THE CACREP CONNECTION

Summer 2003

Meeting Cycle Changed

The CACREP Board has voted to reorient its meeting schedule to more naturally conform to the accreditation cycle, both for office staff and institutions. Next academic year, meetings will be held in September 2003 and January 2004. Beginning in academic year 2004/2005, meetings will be in January and mid Summer.

No applications for reaccreditation will be affected by this change during the transition. If necessary, accreditation status will be extended a few weeks to cover the time until a decision is made.

CACREP announces a new RFP!
See page 10 for details.

How to Write a CACREP Self-Study Workshop in Alexandria, October 11. See Registration Form on page 15!

In this issue:

FROM THE CHAIR

Susan Seem

Dear Colleagues,

Greetings. I hope that you have had a productive spring and are enjoying the summer. I want to update you on major CACREP activities that occurred this past spring and share some plans for our future.

First, at the spring CACREP Board meeting, the Board voted in principle to work towards greater autonomy and increased control over membership. An ad hoc committee has been put together to address this and will be reporting at the fall meeting.

Second, Carol Bobby, Executive Director, and I attended the International Association of Counseling (IAC) conference in Geneva, Switzerland this past April. CACREP is aware of the need to develop an international presence and will be attending IAC conferences on a yearly basis as a step in this development. It was an exciting conference to attend. Both Carol and I attended with the idea of listening and learning and learn we did. We learned that counseling takes many forms in many different countries. Further we learned that many countries are grappling with what counseling is versus guidance and psychotherapy. We learned that some countries do well in terms of teaching theory but believe that their students need to learn more about practice. We learned that we have a lot to learn about how counseling is practiced internationally.

Further some folks talked with us about accreditation. The most exciting news for me is that the World Health Organization views counselors as playing a critical role in addressing the mental health needs of the world. As a result, I am thinking about counseling and the role of CACREP on a whole different level. I realize that I must do a lot of listening, but I also believe that CACREP has some expertise to offer if wanted.

Third, CACREP is in the planning stages for the next CACREP standard revisions process. At our fall meeting, we will be finalizing the application process. Applications will be ready early spring and the Board will make a decision regarding the Standards Revision Committee membership during its summer meeting.

Finally, CACREP has changed its meeting times to better facilitate the accreditation process. Meetings will be held early spring semester and mid-summer. The next meeting, as a transition, will be held September 25-28th.

In closing, I want to highlight my joy about being a counselor and a member of the CACREP Board. We are living in exciting professional times and have a chance to make an impact upon the world. If you have any thoughts about what CACREP should be doing, please contact the CACREP Office.

In peace,

Susan Rachael Seem

Accreditation Decisions

The CACREP Board of Directors met March 20-22, 2003 in Anaheim, California and made the accreditation decisions listed below. The next meeting of the Board is scheduled for September 25-28, 2003, in Alexandria, VA.

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

Adams State College, Alamosa, Colorado
Community Counseling and School Counseling (June 30, 2005)

Auburn University, Auburn, Alabama
Community Counseling, School Counseling, and Counselor Education and Supervision (June 30, 2010)

Barry University, Miami Shores and Orlando, Florida
Marital, Couple, and Family Counseling/Therapy, Mental Health Counseling, and School Counseling (June 30, 2005)

California State University Fresno, Fresno, California
Marital, Couple, and Family Counseling/Therapy (June 30, 2005)

Concordia University, River Forest, Illinois
Community Counseling and School Counseling (June 30, 2005)

Eastern Kentucky University, Richmond, Kentucky
†Mental Health Counseling and †School Counseling (June 30, 2005)

Georgia State University, Atlanta, Georgia
Community Counseling, School Counseling and Counselor Education and Supervision (June 30, 2011)

Penn State University, University Park, Pennsylvania
†School Counseling and †Counselor Education and Supervision (June 30, 2005)

Pittsburg State University, Pittsburg, Kansas
Community Counseling (June 30, 2011)

Shippensburg University, Shippensburg, Pennsylvania
College Counseling, Community Counseling, Mental Health Counseling, School Counseling and Student Affairs (June 30, 2011)

Southwest Texas State University, San Marcos, Texas
†School Counseling (June 30, 2007). Southwest Texas State also has accredited programs in Comunity Counseling, Marriage and Family Counseling/Therapy, and Student Affairs Pracice in Higher Education - College Counseling emphasis.

