

CACREP Connection

AACD Council for Accreditation of Counseling and Related Educational Programs

Winter, 1990 issue

A Celebration of Potential 1981-1991

The following letter was written in support of CACREP's initial application to COPA. Despite the fact that it was written September 14, 1982, many of the same sentiments hold true today.

reprinted through permission from Dr. Arthur Lloyd, Idaho State University

Dear Dr. Sweeney:

Accreditation is the most important professional issue facing the counseling field. The related issues of licensure, certification, and national registries all depend upon the credibility of the counselor education programs preparing the applicants. Presently, the ... skills and knowledge expected by the hundreds of counselor education programs are so [diverse] that the competencies of the graduates from one program may be well below those competencies expected of a first-year student in another program. Licensure and certification boards must have a basis for evaluating graduate degrees as part of minimum standards for issuing licenses and certificates, and the fact that a person possesses a counseling major carries with it only a vague hope of a high quality education.

Responsible professionals in any field are continually seeking ways to improve what they do. Accreditation is one way counselor educators can evaluate the education offered by their programs and have a basis for measuring improvement in a given aspect of the program. While standards for higher education, teacher education and various other human services are available, the standards asked by counselors of their own preparation programs are more demanding and pertinent than trying to meet the standards established by these related fields.

Some see accreditation as a way of setting minimum standards and all programs sinking to that level. To me, accreditation is the setting of standards which are worthwhile and achievable goals for the profession and are continually being reviewed with an eye toward improvement.

Some see accreditation as a reduction of diversity in counselor education by requiring all programs to meet the same sterile standards. My experience has been that beyond a few minimum constants, counseling accreditation has recognized and encouraged uniqueness of graduate programs in the same way that counselors recognize the unique strengths of clients.

I am fully in support of counselor education accreditation. I see it as a necessary party of a quality education.

CACREP

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CACREP Connection. Please give your extra
copy or copies to a counselor education
colleague or student.*



FROM WHERE I SIT...

Joseph R. Kandor, Chair

At the 1990 AACD Convention in Cincinnati, Carol Bobby, CACREP's Executive Director, and I did a presentation entitled "Seeking CACREP Accreditation: The Process and Procedures." The program was scheduled for the last hour of the last day of the convention. The early convention weather of bright, sunny and warm had turned to a snowy, wet and dreary last day. As Carol and I reviewed our presentation one more time at breakfast, we truly believed that program #415, in the convention program booklet, would be poorly attended given the time, day, and weather. I cannot adequately express how surprised we were to find the room nearly filled to capacity.

My rationale for relaying this experience is based on the fact that I believe there is much interest in accreditation. In addition to the interest, there is a need for demystification of the standards and the process. Because the Board of Directors of CACREP believes the aforesaid is most necessary, many of the board members and others are willing to spend much time at the convention and at association meetings doing workshops or making presentations about CACREP. Clearly, CACREP's activities at the convention are one of the most important activities for counselor education programs seeking initial accreditation or seeking continued accreditation. Yes, CACREP can communicate well through its publications, such as this newsletter, its various brochures, etc., however personal contact at the convention and other statewide and regional meetings is most significant and beneficial.

Presently, CACREP maintains a booth at the Convention and provides workshops for initial on-site team member training and on-site team chair training. As these are by invitation/application only, the demand has always outweighed the number of spaces available. In addition, many of the board members and the Executive Director attempt to make contacts with counselor educators at other programs and social events.

With this column, I am hoping that some of you will contact me about other kinds of activities CACREP might pursue at the convention or other means of outreach ventures. What would help accredited and non-accredited programs better understand CACREP and its standards, policies, and procedures? What questions or concerns do you have about the standards, procedures, or policies that we could address at one of our ancillary or program presentations? Please write or call me or Carol to give us your suggestions and concerns. I do look forward to meeting you in Reno.

Standards Revision Update

William Evraiff

Standards Revision Committee Chair

The Standards Revision Committee met September 14-16, 1990, in Washington, D.C. for the purpose of preparing the first draft of the revised standards. Prior to the meeting, each member of the committee had received copies of the suggested changes and additions received in the CACREP office during the summer. The culmination of the lengthy work session was the draft submitted to the CACREP Board of Directors October 11-14, 1990.

One extremely important area that was not dealt with in this first draft was that of the environmental and specialty areas. Since the specialty areas have primarily been developed through divisional input, the Committee felt that these standards should only be revised after additional feedback has been received from the divisions. The CACREP Board of Directors concurred with this decision.

