizations. It is the only nongovernmental entity that offers a recognition review process for certifying the quality of the higher education related accrediting bodies in the United States.

CHEA recognized accreditors must demonstrate compliance with five Standards. They must 1) advance academic quality, 2) demonstrate accountability, 3) encourage purposeful change and needed improvement, 4) employ appropriate and fair procedures in decision-making, and 5) continually reassess accreditation practices. For the full text of these Standards, please consult the CHEA Recognition Policy and Procedures document at [www.chea.org](http://www.chea.org).

CACREP was delighted to successfully complete this quality assurance review process. We will be submitting a follow-up report to CHEA in 18 months to review efforts at improving our organization's financial capacity and stability.





## FROM THE CHAIR

Mary Alice Bruce

Dear Colleagues:

Joyous greetings to you! As my tenure on the Board comes to a close, I thank you for the inspiration and leadership you each give to our counseling profession. What an exciting time in the life of CACREP after a hard-working retreat last June, followed by two meetings of lively and contemplative discussions regarding crucial issues and critical decision-making relative to the following and other issues.

- Collaboration with Related Accrediting Entities comes to the forefront as the Board carefully considers current board autonomy, authority, function, responsibility, staff, standards, accreditation, and budget. Inherent are

implications for related educational programs (the REP in CACREP) and CACREP's leadership regarding counselor identity.

- Financial Stability and Adequate Resources are a focus in view of constantly increasing travel costs for our site visits, much needed technology updates, and many other rising costs. A special Fundraising Task Force now oversees ideas related to long-term fundraising and fiscal stability.
- Globalization is right now. Counselor preparation is happening everywhere, and CACREP is stepping into the international arena to carefully consider and problem-solve numerous international review issues.
- CHEA (Council for Higher Education Accreditation) Recognition is of great importance because CACREP must submit a self-study and be recognized in the same way our counseling programs are CACREP accredited by means of specific criteria and a peer review process. Many thanks to Carol Bobby for preparing an outstanding self-study on our behalf.
- The Strategic Time Line to continue our positive direction was prepared for us by Vice-Chair, Ollie Morgan, who developed an overall strategy and corresponding timeline. I appreciate the comprehensive nature and detail of this reality-based plan that was approved by the Board.

Warmest wishes to Susan Seem, newly elected Chair of the Board, and much appreciation to the CACREP staff, all Board members, and you who make the vision happen.

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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 CACREP Board met March 21-23, 2002 in New Orleans, and the following accreditation decisions were made. The next meeting is scheduled for October 16-18, 2002 in Park City, Utah.

*The following programs were granted accreditation  
(† indicates initial accreditation and the date in parentheses is  
the accreditation expiration date).*

**Arizona State University**, Tempe, AZ  
Community Counseling (June 30, 2004)

**California State University Northridge**,  
Northridge, CA  
Career Counseling, Marriage and Family Counseling/  
Therapy, Student Affairs Practice in Higher Education -  
College Counseling Emphasis, and School Counseling  
(June 30, 2009)

**Chicago State University**, Chicago, IL  
† Community Counseling and † School Counseling  
(June 30, 2010)

**Columbus State University**, Columbus, GA  
Community Counseling and School Counseling  
(June 30, 2004)

**Eastern Mennonite University**, Harrisonburg, VA  
† Community Counseling (June 30, 2009)

**Eastern Michigan University**, Ypsilanti, MI  
† Student Affairs Practice in Higher Education - College  
Counseling Emphasis (June 30, 2005)

**Idaho State University**, Pocatello, ID  
† Marriage and Family Counseling/Therapy (June 30,  
2004) Mental Health Counseling, School Counseling,  
Student Affairs Practice in Higher Education - College  
Counseling Emphasis, and Counselor Education and  
Supervision (June 30, 2009)

**Marywood University**, Scranton, PA  
† Mental Health Counseling and † School Counseling  
(June 30, 2004)

**Oakland University**, Oakland, MI  
Community Counseling and School Counseling  
(June 30, 2010)

**Slippery Rock University**, Slippery Rock, PA  
† Community Counseling (June 30, 2004)

**Stetson University**, DeLand, FL  
† Mental Health Counseling, † Marital, Couple and  
Family Counseling/Therapy, and † School Counseling  
(June 30, 2004)