University of Northern Colorado, Greeley, Colorado
Community Counseling, Marital, Couple, and Family Counseling/Therapy, School Counseling, and Counselor Education and Supervision (June 30, 2011)

University of Rochester, Rochester, New York
†Community Counseling, †School Counseling, and †Counselor Education and Supervision (June 30, 2011)

Continued

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

Kansas State University, Manhattan, Kansas
School Counseling and Counselor Education and Supervision (June 30, 2008)

Mississippi College, Clinton, Mississippi
Marriage and Family Counseling/Therapy, Mental Health Counseling, and School Counseling (June 30, 2008)

Northeastern Illinois University, Chicago, Illinois
School Counseling (June 30, 2008) Northeastern Illinois University also has an accredited Community Counseling program.

North Carolina A & T State University, Greensboro, North Carolina
Community Counseling and School Counseling (June 30, 2005)

Rider University, Lawrenceville, New Jersey
Community Counseling and School Counseling (June 30, 2006)

Rollins College, Winter Park, Florida
Mental Health Counseling and School Counseling (June 30, 2008)

Stephen F. Austin State University. Nacogdoches, Texas
Community Counseling and School Counseling (June 30, 2005)

University of Detroit Mercy, Detroit, Michigan
Community Counseling and School Counseling (June 30, 2005)

University of Mississippi, University, Mississippi
Community Counseling, School Counseling and Counselor Education and Supervision (June 30, 2008)

University of Missouri St. Louis, St. Louis, Missouri
Career Counseling, Comunity Counseling, and School Counseling (June 30, 2008)

University of Hawai'i at Manoa, Manoa, Hawai'i
School Counseling (June 30, 2008)

University of Scranton, Scranton, Pensylvania
Community Counseling (June 30, 2006) The University of Scranton also has an accredited School Counseling program.

Western Washington University, Bellingham, Washington
Mental Health Counseling (June 30, 2007). Western Washington University also has an accredited School Counseling program.

The following institutions received one year extensions of their accredited status:

University of British Columbia
Univesity of Tennessee Knoxville

For a complete listing of accredited programs, visit CACREP's web site at www.counseling.org/cacrep.

CACREP Reinforces Policy on Parallel Programs

Early in CACREP's history, the Board decided that institutions could not simultaneously offer two different entry-level programs in school counseling if they wanted CACREP accreditation. In other words, an institution could not offer a CACREP accredited School Counseling program requiring a 48-hour master's degree at the same time it offered a non CACREP 30-hour master's degree program or a non degree certification only program. Choices would have to be made, since CACREP's mission was to accredit entry-level programs only and the CACREP Standards were defining the minimum entry-level requirements for accreditation purposes.

This practice was formalized into a policy prior to the adoption of the 1994 CACREP Standards, when CACREP was asked to review a school counseling master's degree program at an institution that simultaneously offered a non degree school counseling track that led to state certification. The non degree program was essentially designed for teachers that already had master's degree and were seeking additional educational opportunities within school systems. The policy that CACREP adopted was as follows:

> If an institution offers a CACREP accredited School Counseling program, any other program options offered to students seeking endorsement for school counselor certification must be substantially equivalent to the requirements of the accredited program.

This policy has been successfully implemented by programs wishing to offer parallel programs options; however, it has required that clear documentation be available to all students and reviewers throughout the accreditation process. CACREP has reserved the right to determine what is deemed substantially equivalent in terms of the educational requirements.