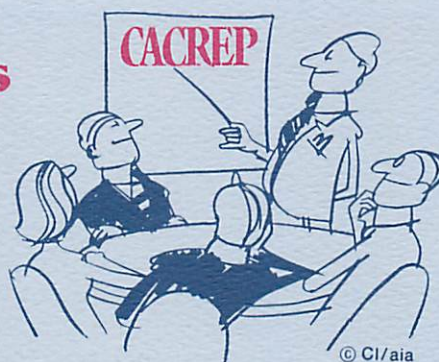
After an extended amount of discussion, the first draft of the revised standards was approved by the Council for distribution. Copies of the draft were disseminated to the ACES Regional Meetings which occurred after the Council's Fall meeting. Additional copies are available through the CACREP office.

The Committee has allotted the time from November, 1990, through May 1, 1991, for submission of recommended changes and additions to the first draft. Please note that these changes should be included on the format provided with the draft. Feedback is welcome not only from divisions, but also graduate programs and individuals. Suggestions can be forwarded to Dr. Carol Bobby, CACREP Executive Director or any member of the Committee. The Committee will reconvene again in Washington, D.C. in June, 1991, for preparation of the second draft to be presented to the Council at its October, 1991, meeting.

The Committee hopes that the second draft will be very close to the final version, but has allowed for one more opportunity to receive recommendations. The second draft will be distributed from November, 1991 through May, 1992. The final draft will be developed by the committee in late spring, 1992, for final adoption by the Council that Fall. The revised standards will then be distributed one year prior to taking effect January 1, 1994.

The Council for Accreditation of Counseling and Related Educational Programs, a corporate affiliate of the American Association for Counseling and Development, is recognized as a specialized accrediting body by the Council on Postsecondary Accreditation.

Board Renders Accreditation Decisions



The Council for Accreditation of Counseling and Related Educational Programs (CACREP) met October 11-14, 1990, in Alexandria, VA for the purpose of rendering accreditation decisions. An updated Directory of Accredited Programs is included within this newsletter. Additional copies can be obtained from the CACREP office. Please refer to the key on page 12 for program titles.

Initial Reviews:

MANKATO STATE UNIVERSITY CC Accredited: 2 Years

NORTHERN IOWA UNIVERSITY CC, SC, MH Accredited: 2 Years

Second Cycle Accreditation Decisions:

UNIVERSITY OF TENNESSEE CC, SC, CE:PhD/EdD
Accredited: 2 Years

UNIVERSITY OF NORTHERN COLORADO CC, SC, CE:EdD
Accredited: 2 Years

The Council congratulates the following university programs for successfully implementing the conditions placed on their accreditation in order to continue through the end of their seven-year accreditation cycle:

PITTSBURG STATE UNIVERSITY CCOAS (1996)

UNIVERSITY OF WYOMING CC, SC, SAC, CE:PhD/EdD (1996)

The following programs were granted an extension of accredited status for a period of one year:

SONOMA STATE UNIVERSITY CCOAS, SC

MINUTE BY MINUTE



BOARD DECISIONS *New Policies/Procedures*

1. The Board adopted a procedure whereby programs wishing to better define their Community Counseling or Counseling in Community and Other Agency Settings offerings could apply for the Mental Health or Marriage and Family designations. (refer to page ## for further details)

2. In an effort to better promote the relationship of the parent organization, AACD, with CACREP, the Council voted to begin phasing in a de-emphasis of the acronym CACREP and to begin to stress AACD. Promotional materials published by AACD and the Council will note that the Council is the accrediting arm of AACD. At this time, there has been no change in incorporated status, therefore, programs should still consider themselves as CACREP-accredited.

Board Member Changes

The Council presented a Certificate of Appreciation to **Dr. Ted Remley** in recognition of his membership on the CACREP Board of Directors from 1988-1990 as ASCA's representative. Dr. Remley stepped down from this position when he was hired as the new Executive Director of AACD. Dr. Remley was replaced on the Board by **Dr. Mary Deck** from Western Carolina University.

REFLECTIONS FROM THE PAST

Gayla S. Keesee, Editor

As the CACREP office began preparing for our upcoming 10th Anniversary activities, I began to go through some of the old files. This was not only enlightening, but also provided food for thought.

The idea behind the establishment of quality educational standards for counselors began more than thirty years ago. As early as the 1950's, counselor educators realized that the profession needed a standard by which to judge the quality of its practitioners. In addition, according to Dr. Robert Stripling, the U.S. Office of Education was emerging as an influential force in the development of the profession. As the profession began to grow, many counselors resisted a continuation of this influence.

In the late 1950's, the National Association of Guidance Supervisors separated from the U.S. Office of Education and became known as the Association for Counselor Education and Supervision (ACES). Thus began the seventeen year process of standards development which was ultimately published as the *Standards for Preparation in Counselor Education* in 1979. During the preceding years, the ACES membership developed a series of three sets of standards. The standards of preparation for secondary school counselors (1964) were eventually included in the *Standards for the Preparation of Counselors and Other Student Personnel Specialists* (1973). Finally, in 1977, the *Guidelines for Doctoral Preparation in Counselor Education* were adopted.