**University of Central Florida**, Orlando, FL  
† Counselor Education and Supervision  
(December 31, 2004)

**University of Minnesota Duluth**, Duluth, MN  
Community Counseling and School Counseling  
(June 30, 2004)

**University of North Carolina at Charlotte**,  
Charlotte, NC  
Community Counseling and School Counseling  
(June 30, 2009)

**University of Phoenix**, Phoenix & Tucson, AZ  
Community Counseling (June 30, 2010)

**University of Southern Maine**, Gorham, ME  
Mental Health Counseling and School Counseling  
(June 30, 2010)

**Wake Forest University**, Winston-Salem, NC  
Community Counseling and School Counseling  
(June 30, 2004)

*The following programs submitted Interim Reports and were  
granted continued accreditation:*

**Clemson University**, Clemson, SC  
Community Counseling, School Counseling and Student  
Affairs Practice in Higher Education - College  
Counseling and Professional Practice Emphases  
(June 30, 2007)

**Middle Tennessee State University**, Murfreesboro, TN  
School Counseling (June 30, 2007)

**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, 2004)



**University of Colorado Colorado Springs**, Colorado Springs, Colorado  
Community Counseling and School Counseling (June 30, 2008)

**University of Nebraska at Kearney**, Kearney, Nebraska  
Community Counseling (June 30, 2007)

**University of Nevada Las Vegas**, Las Vegas, Nevada  
Community Counseling and Marriage and Family Counseling/Therapy (December 31, 2003)

**University of Tennessee Knoxville**, Knoxville, Tennessee  
Mental Health Counseling and School Counseling (June 30, 2004)

**Virginia Polytechnic Institute and State University**, Blacksburg, Virginia  
Community Counseling, School Counseling and Counselor Education and Supervision (June 30, 2004)

For a complete listing of accredited programs, visit CACREP's web site at [www.counseling.org/cacrep](http://www.counseling.org/cacrep).

## Board Interprets Standard VI.D

There seems to be some confusion about what is meant in Standard VI.D, which requires that "an official report that documents outcomes of the comprehensive program evaluation shall be prepared and distributed on a systematic basis (at least once every three years) to students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors).

The Board discussed this at the meeting in March and adopted the following definition which will be added to the glossary:

Outcomes of the comprehensive program evaluation (Standard VI.D) means findings and implications of the comprehensive program evaluation.

Therefore, the report that is distributed to the relevant constituents must include any changes planned based on the findings or analysis of the findings and not just raw data or a summary of the results.

## Board Changes

We bid a fond farewell this Summer to two Board members. **Mary Alice Bruce**, ACES Representative and Board Chair for the past three years, is completing her final term. Mary Alice has seen the Board through the entire Standards Revision process, from chairing the Future Structures discussions many years ago to presiding over the first group of programs accredited under the 2001 Standards. Good job Mary Alice!

Also leaving the Board is **Lee Richmond**, the representative from ACA. Lee has been a strong supporter of CACREP and her straightforward manner has been a true asset in Board discussion.

The new ACES representative is **Jack Culbreth**, faculty member at the University of Virginia. Jack comes with some experience, having been a team visitor for the past several years. **Elias Zambrano** is the new ACA representative. Eli is a school counselor in San Antonio and is very active in his state branch in Texas. We look forward to working with these two great additions to the CACREP Board.

### CACREP elected officers for 2002/2003

Chair:	Susan Seem (beginning a two-year term)
Vice-Chair:	Oliver Morgan
Treasurer:	John Keys



## Tales from Table Talk

*It is early in the morning, a Monday, I think. I am in the Crescent City and my mind, still foggy with sleep, retreats to warmly sweet memories of beignets and chicory coffee. Too bad that the clock in my room brings me into a different awareness. My plan is to be at Table Talk.*

*Table Talk. An interesting name for a gathering of CACREP folks. I have no expectations other than to gather information and to meet some colleagues with similar interests in accreditation. Five to nine. Gotta hurry. I find my way to the Hilton Hotels' third floor conference rooms, but the cavernous halls seem to swallow all life.*

*Finally, I am in the room. It is set up with round tables. I see some familiar faces and sit myself down at a table near the middle. This way I can avoid being in front, but I am still close enough to the door to leave if I need more coffee. The session is just beginning and introductions are occurring. Drat. I will have to introduce myself. I prefer the incognito approach. Lets see, the entire CACREP staff is present. The Board chair, Mary Alice Bruce, is there. And, oh, she just introduced that a new chair has been elected. Susan Seem from SUNY Brockport. I'll make note of that. Wow, a lot of the Board members are at this session. I think this will be a good way to find out exactly what those folks are planning and thinking.*

*Hey, they say they want feedback from us. They want to know what we think. What are our issues with CACREP? I need to take good notes on this. You never know when some of these issues might arise at my program. Sure am glad the coffee is beginning to kick in...*

The following issues were excerpted from notes taken by a Table Talk attendee. All names have been changed to protect the innocent.