As counseling programs have evolved, CACREP has faced additional challenges in its review process. For example, one year we had a 48 semester hour master's degree program apply for review under our Community Counseling standards; however, the program title for its degree program was as a Marriage and Family Counseling program. Unfortunately, by the time this program had applied to CACREP for an accreditation review, program standards for Marriage & Family Counseling/Therapy had been adopted. CACREP decided that it could not accredit this program's title, degree, and curriculum under the Community Counseling standards because such an action would be misleading and confusing to the public. In addition, such an action would negate CACREP's decision that entry-level preparation for the area of marriage and family counseling requires a minimum of a 60 semester hour master's degree. Based on this discussion, the Board implemented the following policy:

> When an institution decides to seek CACREP accreditation for one or more graduate degree programs (e.g., School Counseling, Community Counseling, Student Affairs Practice, etc.), the institution must use titles for its programs and degrees that are consistent with the titles used in the CACREP Standards. Titles may not be used that have the potential of misrepresentation with regard to CACREP accreditation. programs currently accredited by CACREP are expected to revise titles prior to their next complete accreditation review, if necessary, to meet this requirement.

The story does not end here. In the past couple of years, CACREP has faced a number of additional program developments. The offering of parallel programs has blossomed in areas other than school counseling. For example, some applicant institutions have offered "human development

counseling" programs while simultaneously seeking accreditation for programs entitled "licensed professional counselor." The former may be a program covering elements of the CACREP Standards. It may or may not be structured to meet some state licensing or certification requirements. The latter may be a 60-hour program that is seeking to become CACREP accredited and, therefore, encompasses all of the CACREP Standards. It probably meets the licensing requirements of most states.

Reviewing these programs revealed how easily prospective students could be confused and misled regarding what constituted an entry-level program curriculum. Because CACREP only looks at entry-level programs, and because CACREP requires programs to carefully explain the procedure for endorsing students for employment and credentials, it was decided that institutions desiring CACREP accreditation would need to make clear choices about what truly constitutes entry-level into the counseling profession. With this as the basis, the following policy was passed at the March 2003 CACREP Board meeting:

> *If a department offers a CACREP accredited program, any other program offered to students seeking endorsement for certification and/or licensure must be similar in title and the number of credits to the CACREP program. The department cannot simultaneously offer a program similar in title and content but substantially different in requirements and the number of credits from the CACREP program.*

CACREP is committed to its mission to promote the professional competence of counselors through the accreditation process. One of the strongest ways that it can accomplish this mission is by continually developing and promoting its entry-level standards for accreditation, requiring clarity of information provided to students, and encouraging programs to always strive for excellence.

Board Changes

This issue brings news of big changes on the CACREP Board of Directors. We have 6 Board members who are leaving as of June 30 and six new people to welcome.

Ed Butler is the departing representative from AAC. Without CACREP, Ed will get to actually enjoy his retirement, but we will miss his droll sense of humor. Joining us from AAC is **Alan Robertson**, a former AAC President.

AMHCA's representative, **Glenda Isenhour,** will be leaving the Board. Glenda chaired the Training Committee and is a frequent team chair, so we know we'll still be in touch with her! AMHCA's incoming representative is **Bill Wheeler** from Mississippi College.

Don Ward has the dubious title of serving longer than anyone on the CACREP Board as ASGW's representative for 8 years. During that time, he has served on the Executive and Training Commitees. The next ASGW representative is **Jim Wigtil** from North Dakota State University.

C-AHEAD's representative **Maureen Callahan** will be leaving the Board. Maureen recently served as Chair of the Internal Process Committee. Following Maureen will be **Salene Cowher** of Edinboro University of Pennsylvania.

Oliver Morgan is the outgoing representative from IAAOC. He has served as Vice-chair of the Board for the past two years and kept us on track with our strategic timeline. Taking his place is **David Whittinghill** from the University of Alabama at Birmingham.

NCDA's representative **Carole Minor** will be going off the Board. Carole helped us to formalize our formatting guidelines for self-studies. Replacing her is **Louis Busacca**, a graduate of Penn State's doctoral program who lives in Ohio.

Board elections were held at this meeting as well. Treasurer **John Keys** was returned to his office and **Judy Miranti** was elected Vice-Chair. The Chair, **Susan Seem,** is currently serving a two-year term.

A Public Debate

by
Carol L. Bobby
CACREP Executive Director

From its inception, CACREP has treated self-study documents, team reports, institutional responses to team reports, and accreditation notification letters as highly confidential material. CACREP's policy is that information submitted as part of an institution's accreditation review process will not be disclosed by CACREP unless permission has been granted by the institution or unless the Board is legally required to do so. To protect this information, the Board also conducts all of its final accreditation reviews and decision-making sessions in a closed meeting. In the end, only the accreditation decision is released to the public. None of the specifics of the decision, such as conditions attached to the decision or recommendations for improvement, are disclosed with the action.

