THE CACREP CONNECTION

Fall 2008

CACREP 2009 Standards: Moving Toward Implementation
Robert Urofsky, Director of Accreditation

On July 19, 2008, the CACREP Board adopted new standards for counseling programs that will be in effect through June 30, 2016. These revised CACREP standards go into effect on July 1, 2009. Programs remain eligible to apply for accreditation under the 2001 standards through June 30, 2009, providing that all application and self-study materials are postmarked on or prior to that date. Staff members and representatives of the CACREP Board of Directors are scheduled to attend all ACES regional conferences to provide an overview of the revised standards. Intensive training sessions for program representatives and team members and chairs are being scheduled for the ACA and ACES conferences.

The revised standards strengthen the professional identity of counselors graduating from CACREP accredited programs, refine and enhance the content included in the core and specialty area curricular standards, and include both input- and output-based curricular standards. Some of the key structural and procedural changes include:

- Reduction from 6 to 3 sections, with standards grouped under *The Learning Environment* (where counselors learn)*, Professional Identity* (what counselors learn)*,* and *Professional Practice* (how counselors carry knowledge and skills into practice)

- Enhancement of application process – eligibility requirements transition to application requirements, including the development of charts clarifying faculty assignments and credentials, student enrollments in all counseling programs in the counseling academic unit, and numbers of graduates over a multi-year period for each program area

- Requirement for all self-studies to be submitted in an electronic format, beginning July 1, 2009, (*see CACREP Transitions to Electronic Self-Studies* at www.cacrep.org)

- Modification of core faculty requirements, including:

    - Requirement for a minimum of 3 core faculty

    - Requirement for new hires after July 1, 2013 to possess earned doctoral degrees in counselor education and supervision (if the new faculty has not taught in counselor education before)

    - Identification with counseling profession

    - Authority to determine program curricula and establish operational policies and procedures of the program

    - Limitation on number of credit hours delivered by noncore faculty. In any calendar year, this number must not exceed the number of credits delivered by core faculty

Notes From the Chair

Craig Cashwell

As I begin to write this, my first column as Chair of the CACREP Board, I am enjoying the first hints of the Fall season in North Carolina. Temperatures are lower, leaves are beginning to turn colors, and the days are getting noticeably shorter. I am beginning to pack away my summer clothes and take out my heavier clothes in preparation for what is ahead. In short, it is a time of change and I am preparing.

Such is also the case for CACREP. As you well know by now, the 2009 Standards (available on the CACREP website) were approved by the CACREP Board of Directors this past July.

The Board's discussions of the Standards were open, candid, and exhaustive as we considered carefully the implications of each Standard and how it will impact the counseling profession in the coming years. The revised Standards presented to the Board were, of course, the product of a group of men and women who worked tirelessly to revise the Standards, reviewing and integrating the vast feedback received on various drafts. I would be remiss if I didn't metaphorically tip my hat to each member of the Standards Revision Committee (SRC), Tom Davis (SRC Chair), Jo-Ann Lipford Sanders (SRC Vice-Chair), Patrick Akos, Mary Alice Bruce, Harry Daniels, and Rick Gressard. As I have said before, "Thank you" hardly seems sufficient, but it is what I have to offer you, and so I do.

Although it is beyond the scope of my space here to highlight all of the changes in the Standards, I will speak specifically to five changes in the new Standards that I think warrant specific attention.

First, Standard I.W.2 specifies that the academic unit must have an identifiable core faculty who have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013. This is a standard that will, I believe, greatly strengthen the identity of the counseling profession over time.

Second, all Program Area Standards are now written in language that emphasizes Student Learning Outcomes (SLOs). This is a clear trend in higher education accreditation and will strengthen the viability of our accreditation process. For most programs, this will not necessitate a substantial change in how you go about training students, but it may require some concentrated effort on how you document what students gain from your program. If you have not already begun discussions about how your program will meet these Standards, I encourage you to do so.

Third, Standard I.M. specifies that the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty for any calendar year. This standard was not included in public drafts because the feedback used by SRC to draft this standard was received in response to the final public draft. The intent of this standard is to create a minimal expectation that will ensure that students are receiving the majority of their training from core faculty with a clear commitment to counselor preparation, and that there are sufficient core faculty members to meet the non-classroom needs of students.

Fourth, addictions has been added to the 2009 Standards. There is an increased emphasis on addictions counseling throughout the 2009 Standards and there is now a set of Program Area Standards specifically for Addiction Counseling. Finally, the 2009 Standards have combined some program areas from the 2001 Standards. There is now only one program for student development, entitled *Student Affairs and College Counseling*. Similarly, a merger has occurred between *Community Counseling* and *Mental Health Counseling* into a new program area called *Clinical Mental Health Counseling*.

CACREP is committed to provide support to help programs comply with the new Standards. Board representatives and staff will present at each of the ACES regional meetings this Fall, and an updated *How to Write A Self-Study* workshop is scheduled for April 20, 2009.

In addition to the 2009 Standards, CACREP has begun an international registry process, known as the International Registry of Counselor Education Programs (IRCEP). An article detailing IRCEP is included in this newsletter. Change is indeed in the air. May we all work together in the spirit of promoting the strong and unified identity of the counseling profession.

How the Rising Cost of Fuel Impacts One Tiny Non-Profit
Carol L. Bobby, Executive Director

Have you been seeing more bicycles and scooters on the road lately? Have you noticed the great deals being offered if you buy an SUV? Did you read about the professor who added a surcharge onto his normal asking price for giving a speech to draw attention to the bigger "footprint" created by having to fly in an airplane? Speaking of planes, have you had to pay a luggage fee to your favorite airline yet? Finally, did you see the lines of automobiles waiting to get gasoline in Charlotte a few weeks back?

