

THE CACREP CONNECTION

Winter 1999-2000

Published biannually by the Council for Accreditation of Counseling and Related Educational Programs, a specialized accrediting body recognized by CHEA and a corporate affiliate of ACA.
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CACREP Launches Research Agenda

A Request for Proposal (RFP) was mailed out to all CACREP program liaisons and team members in December 1999. A copy is also included on pages 8 and 9 inside.

CACREP and CORE Revisit Joint Visits

A school up for CACREP reaccreditation starts the joint self-study process with the Council on Rehabilitation Education. Programs with accredited status with both organizations or new applicants seeking both may want to consider this option. See article page 4.

CACREP Programs at the ACA Conference in Washington

The following ancillary sessions will be hosted by CACREP. All sessions will be held at the Omni Shoreham Hotel.

Wednesday, March 22

9 am to 12 pm How to Write a CACREP Self-Study

This session gets more popular each year. The format of this session is very participative, so availability is limited. Please call to reserve your seat. Those without reservations cannot be accommodated.

1 pm to 4 pm Team Member Orientation

This session is for those who are new to the CACREP site visit process. There are a limited number of seats, and participants must have made a reservation and submitted an application.

Thursday, March 23

8:30 to 11:30 am Straight from the Horse's Mouth: A Candid Discussion with CACREP

This is an invitation only event for program chairs and liaisons to discuss issues relevant to CACREP accreditation with the Board of Directors. Invitations and agenda ideas will be sent out ahead of time.

CACREP will be hosting a longer, more detailed version of the popular "How to Write a Self-Study" workshop in the Fall of 2000 in Alexandria, VA. The workshop will be a full day in length and will be conducted by CACREP staff and a Board member. The entire self-study process from an initial reading of the Standards to submission of an addendum will be covered with actual documents to use as reference. The fee will be \$400.00 for the first faculty member and an additional \$50 for each additional faculty member. Call the office for more details.



From the Chair

Mary Alice Bruce

What exciting opportunities there are for working with you as well as representing you as we jump into the new century! Yet, this is a sad time of transition. Dr. Mary Thomas Burke has been outstanding as the chair of the CACREP Board of Directors, and her footsteps will be hard to follow. On behalf of the Board members and staff, I extend our deep appreciation to Mary Thomas for her excellent leadership, her personal and professional vision, and the harmony and ease with which she worked with all of us. Thank you, Mary Thomas.

I wish to express another round of deep appreciation to everyone involved with the process of revising our Standards. For more than three years, many of you have given your time and energy to offer careful analyses and insightful feedback regarding Future Structures issues, as well as Drafts #1, #2, and #3 of the new 2001 Standards. Based upon all this feedback, the Standards Revision Committee meets in January 2000 to develop their final draft.

This draft will be presented to the CACREP Board, which will convene in special session in April for the purpose of finalizing the new 2001 Standards to be published July 1, 2000. Please join me in giving a whopping thank you to all members of the Standards Revision Resource Team, the Standards Revision Committee, as well as all of you who offered feedback relative to these final Standards.

As we move to approve the new 2001 Standards, accountability issues come to the forefront with that often asked question, "Does CACREP have any data to show that accreditation makes a difference in terms of program quality and effectiveness of graduates?" I am pleased to report that the CACREP Board considers this timely issue of accountability as very important, so much so that the Board is calling for competitive proposals that encourage accountability research relative to whether CACREP accreditation makes a difference. The Board will not only endorse research proposals but also provide modest funds to support that research. Should

any of you be interested in such a research project, please read and respond to the Request for Proposal on pages 8 and 9 of this issue of the CACREP Connection.

Another form of accountability involves program evaluation. The new 2001 Standards will represent broad-brush ways of standardizing the CACREP accredited counselor education programs. However, the standards allow each preparation program great latitude in ways by which to accomplish those standards. Thus, it is possible for one program to accomplish the standards in one way and for another program to accomplish the standards in a different way. Regardless of the way in which the standards are met, each program has a marvelous opportunity for creating the means by which to demonstrate accountability relative to the effectiveness of its graduates. This assumes that programs will have identified exit criteria by which to measure the effectiveness of its graduates.

I suggest, for your consideration, that our counselor education programs could identify course and program exit criteria. In addition, these exit criteria as well as benchmark intervals within the program could be outcome based, so that the accountability criteria can be measured. Without some form of measurable outcome criteria, we may never know whether a single counselor is effective, whether all counselors graduating from a particular program are effective, and/or whether the program itself is effective. Once again, the CACREP standards will be broad enough to allow each program to develop its own outcome based criteria and therefore allow for great individualization of the way by which programs can verify that they are in fact successfully doing what they intend to do.

Thank you for this opportunity to reach out to all of you, to share our great appreciation for the hard work of everyone involved with the standards revision process, and to trust that our next year will be as challenging and productive as the previous year.