Also treated as confidential is the applicant status of new institutions in the review process. This means that programs seeking initial accreditation by CACREP have no public status with CACREP. If prospective students call to confirm a program's application and progress in seeking accreditation, the staff neither confirms nor denies that an application has been received. The purpose of this "secrecy" is for the program's protection. If CACREP does not publicize a new program's applicant status, then CACREP does not have to publicize a withdrawal from the process or a denial of accreditation. Note that this does not hold true for programs that are applying for re-accreditation, since these programs are already listed in CACREP's Directory of Accredited Programs with the dates of initial accreditation and expiration provided.

CACREP's policies have been in effect for over 20 years and many other accrediting agencies have had similar policies in effect for much longer. Yet recent years have seen challenges to these policies. Most often the challenges have come from the public sector with a call for greater accountability to the consumers of higher education. The argument for greater public disclosure of accrediting information rests on claims that accreditation is a cost effective review system that not only enhances program development through peer assessment, but also provides an assurance of quality to a variety of publics from student consumers to national and state licensing systems. Skeptics say, "That's nice, but show me the beef!" In other words, there has been a call for more information.

In the 1990s, the argument for greater public disclosure of accreditation information became a political issue. In part this was brought on by high student loan default rates, due to the fact that student financial aid eligibility was directly linked to attendance at an accredited institution. The government took notice and concerns about the high default rates began to be linked to accrediting processes. The hue and cry for accountability has escalated even further as the cost of higher education has skyrocketed. With unprecedented tuition hikes, consumers claim a need to know and a right to know about the effectiveness of institutions and programs. Since accreditation claims to provide an assurance of quality, accreditors have been called to task for not providing enough information to enhance public confidence in our higher education system. In fact, a recent document from the Council for Higher Education Accreditation (CHEA) states that one goal of reform in higher education accreditation is to "expand information to the public about the findings of accreditation review as this information isdeveloped by accrediting organizations, institutions, and programs" (excerpted from CHEA document entitled *A Reauthorization Agenda for Accreditation and Accountability Reform: An Agenda for the Congressional Reauthorization of the Higher Education Act*, May 2003). This statement leads me to believe that accreditors will

be asked to review their policies on disclosure in the very near future.

One might wonder why accreditors have resisted making all aspects of their review processes open to public scrutiny. There are historical reasons for this. Accreditors and institutions have both been known to state that nondisclosure policies encourage honesty between the reviewer and the reviewee. The confidential treatment of the documents and discussions protects the integrity of the process by allowing for open communication about weaknesses and areas for improvements. It has also been argued that nondisclosure policies prevent peer-based assessment from turning into a public relations-based process, such as happens annually in magazine rankings. There has been a long-standing fear that accreditation information used out of context will lead to erroneous assumptions and a misinformed public.

Opponents will argue that institutions and accreditors should have nothing to hide from the public and that greater disclosure will mean a better-informed public. Opponents dislike the argument that consumers may not understand the context of accreditation information. Their belief is that wise consumers will ask good questions and that it is the responsibility of accreditors to supply adequate and appropriate information about the content of documents and reports. Opponents will also argue that public institutions already have mandates to make these reports public; thus, it is unfair for private institutions to be treated differently.

One specialized accrediting agency, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), opted in 1988 to open their meetings and certain specified records. For this group, motivation was derived not only from criticisms about accrediting agency policies on nondisclosure, but also from the history of journalism and mass communication professions to fight for freedom of information laws. Reactions to their openness have been positive with statements that everyone understands the entire review process,

programs are better prepared for their own reviews, and in over 10 years no complaints or appeals have been received based on any aspect of the policy change. One negative effect noted was that accreditation decision discussions held in open session by the ACEJMC were less vibrant than before.

So what should CACREP do? Is it time to reconsider any of our policies regarding disclosure of information? What balance should there be between respecting the right to privacy of institutions in the accreditation process and the need to serve the public with information related to measures of quality assurance? What should be the basic principles to begin this discussion?