Date: Monday, March 25, 2002

Place: Hilton New Orleans Riverside Hotel, Rosedown Room

Time: 9:00 AM to 11:00 AM

A concern was noted about the new internship requirement in the 2001 Standards for the Marital, Couple and Family Counseling/Therapy (MCFC/T) programs. This requirement stipulates that the majority of the 240 direct service clock hours occur with couple and family units. For California programs this can be problematic. Reason- this state has a marriage and family licensing law. Thus, the degree titles must include marriage and family. Requiring students to document that the "majority" of the 240 direct service hours will be problematic at most of the clinical sites. Yet, even when the students are working with individuals, they are doing so from a relational or systems perspective. Would the program have to be a Community Counseling program if they

did not meet the MCFC/T direct service hour requirement? This would be problematic and confusing in terms of the state licensing requirements, which the program must also meet.

BOARD RESPONSE: The Introduction to the Standards (page 55 of the 2001 CACREP Accreditation Manual) indicates that "programs wishing to justify variations from these standards may submit statements of rationale as part of their self-studies. CACREP will [then] determine whether those variations accomplish the outcomes that the Standards are designed to ensure." It was recommended that the program could apply as an MCFC/T program by providing the context of how they structure their internship requirements and why they meet the intent of the direct service hour requirement.

A few people asked about Doctoral Standard III. A (page 98 of the 2001 Manual) and whether or not the doctoral practicum had to focus only on developing advanced clinical skills.

BOARD RESPONSE: It was noted that the wording of the standard indicated that the "purpose of this practicum is to develop and/or refine advanced counseling skills which should conceptually link counselor practice to teaching and supervision." This delightfully murky wording allows programs to structure a practicum experience that could include both teaching and clinical experience.

Question: Could students be considered as graduates from two CACREP programs simultaneously?

BOARD RESPONSE: This is hard to do, but it could be done if it can be documented that the student has completed all of the requirements of both programs. This would require a minimum of two separate internships.

As programs use more technology, are there concerns and issues that need attention from CACREP?

ATTENDEE RESPONSES: There are security and confidentiality issues if supervision is to be provided on-line. One program noted that they use a number system for clients to protect identity. Programs also liked the idea of online training sessions for keeping team members informed and up-to-date on CACREP policies, procedures and standards.

Other topics discussed at the session were 1) the value of joint CORE and CACREP visits, 2) concern about the National Board for Professional Teaching Standards interest in promoting a credential for school counselors that would NOT necessarily require a masters degree, and 3) a fear that the lack of prescriptiveness in the new 2001 Standards (i.e., not mandating a ratio for clerical staff, not requiring graduate assistantships) would allow some administrators to withdraw these valuable resources.



## CACREP Team Visitor Page

### New Team Members and Chairs

A training session occurred in New Orleans that included the joint CACREP/CORE visit process. The following people were trained at this session:

#### Team Members:

Sandy Lopez-Baez	Susan Varhely
Linda Barclay	Jason McGlothlin
Harriet Glosoff	Lisa Hawley
Amy Milsom	Tom Gilligan
John Laux	J. Fidel Turner, Jr.
Gaylia Borrer	Daniel Echstein
Kelly Coker	George Leddick
Kathleen Salyers	Richard Henrickson
Will Barratt	Kenyon Knapp
Sarah Marvian	Tom Hohenshil
Norm Thiesen	Michael Loos
Chris Wood	Judy Durham
Suzan Nolan	Don Martin
Brandon Hunt	Elizabeth Cardoso
Simone Lamber	Chandra Donnell
Susan Zgliczynski	Shane Koch
Loretta Bradley	Susan Scott

#### Team Chairs:

Nick Ruiz	Denny Engels
Skip Niles	Mary Alice Bruce
Don Basse	Carolyn Rollins
Bob Pate	Tyra Turner
Chester Robinson	Joseph Lechowicz
Pat Neufeld	Gordon Spice
Beverly Brown	Carolyn Rollins

The next **Team Member Orientation** is scheduled for Thursday, October 17 at the ACES National Conference in Park City, Utah.