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 accreditation decisions listed below were made at the October 24-26 meeting in New Orleans, LA.

The following programs were granted accreditation († indicates initial accreditation).

†The College of William and Mary, Williamsburg, VA

Community Counseling, School Counseling, and Counselor Education and Supervision
(December 31, 2001)

†New Mexico State University, Las Cruces, NM

Mental Health Counseling (December 31, 2001)

†Texas Tech University, Lubbock, TX

Community Counseling, School Counseling, and Counselor Education and Supervision
(December 31, 2001)

Truman State University, Kirksville, MO

Community Counseling, School Counseling, and Student Affairs Practice in Higher Education - Professional Practice (December 31, 2006)

†University of Maryland, College Park, MD

School Counseling (December 31, 2001). The institution currently has accredited programs in Community Counseling with a Specialization in Career Counseling and Counselor Education and Supervision.

University of Nevada Las Vegas, Las Vegas, NV

School Counseling, Community Counseling, and Marriage and Family Counseling/Therapy
(December 31, 2001)

†University of Vermont, Burlington, VT

Mental Health Counseling (June 30, 2004). The institution has currently accredited Community Counseling and School Counseling programs.

Youngstown State University, Youngstown, OH

Community Counseling and School Counseling (December 31, 2006)

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

Columbus State University, Columbus, GA

School Counseling (December 31, 2001)

Eastern Illinois University, Charleston, IL

Community Counseling and School Counseling (December 31, 2004)

St. Mary's University, San Antonio, TX

Community Counseling, Counselor Education and Supervision (December 31, 2004)

CORE and CACREP Resume Joint Site Visits Process

Carol L. Bobby, CACREP Executive Director

This past spring, CACREP received an e-mail from one of our accredited program liaisons asking whether it was possible for CACREP and the Council on Rehabilitation Education (CORE) to conduct a joint review of the counseling programs in his academic unit. The liaison noted that his department offered two CACREP accredited programs (School Counseling and Community Counseling) and one CORE accredited program (Rehabilitation Counseling).

Since it had been several years since CACREP and CORE had hosted any collaborative visits, I explained to the liaison that this was an issue that I needed to review with the CACREP Executive Committee and Board of Directors. In my history as executive director, there had been a total of three collaborative visits- San Francisco State University (1987), Stephen F. Austin University (1993), and the University of Maryland at College Park (1994). All of the previous visits had been conducted prior to the implementation of the 1994 CACREP Standards, as well as prior to the most recent revision of the CORE Standards. With both agencies using newer standards and having implemented new policies, I was uncertain what other obstacles might lie ahead, but the request for a collaborative self-study process was definitely one that needed pursuing. After all, it would allow the programs to work together in the accreditation review processes, which conserves time, energy and money for the institution. It also reduces unnecessary duplication of effort.

A teleconference meeting of CACREP's Executive Committee provided the green light to contact CORE's executive director, Jeanne Patterson, to see if CORE would like to pursue another collaborative visit at the request of the institution. When Jeanne obtained the green light from her board, we decided to tackle the task of creating some guidelines in writing that spell out the process for CORE, CACREP, and the institution. Fortunately, we had some documents to fall back on in developing the guidelines.

The first set of documents were the feedback letters obtained from members of previous joint teams. The second document was a document entitled "Collaborative Evaluations by Regional and Specialized Accrediting Agencies: Guidelines and Procedures." This document outlines important concepts to be followed, such as the importance of a balanced team led by a single chair and agreeing on the structure of the self-study, the billing procedures, and the timetables for releasing decisions early on in the process. Having served on the joint task force of regional and specialized accrediting executives that created the document, I was fully supportive moving forward with a CORE-CACREP document.

The result of our efforts are reprinted below.

CORE-CACREP COLLABORATIVE SITE VISIT GUIDELINES

Preamble

CACREP and CORE endorse collaborative site visits when counseling programs are administratively co-located. The purpose of collaborative site visits is to promote time, effort, space, and cost savings to both the institution and the accrediting agencies.

Communication

Open, inclusive communication between and among the CACREP, CORE, and counseling programs' leadership is the key to insuring a successfully coordinated, collaborative accreditation review of CORE-CACREP counseling programs. All parties must be fully informed of the needs of the programs and the needs of the agencies to conduct a useful self-study process and valuable on-site visit review.

Both the programs and the accrediting agencies agree to copy each other on all correspondence. If questions arise that cannot be handled via e-mails with copies, teleconferences will be scheduled so that both CORE and CACREP can participate fully in the process.

Fees

1. The CORE annual fee must be currently paid. First-time programs must submit an application fee with the application.
2. CACREP requires that an application fee be submitted with submission of the self-study document. This fee differs for initial (first time) and reaccreditation applicants; therefore, programs should contact the CACREP office for the current fee structure.
3. The fee for reimbursing site visitors is based on the number of programs undergoing review. This fee must be submitted to CACREP, which assumes responsibility for reimbursing all visitors.