By the end of the 1970's, however, APGA had become the umbrella organization for the profession. Accreditation, licensure, and certification were viewed as means by which to strengthen the credibility of the profession. APGA's leadership perceived that the entire profession should promote and influence accreditation efforts. Therefore, in 1981, APGA and its member divisions voted to join together in the formation of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Counselor educators had expressed concern for a number of years regarding the way in which the National Council for the Accreditation of Teacher Education (NCATE) accredited counselor education programs housed in Schools of Education. Therefore, AACD (formerly APGA) became a constituent member of this Council in an effort to influence these educational standards. However, with the incorporation of CACREP in 1981, AACD began to move toward application to the Council on Post-secondary Accreditation (COPA) to be recognized as the official accrediting agency for counselors and human development

specialists. The path to national recognition was long and filled with a variety of potholes and diversions. However, the CACREP Council, under the leadership of Tom Sweeney, Chair, and Joe Wittmer, Executive Director, created much interest in quality counselor education throughout the country. Both were instrumental in CACREP receiving the much coveted initial recognition by the Council on Postsecondary Accreditation (COPA) in 1987.

1987 proved to be a turning point in CACREP's development. The CACREP headquarters officially moved to the AACD Building in January, 1987, and hired a part-time Executive Director and full-time assistant. The Council had accredited 47 institutions with one or more programs under CACREP's scope of accreditation. CACREP was completing its first official standards revision process and published the July, 1988 CACREP *Accreditation Procedures Manual and Application* that Fall.

Although CACREP is a young accrediting body, we have already gained national attention in the credentialing arena. The Council has maintained close affiliation with the National Board for Certified Counselors (NBCC), which has based its national examination on the core curriculum mandated by the CACREP standards. This exam is currently utilized by over half the states requiring licensure as the written exam requirement. In addition, CACREP graduates are eligible to sit for the NBCC exam immediately upon graduation and may even take the exam at their institution. In addition, the National Academy of Certified Clinical Mental Health Counselors (NACCMHC) provides an eligibility option for CACREP graduates.

Furthermore, the CACREP standards have been provided as reference materials both to state licensure boards and state departments of education. Several states, such as Ohio, Idaho and Maryland have based their requirements on the CACREP standards or provide specific eligibility options for graduates of CACREP programs.

Yesterday, quality counselor education was merely a dream envisioned by determined professionals. Today, that dream is a reality. Tomorrow, is the opening for continued growth, professional development, and refinement of our standards of excellence. You are the catalyst for positive change. Join us in our 10th Anniversary activities as we observe **A Celebration of Potential.**

Council Adopts Reformatted Marriage and Family Counseling/Therapy Standards

Robert L. Smith, Ph.D.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) voted unanimously on October 13, 1990, to adopt the reformatted Marriage and Family Counseling/Therapy Standards.

Basic characteristics of the CACREP standards follow:

- ✓ Knowledge and skill development through a clearly defined sequencing of academic courses and supervised clinical practica and internships
- ✓ Focus on marital and family relationships
- ✓ A 60 semester hour or 90 quarter hour program of study
- ✓ A recognition of systems outside the immediate family that interact with the family system
- ✓ Clinical instruction and supervision including laboratory experiences
 - 100 clock hour practicum with a minimum of 20 hours of direct contact with couples and families
 - 600 clock hours internship with a minimum of 240 hours of direct contact with couples and families
- ✓ Specific competencies to be met in MFC/T knowledge areas which relate to the family
- ✓ Specific clinical skills in MFC/T to be met as integrating systemic thinking and intervention strategies when working with couples and families.

The complete set of the Marriage and Family Counseling/Therapy Environmental and Specialty Standards are now distributed in

the July, 1988, *Accreditation Procedures Manual*. The Manual is available from the CACREP office for \$10.00. Those who already have a copy of the standards manual may purchase a copy of the Marriage and Family Standards for \$2.50, which covers printing and postage. These standards are a supplement to the manual. Programs should verify that they have purchased the manual prior to ordering the supplement. Please note that the CACREP standards are copyrighted and that CACREP does not authorize any reproductions. Your check or purchase order for the standards should be forwarded to CACREP, 5999 Stevenson Avenue, Alexandria, VA 22304.

The need for more defined training in marriage and family counseling has become more obvious as society becomes more aware of the ever-changing influences on the family.

1.1 million children are involved in divorces annually

6 out of 10 second marriages end up collapsing

54% of children in female-headed families are living in poverty

1/3 of children born in the past decade live in a stepfamily situation before age 18

the increase in substance abuse continues to disrupt the family system

Counselor Educators have recognized the need for specialized training in this field. Marriage and family counseling courses and

programs have been added to counselor training programs at a rate of three times faster than any other professional area. Over 80% of the counselor education programs offer coursework in marriage and family with over half of the programs having a complete training track.