To begin this discussion, I would recommend the following principles:

1. Only reliable, current and useful information about program accreditations and/or applications should be considered for disclosure.
2. Programs, themselves, should be involved in any decisions regarding changes in CACREP's disclosure policies.
3. Disclosure requirements should be consistent for all programs regardless of whether the host institution is public or private.
4. Program accreditation information should not be subject to ranking.
5. Disclosure of any information must focus on information related to a program's performance with regard to the CACREP Standards and the accreditation action taken.

If you believe that there are issues to consider in this discussion, I would appreciate your comments so that CACREP can make informed and appropriate decisions if reform in disclosure of information is mandated.

Standards, Standards, Standards...

The Board spent a portion of its meeting in Anaheim discussing a few Standards that have been identified as difficult to interpret. The following is a summary of the discussion:

Standard I.F
The institution provides encouragement and support for program faculty to participate in professional organizations and activities (for example, professional travel, research, and leadership positions).

What is meant by institutional support and encouragement for faculty...? The Board agreed that commitment to the program both financially (e.g., funding for travel to professional meetings) and through release time were acceptable ways that this was demonstrated.

Standard II.G
Flexibility is provided within the program's curriculum to accommodate individual differences in student knowledge and competencies.

Flexibility in the program's curriculum to accommodate individual differences might include allowing students to substitute an elective if they have already demonstrated competency in a required course (e.g., through a course taken in a degree program at another institution).

Standards IV.A.2, 4, and 5
The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who:

2. number at least three individuals whose academic appointments are to the unit in counselor education; (If one or more of the three academic appointments is not teaching full-time in the academic unit, then there must be at least three full time equivalent (FTE) faculty teaching in the academic unit;

4. have relevant preparation and experience in the assigned area of teaching;

5. identify with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g., NCC) and/or licenses (e.g., LPC) pertinent to the profession.

The Board noted that IV.A.2 incorporated how the three academic appointments requirement could be met if teaching assignments were not full time in counselor education. Furthermore, the Board referred itself to the Glossary definition of counselor identity of the faculty. See the Glossary definition for "closely-related field" on page 102 of the 2001 *CACREP Accreditation Manual.* With regard to identifying with the counseling profession (Standard IV.A.5), the Board wants to emphasize the importance of "membership and involvement with appropriate professional organizations (i.e. ACA and its divisions, branches, and affiliate organizations)."

Standard IV.D
During the three-year period preceding the date of application for program accreditation, core faculty should have engaged in activities of ACA and/or other professional activities including all of the following: 1. development/renewal (e.g., attended appropriate professional meetings, conventions, workshops, seminars); 2. research and scholarly activity; and 3. service (i.e., program presentations, workshops, consultations, speeches, direct service).

Again, the Board emphasized the importance of demonstrating counselor identity through faculty involvement in "appropriate professional organization(s)." See the Glossary definition of this phrase on page 101 of the 2001 *CACREP Accreditation Manual.*

Standard VI.D
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, ad personnel in cooperating agencies (e.g., employers, site supervisors).

The Board noted that an interpretation of "outcomes of the comprehensive program evaluation" had been defined at the March 2002 CACREP Board meeting to mean findings and implications of the comprehensive program evaluation. The Board felt that a remaining concern needing to be defined was that these findings needed to be clearly documented in an <u>official report</u> that was regularly (i.e., at least once every 3 years) distributed to students, faculty, administrators, and personnel in cooperating agencies.

REQUEST FOR PROPOSAL

Summary

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was established in 1981 to accredit master's and doctoral level preparation programs in counseling.

Background and Need

Throughout its history, CACREP has been a responsible partner in the development and regular review of the counseling profession's preparation standards. CACREP has further sought external review of its accrediting practices through the recognition process begun by COPA and carried on by the Council for Higher Education Accreditation. As a founding member organization of the Association of Specialized and Professional Accreditors (ASPA), CACREP subscribes to a Code of Good Practice in its interactions with all institutions of higher education.