Self-Study Documents

1. Two self-study narratives will be completed- one demonstrating compliance with CORE's standards; the other demonstrating compliance with CACREP's standards. The institution is encouraged, however, to prepare only one set of substantiating documents that includes such items as course syllabi, faculty vitae, student handbooks etc. If these documents can be included in one complete set of appendices and appropriately referenced in both the CORE and CACREP narrative responses to the standards, it is believed that there will be a time, effort, space and cost savings to both the institution and the accrediting agencies.
2. CACREP will require that four (4) complete copies of the CACREP self-study narrative and substantiating documents be submitted to its headquarters office. One additional copy of the CACREP self-study narrative should also be submitted to CORE.
3. CORE will require three (3) copies of the CORE self-study narrative and substantiating documents be submitted to its headquarters office. One additional copy of the CORE self-study narrative should also be submitted to CACREP.
4. When the site team members are chosen, the counseling programs should send one copy of each self-study narrative and substantiating documents to each of the team members; hence, each team member will receive 1) a CORE narrative, 2) a CACREP narrative, and 3) a set of substantiating documents.

Timelines

1. CACREP or CORE will grant extensions up to one year to accommodate the different cycles and terms of accreditation of the programs seeking a collaborative visit.
2. Site visits must be held at least three months prior to the Board meeting of CORE or CACREP. Both the team report and the institution's response to the team report will need to be in the CORE and CACREP offices at least one month prior to the Board meeting of CORE or CACREP at which the program(s) will be reviewed.
3. Self-study documents are due in the CACREP office approximately nine months prior to when a site visit is desired. This allows time for an initial review of the self-study to be completed by a subcommittee of the CACREP Board. The CORE self-study document is due December 1. CORE surveys of employers, second year students, and graduates must be completed by December 1.

The Site Team and Visit

1. The number of team members is based on the number of programs undergoing review; however, the team will be comprised of no fewer than four individuals. Although CACREP and CORE will work closely with the institution to choose site team members who have no potential conflict of interest with the institution, the agencies reserve the right to choose team visitors who are knowledgeable of both CORE and CACREP and willing to work as a collaborative unit. The team chair will specifically be chosen for his or her knowledge of both CACREP and CORE policies and procedures. At least one team member will be specifically assigned to the CORE program and one individual specifically assigned to the CACREP program.
2. The site team will work jointly throughout the visit to review the CORE and CACREP programs.
3. The team chair will work closely with the department chair and program coordinators to create a visit agenda that provides adequate review of each of the programs. The team chair is encouraged to conduct collaborative interviews with administrators, faculty, and students that encompass the needs and concerns of all of the programs so that separate meetings are not required. The visit length will be standard- two and one-half to three days.
4. The team chair will conduct the exit interview

The Team Report

1. The team is requested to submit a single report that encompasses all programs undergoing review. The report, however, should include separate accreditation decision recommendations for each program attached at the end of the report. The CORE program recommendations should be on a separate page from the CACREP program recommendations.
2. All team members should reach consensus on the report and recommendation. The team members will be requested to sign off on the final copy before it is submitted to the respective accrediting agencies.
3. Once received, the accrediting agencies should agree that copies of the report will be distributed to the appropriate administrative officials (e.g., the university president, college dean, department chair, program coordinators) under one cover letter jointly signed by both accrediting agency CEOs.

Institutional Response to the Team Report

1. CORE and CACREP recognize the importance of the institutional response to the team report. This is the final opportunity for the institution and its counseling programs to provide documentation as to how the standards are met or to correct any errors in judgment believed to have been made by the team. Therefore, CACREP and CORE recommend that the institution format their response in a manner that best allows for response to each set of standards cited in the team report. It is suggested, however, that for ease of reading, review and cross-checking, that the basic structure of the institutional response follow the structure of the team report's citations.
2. CACREP requests that the institution send a minimum of three (3) copies of the Institutional Response to the Team Report to its headquarters office a minimum of 30 days prior to the next scheduled CACREP Board meeting. One additional copy of the Institutional Response should be sent to the CORE administrative office. If a spring decision is desired by the institution, this requires a submission of the response by February 15 (tentative).
3. CORE requires that two (2) copies of the Institutional Response to the Preliminary Reports (Team Report and CORE's data analysis report) be submitted by May 30 to CORE's administrative office. In addition, the program should send copies to each of the site visitors and one additional copy to the CACREP office.