The development of the MFC/T training standards occurred over several years and involved numerous professional associations, committees, and practitioners. In addition, a comprehensive review of the existing literature was undertaken. As early as 1985, AMHCA, ACES, and ASGW had developed special interest networks and committees involved with marriage and family issues. In 1987, AMHCA completed a divisionally approved document advocating national training standards.

In 1988, the International Association of Marriage and Family Counselors (IAMFC) became an organizational affiliate of AACD and subsequently became a division in 1989. Soon afterwards, IAMFC and ACES began to work jointly to develop marriage and family training standards for eventual presentation to CACREP. These standards were offered for discussion at the CACREP Board meeting in March, 1990, and were adopted, *in principle*, by the Council. The current standards were reformatted and revised after feedback from divisions and CACREP accredited programs.

Dr. Robert L. Smith is the CACREP Representative for the National Career Development Association (NCDA) and past president of the International Association for Marriage and Family Counselors (IAMFC). He is currently Executive Director of IAMFC.

Fish or Cut Bait

An Editorial Comment

Don W. Locke, Ed.D.



a common Southern phrase that refers to someone who needs to make a decision is "Are you going to fish or cut bait?" After reviewing a number of counselor education programs as a member of the CACREP Council, reading annual reports of all accredited programs for the past three years, and being aware that there are approximately 320 programs that offer coursework in counselor education but are not accredited, I am convinced that many counselor education programs need to make a fish or cut bait decision.

The standards adopted by CACREP are basic when considering the preparation necessary for a person to function as a professional counselor. Anything less does not have quality assurances. I know that there are a multitude of reasons for programs not seeking accreditation, but do they excuse those programs? There are small and large programs accredited. There are programs accredited from states with and without licensure. There are programs accredited that have had to overcome internal administrative nonsupport. The list could go on and on. The difference is that the faculty from accredited programs have made a commitment to quality. The goal is not to just have a program, but to have an assurance that the graduates of that program meet the national standard. Programs not willing to meet the basic standard should review their decision. Is quality being sacrificed for trying to train too many different types of counselors? Is there really enough of a population for nearly 400 quality training programs? The questions go on as well. The bottom line is - Are programs prepared to make the effort necessary for accreditation?

Programs need to decide what they can provide students considering their departmental size and the role, scope, and mission of their institution. It appears that many programs are trying to provide far too many options for the students enrolled in their programs. Students are completing what they believe are viable options (e.g. marriage and family, substance abuse, mental health, gerontology, career, assessment, etc.) that are, in truth, two or three course concentrations as part of a generic counseling degree. These students should not be led to believe that they have completed a degree in one of these concentrations. The students need to understand that they have a degree in community counseling, not gerontological counseling or one of the other concentrations.

I also suggest that institutions should consider offering a variety of coursework (always considering the size and faculty expertise) as possible electives, but not try to offer options that do not give the breadth and depth necessary for that individual to begin a practicum or internship in the specialized area. A common complaint that I hear from on-site supervisors when visiting internship sites is that the interns have little or no concept of the job to which they have been assigned. This is a disservice to the intern, the on-site supervisor, and the client being served.

Of the 67 institutions with programs accredited by CACREP, 59 have accredited community counseling programs. Many of these offer multiple options under the umbrella of community counseling. I suggest that programs should make choices and concentrate their efforts, skills, and expertise in providing the public with counselors that have a depth of skills, not minimum exposure. I pro-

pose that programs make a choice or choices and concentrate their efforts. Programs should not try to cover all specialized areas of counseling. Once a decision is made, I suggest that program concentrate their efforts in the chosen area and seek accreditation. They should not try to do more and more without quality assurances.

The counseling profession and the public being served are both demanding quality in the professional counselor. Can our focus as counselor educators be any less? I suggest that the 320 non-accredited institutions review their commitment to a quality standard. Furthermore, the 67 CACREP accredited institutions should review their programs and determine if they meet quality standards for all options being presented. In conclusion, I propose 400 programs in counselor training either fish or cut bait.



Dr. Don W. Locke is the CACREP Representative for the Association for Humanistic Education and Development (AHEAD) and is currently Vice-Chair of the Council. He is Associate Dean of Education at Northeast Louisiana University, which has programs in Counseling in Community and Other Agency Settings and School Counseling accredited by CACREP. The views expressed in this editorial are not necessarily shared by the Council.

Policy Allows for Specialty Designation Change

As a response to accredited programs wishing to better define their curricular offerings for their programs currently accredited under Community Counseling (July, 1988, Standards) or Counseling in Community and Other Agency Settings (prior to 1988), the Council established the following procedure. Those programs with two or more years of accreditation remaining, who wish to advertise their program as meeting the standards for Mental Health Counseling or Marriage and Family Counseling/Therapy, should submit documentation in the form of a mini-self-study.