Because it is commonly said that CACREP makes a difference in terms of program quality and quality of graduates, CACREP believes that such statements should be supported with factual information. The CACREP office often receives calls from institutional administrators (deans, provosts) requesting information on how CACREP accreditation will make a difference to the counseling program at their institutions. Over the past few years, results of a number of research studies funded by CACREP have begun to show the worth of CACREP accreditation beyond anecdotal evidence. For example, one study provided evidence that CACREP graduates perform significantly better on the NCE than do graduates of non-CACREP programs. CACREP believes that it is imperative that we continue to examine the reasons for accreditation and whether or not accreditation can be shown to make a difference. In an effort to collect empirical data, the Council is calling for research proposals that may address some of the specific needs outlined below, particularly student outcomes research designed to demonstrate CACREP's effectiveness in counselor preparation.

- Effect of CACREP accreditation on student/graduate counseling skills
- Commitment to the profession (e.g., leadership roles, members in professional organizations, pursuing certification and licensure, continuing professional development) of students and/or faculty in accredited versus non-accredited programs
- Comparing faculty productivity in CACREP and non-CACREP programs
- Employer ratings of CACREP versus non-CACREP graduates (e.g., salary, skill use, perception of quality of pre-professional training)

Qualifications of Primary Researcher

The primary researcher should have knowledge of CACREP's accreditation process and standards. The primary researcher must also demonstrate excellent research, analytical, and report writing skills. The researcher will need to be able to work closely with and under the direction of the CACREP Executive Director to establish appropriate timelines and deadlines for the project.

In addition, the primary researcher must agree to seek approval from CACREP on the use of any survey instrument and provide CACREP full access to all data collected in the course of the research project. Copyright will belong to the researcher, however the researcher will be required to grant CACREP a royalty-free license to reproduce, publish, distribute, and prepare derivative works from the report. In addition, any publication of results of the research must be approved by CACREP in advance to ensure that confidential information regarding CACREP and its programs is not inadvertently divulged. CACREP will not unreasonably withhold or delay approval. A prompt attempt to negotiate a resolution to any disagreement will be conducted.

Conflict of Interest

Proposals are requested to specify how a conflict of interest will be avoided if the researcher in any way represents a program accredited by CACREP.

Preparation of Proposals

Proposals may be no longer than 5 pages in length (excluding appendices and references). A total of 6 copies of the proposal must be sent to the CACREP office by the deadline date of November 1, 2003.

Proposals must include a description of the project plan with timelines and a projected completion date; a description of all personnel who may be involved with the project; a proposed budget outlining costs associated with data collection, analysis, and final report writing; and copies of the primary researcher's curriculum vita,

as well as vitas of other researchers who will be involved in the project. In addition, the researcher must address conflict of interest issues and how they will be avoided. Appendices must include a signed statement of agreement to (a) seek pre-approval on instrumentation used, (b) share the research data with CACREP, and (c) gain approval from CACREP prior to any publication of the research results. Lastly, the appendices must include a copy of the approval letter or form received from the primary researcher's Institutional Review Board. The researcher will be required to deliver a final report of his/her findings and results to CACREP within the time specified by CACREP.

Criteria for Review

Members of the CACREP's External Relations Committee will evaluate the proposals using the following criteria:

- Importance of the research questions to CACREP
- Suitability of the methodology and any instrumentation proposed
- Suitability of the plan of action, including timeline for completion
- Qualifications of the primary researcher and other people involved in the project (e.g., dissertation advisor, doctoral students)
- Appropriateness of budget requirements
- Signed statement of agreement on pre-approval items and sharing of data
- Inclusion of approval statement from the primary researcher's IRB

Research Funding Award

CACREP agrees to provide up to $2,500 as a research grant to the primary researcher. An accurate accounting of all expenses will be required.

Timeline and Submission Information

Proposals must be made in writing with 6 copies physically received in the CACREP office no later than 5:00 pm EST, November 1, 2003. Fax and email copies will not be accepted. Responses as to the acceptance of the proposals will be sent after the CACREP Board meeting in January 2004.

All proposals must be mailed to:

Dr. Carol L. Bobby, Executive Director
CACREP
5999 Stevenson Avenue
Alexandria, VA 22304

Standards Revision Timeline

It seems like only yeserday we adopted and implemented the 2001 Standards, but it is now time to begin the standards revision process again.