The Decisions

1. Each agency-CORE and CACREP- will render independent program accreditation decisions. As the decisions are rendered independently, each agency is free to follow its own policies regarding length of accreditation term, placement of conditions on the accreditation, and requirements for any follow-up reports or activities.
2. CORE and CACREP agree to share the full results of their decision-making process and actions taken with each other. It is agreed, however, that these results will not be shared with or the decisions publicly announced until such time as both accrediting bodies have taken action. The results will also be withheld from the university officials until both bodies' actions are available for release. This will insure that there will be no undue influence on the decision-making process based on the decisions and actions of one or the other accrediting agency.

Evaluating the Collaborative Process

CORE and CACREP will develop a mutually acceptable process to review the perceived success and effectiveness of the collaborative review process. The evaluation process will include feedback from a) a cross section of institutional representatives (faculty, administrator, students), b) the on-site visiting team members, c) both CORE and CACREP staff, and d) the decision-making bodies of each agency.

CACREP Standards Revision Open Forums at ACES in New Orleans

Dennis Engels, Standards Revision Committee Member

During the Association for Counselor Education and Supervision October conference in New Orleans, the Standards Revision Committee hosted two open forums for input regarding Draft 3, of the 2001 CACREP standards. Selected highlights follow:

Attendance: Attendance was substantial with about 70 people at each session, including about six members of the CACREP board and six SRC members. Participants were reminded and encouraged to submit written suggestions and other questions not later than December 15, in time for processing and consideration by the SRC at its January meeting; and

Tone: In both forums, participants were highly positive overall, including very positive feedback on the revision process, separate standards and the overall document, with applause at the close of both sessions. Participants seemed most appreciative of the work done by the committee, thus far.

General and specific comments and concerns focused on:

Counselor Identity: Numerous participants expressed views regarding whether and how the standards should reflect counseling as a separate profession, e.g. requiring or recommending faculty professional organization affiliations. Participants noted that it was important to encourage student participation in professional counseling organizations, especially the American Counseling Association and its state and national entities ;

Small Programs: A number of participants recommended keeping standards within reach of small programs in terms of resources, keeping credit limits at 48 semester hours, maintaining opportunities for flexibility, and attending to how non-doctoral programs can meet supervision and other ratio requirements;

Supervision: Participants encouraged maintaining the quality and integrity of supervision standards;

College and University Student Services: Participants raised more questions than recommen-

dations, and some participants noted that CASS does not accredit and does not intend to;

Competency Statements: Some participants requested inclusion and/or citation of various organizational competency documents, e.g. AMCD's multi cultural counseling competencies, while other participants cautioned against actual inclusion of such documents;

Draft Format and Fonts: While some participants wanted a way to compare Draft 3 with previous drafts and the 1994 standards, there seemed no practical way to handle this issue, however, one comparative approach is to place Draft 3 next to 94 standards;

Distance Learning: Participants raised some general questions and concerns about possibly weakening the standards via distance learning; and

Ratios: While some participants noted that language related to ratios and resources, such as, "commensurate with other clinical training programs" was ambiguous for programs on campuses with no other clinical programs, participants generally noted that ratios are very valuable in many schools as a means to obtain funding, especially for practicum and internship.

Numerous specific comments were also raised in each of the areas noted above, and participants were again encouraged to submit written comments for consideration by the SRC.

Draft #3 of the 2001 Standards is available on CACREP's web site at www.counseling.org/CACREP

REQUEST FOR PROPOSAL

Summary

The Council for Accreditation of Counseling And Related Educational Programs (CACREP) was established in 1981 to accredit masters and doctoral level preparation programs in counseling. Although CACREP considers itself to be the accrediting arm of the American Counseling Association (ACA), it is an independent 501(c)(3) corporation. This status allows CACREP to pursue its educational mission in any manner that furthers its purpose.

Background & Need

CACREP is approaching its 20th anniversary. Throughout its history, the Council 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 his or her institution. It is unfortunate that we have only anecdotal stories to share. In a recent listserv conversation regarding the value of CACREP, one former academic dean wrote the following:

Unless a program can show some solid, empirical reasons for an accreditation, I say no. I suggest that counseling programs interested in CACREP be a little empathetic with their administrators whose needs are a little different than those of the programs. If you can show how CACREP is important to your department, how it assists students, how NOT being CACREP accredited can hurt your program, and how CACREP can assist in boosting (or at least maintaining) enrollments, then you will get an approval from the dean, vice president or whomever.

CACREP believes that it is imperative that we begin 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 above. A research consulting fee will be awarded by CACREP.

Qualifications of Primary Researcher

The primary researcher should have a working understanding 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 to share a copy of all data collected in the course of the research project. Although copyright will belong to the researcher(s), 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 or program(s) accredited by CACREP.

Preparation of Proposals

Proposals may be no longer than five (5) pages in length (excluding appendices and references). A total of six (6) copies of the proposal must be sent to the CACREP office by the deadline date of January 28, 2000.

Proposals must include a description of the project plan with timelines and a projected completion date, a description of all personnel that 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 with references. 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 1) seek pre-approval on instrumentation used, 2) share the research data with CACREP, and 3) 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.