The program should submit its original self-study and evidence of how the current Community program has revised its curricular offerings to incorporate these Environmental and Specialty Standards. The department will be required to submit a \$300 fee to cover the administrative costs of the paper review.

A Council subcommittee will conduct an initial review to ascertain whether the program is in compliance with the Mental Health Counseling or Marriage and Family Counseling/Therapy standards applied under. At this point, the subcommittee may recommend that the program 1) have its program title transferred to the new Environmental and Specialty designation, 2) host an on-site review, 3) withdraw the application.

Should the subcommittee recommend an on-site, the institution would be required to pay the current on-site fee, in addition to the \$300 application fee. The entire Council is responsible for the final accreditation decision.

Contribute to the CACREP Connection

Now's your chance to get published! The **CACREP Connection** will be accepting selected articles and announcements for publication beginning with the Spring issue. Please note that the **CACREP Connection** is published biannually. Articles should be received no later than May 1 for the Spring issue and November 1 for the Fall issue.

- ✎ All articles should be typed, double-spaced and less than three typed pages. If your article was written on either a McIntosh or IBM compatible computer, you have the option of sending us your file on a 3 1/2" disk. Nothing will be returned, unless requested.
- ✎ Potential articles should relate to higher education, accreditation, and/or licensure issues.
- ✎ The Editor reserves the right to edit, rewrite, and reject anything submitted for publication.
- ✎ Send all items to CACREP, 5999 Stevenson Avenue, Alexandria, VA 22304-3302.

Public Member Sought

All accrediting bodies have the duty to recognize the public interest. Public representatives should be selected for the purpose of providing special attention to that interest. Currently the CACREP Council is composed of representatives from AACD and its participating divisions and one public member. As per COPA's recommendation, the Council is soliciting nominations for an additional public member.

A public member should be selected on the basis of being a person with an informed, broad-gauged community point of view who can contribute a fresh, non-professional approach to accrediting concerns. In the case of specialized accrediting bodies, such as CACREP, the public member should not be a current or past member of the profession. Practitioner representation is valuable, however, public membership *per se* derives from different objectives.

Nominees should be able to make a commitment to attend the Council's two annual meetings in their entirety; review all accreditation materials in a timely manner; and respect the confidentiality of the accreditation process. Council members are appointed for three year terms and may serve two successive terms.

Persons wishing to nominate someone for the second public representative position on the CACREP Board of Directors should submit the following to the CACREP office no later than **March 1, 1990**.

- 1) letter of nomination detailing the nominee's qualifications as they related to accreditation and higher education issues
- 2) permission from the nominee
- 3) nominee's resume

Team Member Info

The Council will be conducting initial on-site team member training at the Reno Convention in April. Training is currently scheduled for Sunday, April 21, 1991, from 2:00-5:00 P.M.. Those wishing to participate should contact the CACREP office for an application form. The deadline for receipt of the application and accompanying vita and statement is February 1, 1991. On-site training is open to both counselor educators and practitioners. Applicants must be able to provide the following documentation:

- 1) membership in AACD and/or a division;
- 2) three (3) years in a work setting related to one of the Environmental and Specialty Standards;
- 3) a statement reflecting personal and professional qualities and commitment to the promotion of the profession.

CACREP invites team members who have been trained more than three years and have not participated in an on-site visit to submit an application to attend the on-site team training session in Reno. The Council has made great strides in getting team members out on initial team visits. However, we realize that some of those who were trained in the 'early days' have not had the benefit of recent review of team procedures and Council policies.

REMINDER: Each year, the CACREP office solicits updated information from persons listed in our trained Team Member data base. If you did not receive a copy of this year's expanded survey and believe that you should be listed as a trained team member, please contact the CACREP office. To date, the office has 43 outstanding surveys. If you did receive the information sheet, please take a few minutes to complete and return it today! Failure to return the form could result in the deletion of your name from our files.

Please note that in the Spring *CACREP Connection*, under Intermediate Team Training, Robert R. Erk should have been identified with the University of Tennessee/Martin.

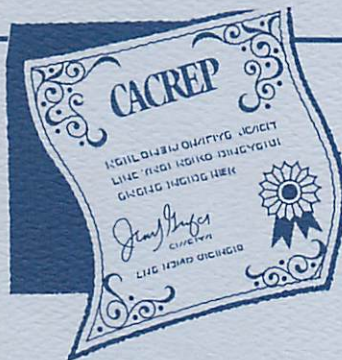
KUDOS CORNER



AACD and CACREP encourage the citation of credentials in marketing bulletins, employment ads, public relations statements, etc. This section highlights those institutions which proudly advertize their CACREP accreditation or which specifically name affiliation with a CACREP program as a preferred qualification in their ads. These kudos have been gleaned from the *Guidepost* and *The Chronicle of Higher Education*. If your program deserves to be in the spotlight, let us know. Those marked with an * have programs currently accredited by CACREP.