At the same time in the same hotel, there will be a **Team Chair Training** session. This will serve as training for new Team Chairs as well as a renewal session for experienced Team Chairs.

If you have questions or would like to reserve a space at either session, please call 1-800-347-6647 x301 or e-mail to [cacrep@aol.com](mailto:cacrep@aol.com).

### New Policy Affects Team Members

The CACREP Board adopted a new policy implementing a term policy for team members at the meeting in New Orleans. Terms for team members and chairs will be for a period of 5 years following training. Renewal training must occur during the last 18 months of the 5-year period to remain on the active team members list.

This will be implemented by assigning current team members to a five year cycle, so that not everyone will be up for renewal at the same time. Team member and chair renewal may be done in person at conferences where CACREP offers training or may be done through a brief written update containing new board policies and scenarios that is answered and returned. Eventually, we hope to offer renewal training through an on-line format.

Current team chairs who would like to submit scenarios or bring up issues for future training should contact Jenny Gunderman at the CACREP Office.

At the fall 2001 meeting, the Board amended its procedure for dealing with team member feedback from visits. The new procedure is that a team member will receive written feedback once a year on all the visits that he/she has participated in that have had board decisions. This feedback will be sent during the summer months. Please remember that we can only supply feedback to a team member when the evaluation forms are returned. These forms are the only way we have of knowing how a team member or chair performed on a visit.

## **“How to Write a CACREP Self-Study” Registration Form**

Saturday, September 7, 2001 from 9-5  
The Ritz-Carlton, Cleveland  
1515 West Third Street  
Cleveland, OH 44113

*Please type or print clearly.*

Name \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

The cost to attend the CACREP full day self-study workshop is \$400 for the first person from the institution and \$50 for each additional person. NBCC approved CEU credits are available for attendees. Reservations and fees must be received in the CACREP office by August 15.

Please send this form and your check (made payable to CACREP) to

**CACREP**  
**5999 Stevenson Avenue**  
**Alexandria, VA 22304**

Rooms are available at the Ritz Carlton for \$189.00 per night.  
Alternative hotels are:

Renaissance Cleveland:  
(Attached to the same shopping complex as the Ritz Carlton)  
1-216-696-5600  
AAA rate \$132

Marriott (a few blocks away)  
127 Public Square  
1-216-696-9200  
AAA rate \$123.00

Cleveland Airport Marriott (20 minutes away)  
4277 West 150th Street  
1-216-252-5333  
AAA rate \$76.00

Sheraton City Centre  
Close, but no availability now (check through discounters -  
see below)

We got the above listed rates through  
[www.hoteldiscounts.com](http://www.hoteldiscounts.com). Another good source is  
[www.travelhero.com](http://www.travelhero.com) or your favorite hotel discounter.



## CACREP Facts

Number of institutions with CACREP accredited programs	170
<i>Entry-level Programs</i>	
Community Counseling (CC)	129
Career Counseling (CrC)	6
Gerontological Counseling (G)	2
Marital, Couple and Family Counseling/Therapy (MFC/T)	26
Mental Health Counseling (MHC)	27
School Counseling (SC)	142
Student Affairs Practice in Higher Education - College Counseling Emphasis (SACC)	35
Student Affairs Practice in Higher Education - Professional Practice Emphasis (SAPP)	15
<i>Doctoral Programs</i>	
Counselor Education and Supervision (CES)	43

For a complete listing of accredited programs, visit CACREP's web site at [www.counseling.org/cacrep](http://www.counseling.org/cacrep).

## KUDOS COLUMN

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*, *The Chronicle of Higher Education* and CESNET.

Brigham Young University  
 California State University Fullerton  
 Delta State University  
 Eastern Washington University  
 Gonzaga University  
 Kent State University  
 Lenoir-Rhyne College  
 Long Island University, C. W. Post Campus  
 Mississippi State University  
 Montana State University - Northern  
 North Dakota State University  
 Niagara University  
 Slippery Rock University  
 South Dakota State University  
 Texas A & M Corpus Christi  
 Texas Woman's University  
 University of Detroit Mercy  
 University of Illinois Springfield  
 University of Nevada Reno  
 University of San Diego  
 University of Toledo  
 University of Wyoming  
 Virginia Tech  
 Western Illinois University



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