Criteria for Review

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

- Understanding of the type of research questions being asked of CACREP
- Suitability of the methodology and any instrumentation proposed
- Suitability of the plan of action, including timeline for completion
- Qualifications of the primary researcher
- 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 \$2,000 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 six (6) copies physically received in the CACREP office no later than 5:00 pm EST, January 28, 2000. Fax and email copies will not be accepted. Responses as to the acceptance of the proposals will be sent on March 30.

All proposals must be mailed to:

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

for additional information regarding CACREP, please visit our website at www.counseling.org/CACREP



national board for certified counselors, inc.

PROFESSIONAL OPPORTUNITY FOR SCHOOL COUNSELING STUDENTS IN CACREP-ACCREDITED TRACKS

Students in school counseling tracks accredited by CACREP will soon have a new way to jump-start their careers by applying for the National Certified Counselor (NCC) and the National Certified School Counselor (NCSC) credentials at the same time - prior to graduating. Qualified school counseling students who apply for the NCC credential via the GSA-NCE (Graduate Student Administration of the NCE), can also apply for the NCSC credential, and have up to three years to complete the post-master's experience requirement for school counselors.

The application process is simple and inexpensive. All that is required is some minor paperwork and a NCSC application fee of \$36. After students who apply for the NCC and NCSC send a final transcript and professional endorsement form, they are considered Board Eligible NCSCs, while maintaining full NCC status. Approximately six months prior to the end of the Board Eligible period, NBCC will send the Board Eligible NCSCs an upgrade package. The fee to upgrade is only \$40.

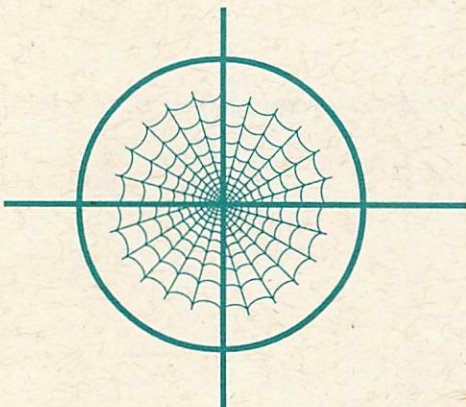
This means that master's students in school counseling tracks accredited by CACREP can apply for both the NCC and the NCSC for only \$236 initially, and complete the process for a \$40 fee. This process is simpler and more affordable for school counselors who wish to show they are a cut above by becoming nationally certified.

Please keep in mind this opportunity is only open to master's students in school counseling programs that are accredited by CACREP.

GSA-NCE Campus Coordinators who are interested in participating in the NCC/NCSC GSA-NCE program may contact NBCC's GSA Coordinator, DD Thornton, at nbcc@nbcc.org or 336-547-0607.

Question: What is it?

Answer: A Web site!



Check out NBCC's web site just for counselor educators at www.nbcc.org/counselor-ed/home/htm

NBCC wishes to thank the following schools who hosted the Counselor Examination for Licensure and Certification in the October under the NBCC/CACREP Special Administration.

Appalachian State University	Southern Illinois University at Carbondale
Arizona State University	SUNY College at Brockport
Barry University	Texas A&M-Commerce
Columbus State University	The George Washington University
Denver Seminary	The University of Alabama
Duquesne University	The University of Central Florida
East Tennessee State University	The University of Colorado at Denver
Eastern Michigan University	The University of Florida
Edinboro University of Pennsylvania	The University of Illinois at Springfield
Emporia State University	The University of Louisiana at Monroe
Georgia State University	The University of Memphis
Governors State University	The University of Nebraska at Omaha
Indiana Wesleyan University	The University of New Mexico
Lindsey Wilson College	The University of New Orleans Lakefront
Loyola College in Maryland (Pastoral)	The University of North Carolina at Charlotte
Loyola College in Maryland (School Counseling)	The University of North Carolina at Greensboro
Mississippi State University	The University of North Florida
Northeastern Illinois University	The University of North Texas
Northern Arizona University	The University of Northern Colorado
Northern Arizona University/Tucson	The University of Phoenix
Northern Illinois University	The University of Phoenix/Tucson Campus
Northwestern State University	The University of Scranton
Oakland University	The University of South Dakota
Old Dominion University	The University of Southern Maine
Oregon State University	The University of Tennessee/Knoxville
Pittsburg State University	The University of Vermont
Plattsburgh State University of New York	The University of Wisconsin Oshkosh
Roosevelt University	The University of Wyoming
San Francisco State University	Western Carolina University
Shippensburg University	Western Connecticut State University
South Dakota State University	Western Illinois University/RC
Southeast Missouri State University	Western Michigan University
Southern Connecticut State University	

The Official Study Course for the National Counselor Examination for Licensure and Certification is available. The study course includes a workbook, audio tapes, a CD Rom, a textbook and a sample examination. Live workshops will be coming this Spring.