- * WRIGHT STATE UNIVERSITY
- * UNIVERSITY OF NORTH TEXAS
- * UNIVERSITY OF NC/CHAPEL HILL

Our hats off to these programs. Your advertisements were seen in a variety of issues. You have excelled in getting the word out! You help us strengthen the credibility of our profession.



CACREP Certificates of Graduation

You finally did it! You graduated from a CACREP-accredited program!

Now you can display this honor in grand style.

See the attached order form for ordering information
All orders must be prepaid and include a transcript or departmental verification

CACREP
5999 Stevenson Avenue
Alexandria, VA 22304-3302

NEWS and VIEWS

Carol L. Bobby, CACREP Executive Director



all is the time when the leaves begin to change color, students return to school, and CACREP-accredited programs submit their annual reports and fees to my office. It is obviously a busy time of year for everyone. In fact, every Fall I hear grumblings that the Annual Report is unnecessary since "CACREP already has all of the information in a recently submitted self-study," or "CACREP is asking for duplication of what was submitted earlier in the year in the program's Interim Report to address the conditions outlined their accreditation letter." While the *duplication of information* theory has some truth associated with it, I feel that it is important for programs to understand why CACREP asks for these separate reports each and every year, regardless of what other information may be available in the office.

First, the Annual Report is a monitoring report. It is one of the few ways that the Council has of tracking changes in programs accredited for our seven (7) year cycle. Seven years is a very long time between accreditation visits, and programs are always in a state of change. Faculty lines may be gained or lost. New courses may be added. Program hours required for graduation may change. The Council asks that this type of data be reported along with any impact the change(s) may have had on the program operations. If necessary, the Council may request further information to clarify changes reported.

One area where change generally occurs every two to three years is the program description published in the college catalogue. For the past three years, the Council has requested that programs submit a photocopy of this description. The Council has found tremendous inconsistency in the

reporting of accredited statuses. Some programs, in fact, do not even publish their accreditation status at all. The Council regrets this, since we feel that achieving CACREP accreditation is an accomplishment to be proud of. Some programs merely state that the department is accredited by CACREP. The Council also regrets this, since we do not accredit departments, but rather we accredit programs. Furthermore, not all departments have all of their program areas accredited. Such blanket statements are, therefore, misleading. Reporting the accreditation status must be program specific in order to be accurate. Finally, in outside reference materials, the Council has even found statements submitted by programs which report that they are "in process" of obtaining CACREP accreditation. This is particularly misleading when one considers that some of these programs have not even contacted the CACREP office, let alone submitted an application for accreditation review.

So, what is all the fuss about? The fuss is about the rights of individuals (such as students and/or parents) to obtain accurate information on which to base their decisions regarding graduate school. The fuss is about the need for CACREP programs to appropriately publicize their accreditation to increase their visibility and to enhance their reputation. The fuss is about clearly and proudly portraying that a program has successfully undergone self and peer evaluation and meets the profession's national standards for graduate preparation.

The fuss is about insuring that all counselors entering the field today and tomorrow have training which meets at least the minimum criteria set forth by the profession.

The Council reviews these public information entries every Fall. Over the past three years, the publicizing of CACREP accredited statuses has improved, but further improvements are still possible and/or necessary. The Council sincerely hopes that programs will consider the following suggestions to reduce confusion, enhance their own visibility, and provide students with much needed information:

1. Review the copy of CACREP's brochure entitled *Publicizing Accreditation Decisions* the next time your catalogue is being updated. This brochure paraphrases guidelines published by COPA regarding publication of accredited statuses.
2. Obtain copies of CACREP's brochure, *CACREP Accreditation: It's More Than a Definition*. Several programs distribute this brochure to prospective student who request information on applying to their departments. Since the brochure was developed specifically for the student population, it may help you program explain why being accredited is an important credential for the program to hold.
3. Consider publishing your CACREP accredited status on your graduates' transcripts or on departmental stationery. CACREP is also offering Certificates of Graduation. Students may find these helpful as they apply for professional credentials.
4. When employment advertisements are developed, request that the Search Committee insert the words "CACREP program graduates preferred" or that "applicants will be teaching in a CACREP-accredited program."

If you're still not convinced of the importance of Annual Reports, please recognize that there is still a second reason for submission. They are the CACREP office's method of annually updating administrative information.

A Celebration of Potential

An Anniversary is not simply a matter of professional puffery and hot air. In our personal lives, anniversaries and birthdays are occasions when friends express their affection and extend congratulations. This is true in our professional lives also.