At the Spring meeting in Anaheim, the Board adopted the following timeline to begin the process:

Spring 2003:
- CACREP Board discussion begins regarding the Standards Revision Committee (SRC).

Fall 2003:
- CACREP Executive Committee brings a proposal regarding the structure and process of the SRC for Board approval.

- Application approved for SRC membership with mailing/publication date of late fall.

Spring 2004:
- SRC Application deadline and the selection process begins.

Summer 2004:
- The Board approves the SRC membership and the SRC is constituted.

Fall 2004:
- SRC begins its work.

Spring 2007:
- CACREP Board meets to adopt the 2008 Standards.

CACREP Team Visitor Page

Congratulations to the following individuals who were trained as team members at the ACA conference in Anaheim:

Susan Adams
Don Beck
Yvonne Castillo
Michael Dubi
Wendy Enochs
Larry Freeman
Susan Hansen
Nicole Hill
Brad Janey
Patricia Kerstner
David Kleist
Naded L'Amoreaux
William Lawrence
Julia Porter
Leila Roach
Samuel Sanabria
Merrill Simon
Bev Snyder
Tracy Stintchfield
Judy Warchal
Bill Wheeler

The following team members completed team chair training and renewal in Anaheim:

Jack Casey
Kan Chandras
Nola Christenberry
Benetta Ernestine
Pete Havens
Pat Hudson
Rosemarie Hughes
Wyatt Kirk
Joe Maola
Marilyn Payne

Since we have trained so many new team members in the past few years, we would like to get most of them out on team visits before we train any more new team members. Therefore, new **Team Member Orientation** will not occur again until 2005. Anyone interested in being trained should send CACREP the completed application, and we will contact you when the next training has been scheduled.

Team Chair Renewal and **Training** will occur at the ACA World Conference in Kansas City. Look for future notices about time and date.

CACREP is in the beginnng stages of developing a new database. Current Team members are requested to fill out the information in the form on page 13 and fax it back to us for our records. If you no longer wish to be a team member, please let us know to remove you from our active database.

CACREP has a new travel agent! Team visitors should now call Liberty Corporate Travel at 1-800 624-0049 and ask for x245, x223 or x221.

The Board has adopted a new evaluation form to be used for students to evaluate team members. It focuses more on explaining the team's role and asking questions in a respectful manner. We should begin using the new form in Fall 2003 and will be sending an information copy to team visitors in their packets

CACREP On-Site Team Member Update

Please return to CACREP office by September 30, 2003. Fax to 703/823-1581 or mail to
CACREP, 5999 Stevenson Avenue, Alexandria, VA 22304

Last Name _____ First Name _____ Middle Init. _____

Please check the box to indicate where you prefer to receive mail.

❑ Professional Address_____

_____

❑ Home Address _____

_____

Office Phone _____ Office Fax _____

E-mail _____ Home Phone _____

Which of the following are you a member of:

❑ AAC   ❑ AADA   ❑ AAMFT   ❑ AAPC   ❑ ACA   ❑ ACES   ❑ ACPA
❑ AHEAD   ❑ AMCD   ❑ AMHCA   ❑ APA   ❑ ARCA   ❑ ASCA   ❑ ASERVIC
❑ ASGW   ❑ CSJ   ❑ IAAOC   ❑ IAC   ❑ IAMFC   ❑ MECA   ❑ NCDA
❑ NECA   ❑ Other _____

What credentials do you hold:

❑ LPC   ❑ NCC   ❑ Other _____

Please indicate with a 1 (highest), 2, and 3, your top areas of expertise

___ Career Counseling   ___ College Counseling   ___ Communtiy Counseling
___ Gerontological Counseling   ___ Marital, Couple and Family Counseling/Therapy
___ Mental Health Counseling   ___ Rehabilitation Counseling   ___ School Counseling
___ Student Afairs   ___ Doctoral Programs

Please list any languages beyond English that you are fluent in _____

Would you be comfortable participating in a CACREP visit using a web-based, or CD-ROM self-study?
___ Yes   ___ No

Have you served as a consultant for programs seeking CACREP accreditation in the past 3 years?
___ Yes   ___ No
If so, which schools _____

The following questions are completely optional, but they help us to obtain diversity on our teams.
Your gender   ___ Male   ___ Female
Your ethnicity   ___ Caucasian   ___ African American   ___ Hispanic/Latino
          ___ Asian   ___ Native American ___ other _____

KUDOS COLUMN

CACREP encourages 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.