For more information or to order, call 1-877-773-7462.

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CACREP and ACA encourage the use of citation of credentials in employment advertisements. This column highlights those institutions which we have noticed proudly displaying their CACREP accreditation in employment ads or which specifically name affiliation with a CACREP program as a preferred qualification. in their ad. These kudos have been taken from *Counseling Today*, and *The Chronicle of Higher Education*.

Appalachian State University
Baylor University
Clemson University
Concordia University
Delta State University
Edinboro University of
Pennsylvania
Georgia State University
Idaho State University
Indiana University at
Bloomington
John Carroll University
Kent State University
Marymount University
Mississippi State University
Niagara University

North Dakota State
Ohio University
Oregon State University
Prestonsburg Community
College
Rider University
Roosevelt University
St. Mary's University
Shippensburg University
SUNY Brockport
Syracuse University
Troy State University - Phenix
City
Truman State University
University of Akron
University of Florida

University of Iowa
University of Montevallo
University of New Mexico
University of North Carolina at
Greensboro
University of Northern Colorado
University of Northern Iowa
University of Pittsburgh
University of San Diego
University of South Carolina
University of Texas Pan
American
University of Wisconsin at
Oshkosh
Western Illinois University
Western Michigan University

New Team Chairs

A special session was held for team chairs in New Orleans. Experienced Team Chairs attended for Team Chair Renewal and some team members attended to receive initial Team Chair Training. The following individuals were trained as new team chairs:

Mary Thomas Burke
Karla Carmichael
Nola Christenberry
Jan Disney
Benetta Ernestine
Marilyn Jefferson-Payne
William Nemec
Nick Piazza
Jim Pitts
Dale Septeowski

Letters from Students

We just have to share some of the letters we get from students interested in counseling. The following excerpts were taken verbatim from letters received in the CACREP office.

"I am interested to know technics of a counselor. I would like to know how counselor are treated and how the treat others. I would like to know more information on wether to go for a job as counselor."

"During the last year in my high school career, I have considered many majors in my search for who I would want to be. I considered counseling and thought I could help people out in this fashion. I wanted to ask this association if you could send me some information on how to pursue this career or even send me some advice. If I'm asking too much i would understand, but if it is not possible, do not worry about it. I'm just taking a chance on making a better choice for my future."

"I would like for you to take time off to write to me."

Directory of Accredited Programs

There are currently 136 institutions with accredited programs

<i>Code</i>	<i>No. of Programs</i>	<i>Description</i>
Entry-level programs (Master's degree programs)		
CC	106	Community Counseling (48 semester hrs)
CC/CrC	5	Community Counseling with a Specialization in Career Counseling (48 semester hrs)
CC/CG	2	Community Counseling with a Specialization in Gerontological Counseling (48 semester hrs)
MFC/T	20	Marriage and Family Counseling/Therapy (60 semester hours)
MHC	20	Mental Health Counseling (60 semester hours)
SC	116	School Counseling (48 semester hours)
1988 Standards		
SAC	5	Student Affairs Practice in Higher Education - Counseling Emphasis (48 semester hrs)
SAD	2	Student Affairs Practice in Higher Education - Developmental Emphasis (48 semester hrs)
SAA	1	Student Affairs Practice in Higher Education - Administrative Emphasis (48 semesters hrs)
1994 Standards		
SACC	27	Student Affairs Practice in Higher Education - College Counseling emphasis (48 semester hrs)
SAPP	10	Student Affairs Practice in Higher Education - Professional Practice emphasis (48 semester hrs)
Doctoral-level programs (PhD and/or EdD degree programs)		
CE	41	Counselor Education and Supervision

The number in brackets [] indicates the year the institution first had accredited programs.

ALABAMA

Auburn University [9/86]
CC, SC, SACC, CE:PhD/EdD (2001)

Troy State University-Phenix City
[4/99]
CC, SC, MHC (2006)

The University of Alabama [3/82]
CC, SC, CE:PhD/EdD (2004)

ARIZONA

Arizona State University [4/95]
CC (2002)

Northern Arizona University
[11/98] *CC, SC (2000)

University of Phoenix
Phoenix and Tucson Campuses
[4/95] CC (2002)

ARKANSAS

University of Arkansas [11/97]
*CC, SC, CE:PhD (2000)

CALIFORNIA

California Polytechnic State University [4/99]
*MFC/T (2001)

CSU/Fresno [4/95]
MFC/T (2002)

CSU/Los Angeles [3/78]
SC, MFC/T (2003)

CSU/Northridge [3/79]
CC/CrC, MFC/T, SC, SAC (2000)

San Francisco State University [3/78]
CC/GC, CC/CrC, MFC/T, SC, SACC
(2002)