According to Derick D. Schermerhorn, author of *How to Celebrate an Anniversary*, 'an anniversary celebration may be a single event or a series of activities carried out over a year or longer.' CACREP has chosen to limit our 10th Anniversary Celebration to the 1990-91 school year, with the culmination of activities at the 1991 AACD Convention in Reno.

Accreditation was, and still is, viewed as a means of strengthening the counseling and human development profession. This viewpoint was reflected prominently in AACD's recently adopted Strategic Plan. A primary concern in the development of standards was the protection of the public from unqualified professionals. However, these standards have also served to better define the roles for counselors and human development specialists both in the United States and abroad. Many current licensure and credentialing efforts have utilized the CACREP standards as a basis for minimal knowledge and skills requirements.

Although CACREP has been in existence for only ten years, accreditation has been a major consideration of the APQA/AACD leadership for over 30 years. CACREP represents an outreach of the diverse interests and concepts of the counseling and human development profession. CACREP also represents the potential for change. The standards have been developed through continuous feedback from the profession. The Council strives to promote minimum training standards which are relevant in today's changing society.

The one-year entry-level graduate preparation program was designed in the 1940's. However, since then the world has become more complicated and our knowledge base has increased. Individuals in today's society are faced with more freedoms, more choices, and more difficult and complex situations. Also, many new and important strategies for the helping fields have been developed. It is impossible to provide all the necessary theoretical knowledge, concepts, understandings, and skills needed for entry into the field in a one-year program. CACREP accredited programs have realized this fact.

As a professional in the counseling and human development field, you have a reason to be proud of our accomplishments. By 1981, ACES had accredited 12 institutions with one or more programs accredited. Upon its incorporation in 1981, CACREP included these programs under its accreditation umbrella. As of the October, 1990, meeting, 67 institutions, for a total of 165 program areas are accredited by CACREP. This represents a growth of over 130% in just over nine years.

In addition, within 6 years of its founding, CACREP sought and gained recognition by the Council on Postsecondary Accreditation (COPA). In April, 1990, CACREP reached another milestone as we were granted continued recognition by COPA for a five year period. Our COPA recognition affirms that our policies and procedures have undergone a peer review similar to that undergone by our accredited programs. And we passed the test!

1991 is truly a time for celebration. In ten short years, CACREP has become a moving force in the professionalization of counseling and human development specialists. It is a time to reflect and to plan. It is a time to show your true colors. With this in mind, CACREP has arranged for several mementoes such as bookmarks, T-shirts, mugs, posters, etc. to be available for sale and distribution. An order form is enclosed with this newsletter. We will also have several of these items available at our booth at the Reno Convention. But don't wait that long to join in the celebration activities!

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

The ***CACREP Connection*** is a biannual publication of the AACD Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is a corporate affiliate of AACD and is recognized as a specialized accrediting body by COPA.

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Item	Price	Size	Quantity Ordered	Amount Due
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10th Anniversary Mug white porcelain/blue logo	\$5.00			
Bookmarks set of 4	\$1.00			
1991 Pocket Planner navy blue with gilt trim CACREP checkmark logo	\$5.00			
T-shirts 10th Anniversary logo short sleeve 50/50 available in L, XL, XXL (add \$1.50 for XXL)				
6 minimum	\$10.00		_____ L	
18 minimum	\$ 9.00		_____ XL	
36 minimum	\$ 8.00		_____ XXL	
Certificate of Graduation must include transcript or verification from institution	\$10.00			
Certificate of Appreciation	\$1.00			



Send Order Form to:

CACREP
AACD Building
5999 Stevenson Avenue
Alexandria, VA 22304

703/823-9800 ext 301
FAX 703/823-0252



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CACREP Standards Revision Feedback Form

Complete a separate form for each suggestion presented.
Return to the CACREP office by MAY 1, 1991.

STANDARD: Section _____ Page _____ Letter _____

SUGGESTION: Delete _____ Add _____ Change _____

1. If this is a suggestion to **ADD** or **CHANGE** a standard, provide the **EXACT** wording. Include the Section and Letter for the standard as you would have it appear in the CACREP Standards. Attached additional sheets if necessary.
2. Provide your rationale for the suggestion provided:
3. Where appropriate, please estimate the economic impact (cost to students, institutions and/or CACREP) for such a proposal to be implemented.