Adams State College
Arkansas State University
Chicago State University
Clark Atlanta University
Delta State University
Long Island University C. W. Post Campus
Mississippi State University
Niagara University
North Carolina Central University
North Dakota State University
North Georgia College and State University
Northern State University
Northwest Nazarene University
Ohio University
Radford University
Southwest Texas State University
Stetson University
Texas A & M University Commerce
Texas Woman's University
Troy State University - Troy
Truman State University
University of Alaska Anchorage
University of Arkansas
University of Buffalo (CORE)
University of Connecticut
University of Florida
University of Montana
University of Scranton
University of South Dakota
Vanderbilt University
Wilmington College
Winthrop University

Have faculty changes left <u>YOU</u> in charge of writing the next Self-study?

Are you thinking about applying for CACREP accreditation?

Then you need to attend the

How to Write a CACREP Self-study Workshop

The only workshop officially sponsored by CACREP with reliable and up-to-date information. Board members and CACREP staff guide you through the process of applying standards, supplying documentation and formatting your project effectively. In addition, there is valuable hands-on time with actual self-study documents submitted by your peer institutions.
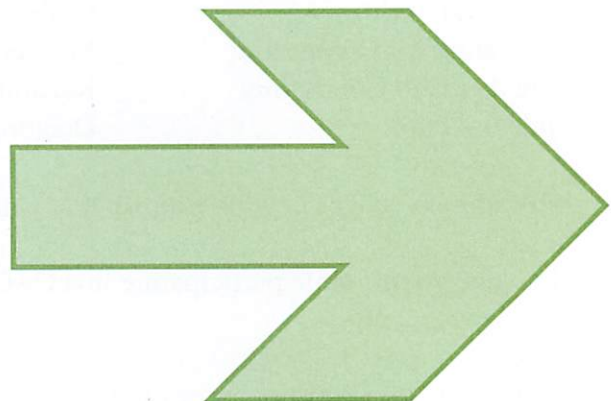
"How to Write a CACREP Self-Study" Registration Form

Saturday, October 4, 2003, from 9-5
Radisson Hotel Old Town Alexandria
901 N. Fairfax Street
Akexandria, VA 22314-1501
Room rates for Friday and/or Saturday are $139 a night
Call 703-683-6000 to make a reservation (tell them you are with CACREP)

Please type or print clearly.

Name_____

Institution _____

Department_____

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 $200 for each additional person. NBCC approved CEU credits are available for attendees. Reservations and fees must be received in the CACREP office by September 29.

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

CACREP
5999 Stevenson Avenue
Alexandria, VA 22304

CACREP Facts

Number of institutions with CACREP
accredited programs   176

Entry-level Progams
Community Counseling (CC)   129

Career Counseling (CrC)   6

College Counseling (ClC) 2001 Standards   2

Gerontological Counseling (GC)   2

Marital, Couple and Family
Counseling/Therapy (MFC/T)   26

Mental Health Counseling (MHC)   29

School Counseling (SC)   150

Student Affairs (SA) (2001 Standards)   1

Student Affairs Practice in Higher Education -
College Counseling Emphasis (SACC)   33
1994 Standards

Student Affairs Practice in Higher Education -
Professional Practice Emphasis (SAPP)   11
1994 Standards

Doctoral Programs
Counselor Education and Supervision (CES)   45

Vital Statistics from CACREP Programs

Of the 137 institutions that responded to the Vital
Statistics II form last year (academic year 2002-
2003), we have pulled the following information:

Schools that teach their program(s)
at more than one campus site: 58

Schools that teach some
courses on-line: 37

Schools that teach using
Interactive Video (IV):   19

Schools that conduct some
supervision on-line or via IV: 16

Schools with both CACREP
accredited programs and CORE
accredited programs: 18