Sonoma State University [3/84]
*CC (2001), SC (2006)

COLORADO

Adams State College [10/95]
CC, SC (2002)

Colorado State University [4/97]
CC, CC/CrC, SC (2004)

Denver Seminary [4/97]
CC (2004)

University of Colorado at Denver
[4/91]
CC, SC, MFC/T (2005)

University of Northern Colorado
[3/82]
SC, CE:EdD (2003)
*CC, MFC/T (2000)

Southern Connecticut State University [4/95]
CC, SC (2002)

Western Connecticut State University [4/95]
CC, SC (2002)

DELAWARE

Wilmington College [3/98]
*CC (2000)

DISTRICT OF COLUMBIA

Gallaudet University [3/93]
SC, MHC (2000)

George Washington University [3/84]
*CC, SC, CE:EdD (2000)

FLORIDA

Barry University [10/95]
MHC, SC (2002)

Florida State University [10/95]
CC/CrC, SC, MHC (2002)

Rollins College [4/94]
CC, SC (2001)

University of Central Florida [11/97]
MHC, SC (2004)

University of Florida [3/81]
MFC/T, MHC, SC (2003) *CE:PhD/
EdD (1999)

University of North Florida [11/98]
*MHC, SC (2000)

GEORGIA

Columbus State University [11/94]
CC, SC (2001)

Georgia State University [3/80]
*CC, SC, CE:PhD (2000)

University of Georgia [4/87]
CC, SC, SAA, SAC, SAD (2001)

IDAHO

Idaho State University [3/80]
MHC, SC, SACC, CE:EdD (2002)

University of Idaho [10/84]
CC, SC, CE:PhD/EdD (1999)

ILLINOIS

Bradley University [3/92]
CC, SC (2006)

Concordia University [4/96]
*SC (2000)

Eastern Illinois University [11/97]
CC, SC (2004)

Governors State University [4/91]
*CC, MFC/T, SC (2000)

Northeastern Illinois University [4/94]
CC, SC (2001)

Northern Illinois University [3/89]
CC, SC, SACC, CE:EdD (2003)

Roosevelt University [3/98]
*CC, MHC (2000)

Southern Illinois University at Carbondale [3/88]
CC, MFC/T, SC, CE:PhD (2002)

University of Illinois at Springfield [10/93]
CC, SC (2000)

Western Illinois University [4/87]
CC, SC (2001)

INDIANA

Ball State University [3/80]
CC (2002)

Butler University [11/98]
SC (2005)

Indiana Wesleyan University [3/98]
*CC, MFC/T (2000)

Purdue University [9/86]
MHC, SC, SACC, SAPP, CE:PhD (2001)

IOWA

The University of Iowa [3/89]
SC, SAPP, CE:PhD (2003)

University of Northern Iowa [10/90]
MHC, SC (2005)

KANSAS

Emporia State University [11/97]
SC, MHC, SACC, SAPP (2004)

Pittsburg State University [10/88]
CC (2003)

KENTUCKY

Murray State University [3/89]
CC (2004)

Lindsey Wilson College [4/96]
MFC/T, MHC (2003)

LOUISIANA

Northwestern State University [4/95]
SACC, SAPP (2002)

Our Lady of Holy Cross College [4/99]
*MFC/T (2001)

Southeastern Louisiana University [3/98]
*CC, SC, SACC (2000)

University of Louisiana at Monroe [3/89]
CC, MFC/T, SC (2004)

University of New Orleans [10/89]
CC, SC, SACC, CE:PhD/EdD (2004)

MAINE

University of Southern Maine [10/87]
MHC, SC, CC (2002)

MARYLAND

Loyola College in Maryland [10/89]
CC (2004)

Loyola College in Maryland [4/97]
SC (2004)

University of Maryland at College Park [10/85]
CC/CrC, SC, CE:PhD (2001)

MICHIGAN

Andrews University [3/90]
CC (2004) *SC (2001)

Eastern Michigan University [10/89]
*CC, SC (2000)

Oakland University [11/94]
CC, SC (2001)

Wayne State University [11/94]
CC, SC, CE:PhD/EdD (2001)

Western Michigan University [10/83]
*CC, SC, SACC, SAPP, CE:PhD (2000)

MINNESOTA

Mankato State University [9/86]
CC, SC, SAPP (2001)

University of Minnesota Duluth
[11/94]
CC, SC (2001)

MISSISSIPPI

Delta State University [4/91]
CC, SC (2004)

Mississippi State University [9/86]
SACC, CC, SC, CE:PhD/EdD (2005)

University of Southern Mississippi
[10/85]
CC (2001)

MISSOURI

Southeast Missouri State University
[3/98]
CC (2005)

Truman State University [3/92]
CC, SC, SAPP (2006)