Respondee: _____ Phone: _____

Council for Accreditation of Counseling and Related Educational Programs

5999 Stevenson Avenue
Alexandria, Virginia 22304
703/823-9800

General Schedule for CACREP Accreditation Review Process

Schedule for Spring Decision

Schedule for Fall Decision

May/June	Institution seeking accreditation submits self-study document and accreditation application fees to the CACREP office. Eligibility decision is reached. Program's Chair/liaison is informed if the decision is negative.	August September
August	Council subcommittee review is completed and institution is forwarded reviewers' comments and/or concerns.	December
October 1	CACREP office receives institution's response to reviewers' concerns. Institution informed of recommendation for on-site visit or for institution to withdraw program(s) from further review. Potential team member names included for ranking and invoice for on-site fees.	February 1
October	Potential visitation dates and teammember rankings due in the CACREP office.	February
November December	Site visits established: <ul style="list-style-type: none"> * department receives confirmation from CACREP * department mails out self-study, addendum, pertinent catalogues and handbooks * department arranges accommodations and travel Hosts on-site visit	April May
December- January	On-site team's report received in CACREP office and forwarded to institution's CEO, Dean, and Department Chair for the institutional response. Institution is allowed 30 days in which to respond to the on-site team's report.	May-July
February 1	Materials sent to the CACREP subcommittee for review: self-study, addendum(s), catalogues, pertinent correspondence between the department and CACREP, On-site Team's Report, Institutional Response the the Report.	September 1
March/April	Board of Directors Meeting - last chance for institution to withdraw program(s) from review. Institution's CEO informed of Council's decision within 2-3 weeks following the meeting.	October
April/May	Appeal period - 30 days from receipt of a denial of accreditation	November December
May	Publication of results CACREP Connection Guidepost new list available	December

The above deadlines represent the **LATEST** dates for submission. Institutions failing to meet established deadlines will revert to the second schedule for receiving the Council's decision. Institutions applying for accreditation in months other than those listed should refer to the schedule closest to the month applied in to ascertain the decision period.



ACTIVATE FILE FORM

DATE _____

UNIVERSITY/COLLEGE _____

ACCREDITATION CONTACT PERSON _____
phone _____

MAILING ADDRESS _____

DEPARTMENT CHAIR _____

_____ We are only reviewing the accreditation materials

_____ Please place us on the CACREP mailing list

We plan to submit our application by _____.

Next to the CACREP titles listed below, please indicate the following information:

- 1) **graduate degrees** awarded by each program (i.e. M.A., M.Ed., M.S., Ph.D., Ed.D, etc.)
- 2) **departmental program titles** (i.e. Community/Clinical Counseling, Human Development Counseling, Student Personnel Services, Counseling Psychology, School Guidance and Personnel, etc.)
- 3) appropriate **emphases** for each area (i.e. Community: Substance Abuse, Employment Counseling; Student Affairs: Counseling, Developmental, Administrative; School: Elementary, Secondary, etc.)

Community Counseling _____

Mental Health Counseling _____

Marriage & Family Counseling _____

School Counseling _____

Student Affairs Practice in Higher Education _____
_____ counseling _____ developmental _____ administrative

Counselor Education and Supervision _____



DIRECTORY OF ACCREDITED PROGRAMS

published by the AACD Council for Accreditation of Counseling and Related Educational Programs (CACREP)



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Counseling and Counseling Psychology
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Phone: 205/844-2878
First Accredited: 9/86
CCOAS, SC, SPC (1994)
☆ CE:PhD/EdD (1991)

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First Accredited: 3/82
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☆ CCOAS, SC, SPC (1991)

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CC, SC (1996)

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☆ denotes programs accredited for two year period with conditions

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☆ CC, SC, CE:PhD/EdD (1993)

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Phone: 615/322-8484
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CCOAS, SC, CE:EdD (1991)

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CCOAS, SC, SPC, SPA, CE:PhD/EdD (1995)

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Phone: 802/656-3888
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CC (1996)

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First Accredited: 1980
☆ CCOAS, SC, SPC, CE:PhD/EdD (1991)

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CCOAS (1994)

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**As the Council meets
bi-annually, the list of
accredited programs is
updated in
May and December.**

**This list was published:
December, 1990**

The CACREP scope of accreditation includes:

Entry-level programs (Master's Degrees)

- ✓ **Community Counseling CC**
(formerly CCOAS - Counseling in Community and Other Agency Settings. MH designates the optional Mental Health subspecialty awarded prior to 1988.)
- ✓ **Marriage and Family Counseling MFC**
- ✓ **Mental Health Counseling MHC**
- ✓ **School Counseling SC**
- ✓ **Student Affairs Practice in Higher Education SA** (formerly SP - Student Personnel Services in Higher Education)
SAC - counseling emphasis
SAD - developmental emphasis
SAA - administrative emphasis

Doctoral level programs (Ph.D. and Ed.D. degrees)

- ✓ **Counselor Education and Supervision CE**

Please note: Standards revisions are common practice in order to assure that the Council remains responsive to the changing needs of society. Therefore, requirements may change during a program's accreditation cycle. Accredited programs are urged to move into compliance with new standards, and continuous self-evaluation and improvements are benefits of the accreditation process.