MONTANA

Montana State University - Bozeman
[3/93]
MFC/T, MHC, SC (2000)

NEBRASKA

University of Nebraska at Omaha
[3/93] CC, SC (2000)

NEVADA

University of Nevada/Las Vegas
[3/84] CC, MFC/T (2002)

University of Nevada/Las Vegas
[3/84] SC (1999)

University of Nevada, Reno [4/94]
MFC/T, SC, SACC, CE:PhD/EdD
(2001)

NEW JERSEY

The College of New Jersey [4/91]
CC, SC (2005)

Rider University [4/99]
*CC, SC (2001)

NEW MEXICO

New Mexico State University [10/99]
*MHC (2001)

University of New Mexico [10/82]
*CC, SC, CE: PhD (2000)

NEW YORK

SUNY at Brockport [4/87]
CC, SC, SAC (2001)

Plattsburgh State University of New York [3/90]
CC, SC, SACC (2004)

Syracuse University [4/94]
SC, SAC, CE:PhD/EdD (2001)

NORTH CAROLINA

Appalachian State University [10/83]
CC, SC, SACC (2005)

North Carolina State University
[3/90]
* CC, SC, SACC, CE:PhD (2000)

University of North Carolina at Chapel Hill [4/86]
SC (2000)

The University of North Carolina at Charlotte [4/95]
CC, SC (2002)

The University of North Carolina at Greensboro [1981]
CC, CC/GC, MFC/T, SC, SACC,
CE:PhD/EdD (2002)

Wake Forest University [4/95]
CC, SC (2002)

Western Carolina University [3/93]
CC, SC (2000)

NORTH DAKOTA

North Dakota State University [4/97]
CC, SC (2004)

OHIO

Cleveland State University [11/94]
CC (2001)

John Carroll University [4/97]
CC (2004)

Kent State University [4/91]
CC, CE:PhD (2005)

Ohio University [9/86]
CC, SC, CE:PhD (2001)

University of Akron [10/85]
CC, MFC/T, SC, CE:PhD (2000)

University of Cincinnati [3/93]
CC, SC, CE: EdD (2000)

University of Toledo [10/89]
CC, SC, CE: PhD (2004)

Wright State University [3/89]
CC, SC (2003)

Youngstown State University
[3/86] CC, SC (2006)

OREGON

Oregon State University [3/86]
CC, SC, CE:PhD (2000)

Portland State University [3/93]
CC, SC (2000)

PENNSYLVANIA

Duquesne University [3/93]
CC, SC, CE: EdD (2000)

Edinboro University of Pennsylvania [4/99]
SC, SACC, SAPP (2006)

Shippensburg University [3/80]
CC, MHC, SC, SACC,
SAPP (2003)

University of Pittsburgh [10/89]
*CC, SC, SACC (2000)

University of Scranton [3/92]
SC (2006) *CC (2001)

SOUTH CAROLINA

University of South Carolina
[10/84] *SC, MFC/T, CE:PhD
(2002)

SOUTH DAKOTA

South Dakota State University
[11/94]
CC, SC, SAC (2001)

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

TENNESSEE

East Tennessee State University [4/99]
CC, SC (2006)

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

The University of Tennessee [10/82]
CC, SC, CE: PhD/EdD (2000)
Vanderbilt University [3/83]
*CC, SC (2001)

TEXAS

St. Mary's University [11/97]
CC, CE: PhD (2004)

Stephen F. Austin State University [10/93]
CC, SC (2000)

Texas A & M University - Commerce [3/92]
*CC, SC, SACC, CE: EdD (2001)

Texas Tech University [10/99]
*CC, SC, CE:EdD (2001)

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

VERMONT

University of Vermont [10/82]
CC, SC, MHC (2004)

VIRGINIA

The College of William and Mary [10/99]
CC, SC, CE:Ph.D/Ed.D (2001)

James Madison University [3/80]
CC, SC (2003)

Lynchburg College [3/92]
*CC, SC (2001)

Old Dominion University [10/96]
CC, SC, SACC (2003)

Radford University [4/96]
CC, SC, SACC (2003)

University of Virginia [3/80]
CC, SC, SACC, SAPP, CE:PhD/EdD (2003)

WASHINGTON

Eastern Washington University [9/86]
MHC, SC (2001)

Western Washington [10/93]
SC, MHC (2000)

WEST VIRGINIA

West Virginia University [3/93]
CC, SC (2000)

WISCONSIN

University of Wisconsin Oshkosh [3/92]
CC, SC, SACC (2006)

University of Wisconsin Superior [11/98]
*CC, SC (2000)

WYOMING

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

INTERNATIONAL PROGRAMS**BRITISH COLUMBIA**

University of British Columbia [3/89]
CC, SC, SACC (2004)

PUERTO RICO

Mississippi State University
Roosevelt Roads Campus [9/86]
*CC, SC (2000)



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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.