The cost of fuel hit all time highs this past summer and the effect has been evident in a number of ways. Some wish the effect were more dramatic; others are calling for the government to provide relief. Whatever your politics are with regard to how to solve the energy crisis, one thing is clear - the costs of everyday living and the costs of doing business have increased. What is not clear is whether the costs will ever be lowered.

CACREP began noticing the effect of rising fuel costs immediately. It has shown up predominantly in the cost of sending on-site visiting teams to campuses to verify how the Standards are being met by applicant programs. Just since August, the average cost of an air ticket has eaten up ½ of the $1200 we charge per visitor. This leaves too little money to cover the cost of 3-4 nights hotel, 3-4 days of per diem, mileage or taxis to and from the airports, luggage fees, parking garage fees, and any additional costs associated with scheduling or conducting the visit.

Readers of this newsletter know that CACREP has struggled toward financial independence, while trying to keep fees reasonable for institutions. In fact, the current on-site fee structure has always been set to be a break-even line item between our revenue and expense columns. Unfortunately, the current fee structure now appears to be a "losing" proposition.

As a result of the rising costs of doing business, the Board passed a new on-site fee policy that becomes effective January 1, 2009. This policy will be in effect until further notice. The Board has, however, agreed to monitor the effects of the new policy over the next year to determine if any modifications are required.

The policy is cited below:

NEW ON-SITE FEE POLICY
Effective January 1, 2009, programs ready to host an on-site visit may choose one of two options for covering the costs associated with scheduling the visit and team members expenses.

Option 1 allows programs to pay a flat fee of $2000 per visitor assigned to the team. This fee is sent directly to CACREP which uses it to reimburse the team members for expenses incurred as part of the visit.

In Option 2, programs must pay a $1500 administrative fee to CACREP at the time the visit is approved. Once the visit is completed, CACREP will bill the institution for the actual travel expenses incurred by each team member. This bill will not be sent until CACREP has already reimbursed each member of the team for their costs. Travel expenses will include transportation costs to and from the host site, per diem costs, lodging expenses, and other related travel fees such as baggage fees, housekeeping tips, etc.

Just as the cost of rising fuel has trickled down and affected the cost of doing business for this tiny non-profit, CACREP recognizes that our fee increase will now impact the cost of programs doing business. This decision was not an easy one, but the CACREP Board promises to examine its impact on programs, teams, and the CACREP staff.

Accreditation Decisions

The CACREP Board of Directors met July 17-19, 2008, in Alexandria, VA and made the accreditation decisions listed below. The next meeting of the Board of Directors is scheduled for January 2009.

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

Argosy University, Washington, DC Campus, Arlington, VA
† Community Counseling (October 31, 2010)

City University of New York, Lehman College, West Bronx, NY
† School Counseling (October 31, 2010)

Indiana University of Pennsylvania, Indiana, PA
† Community Counseling and † School Counseling (October 31, 2010)

Michigan State University, East Lansing, MI
† Community Counseling and † School Counseling (October 31, 2010)

Middle Tennessee State University, Murfreesboro, TN
† Mental Health Counseling and School Counseling (October 31, 2010)

Northeastern Illinois University, Chicago IL
Community Counseling, Marital, Couple and Family Counseling/Therapy, and School Counseling (October 31, 2016)

Oregon State University, Corvallis, OR
Community Counseling, School Counseling and Counselor Education and Supervision (March 31, 2016)

Rollins College, Winter Park, FL
Mental Health Counsleing (October 31, 2016)

St. Bonaventure University, St. Bonaventure, NY
† Community Counseling and † School Counseling (October 31, 2010)

St. Cloud State University, St. Cloud, MN
School Counseling and Student Affairs (October 31, 2010)

St. Cloud State University, St. Cloud, MN
† Community Counseling (October 31, 2010)

Syracuse University, Syracuse, NY
Community Counseling, Community Counseling (Rehabilitation Counseling), Student Affairs, School Counseling and Counselor Education and Supervision (October 31, 2016)

University of Detroit Mercy, Detroit, MI
Community Counseling and School Counseling (October 31, 2010)

University of Missouri St. Louis, St. Louis, MO
Career Counseling, Community Counseling, School Counseling, and † Counselor Education and Supervision (October 31, 2016)

University of Nevada Reno, Reno, NV
College Counseling, Community Counseling, Marital, Couple and Family Counseling/Therapy, School Counseling and Counselor Education and Supervision (October 31, 2010)

University of West Georgia, Carrollton, GA
Community Counseling and School Counseling (October 31, 2016)

University of Texas San Antonio, San Antonio, TX
† Community Counseling, † School Counseling and † Counselor Education and Supervision (October 31, 2016)

Valdosta State University, Valdosta, GA
† School Counseling (October 31, 2016)

Virginia Polytechnic Institute and State University, Blacksburg, VA
Community Counseling and School Counseling (October 31, 2016) and Counselor Education and Supervision (October 31, 2010)

Western Illinois University, Moline, IL
Community Counseling and School Counseling (October 31, 2016)

Winthrop University, Rock Hill, SC
Community Counseling and School Counseling (October 31, 2010)

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

California State University -Sacramento, Sacramento, CA
Career Counseling, Community Counseling, Marital, Couple and Family Counseling/Therapy and School Counseling (March 31, 2010)

Kean University, Union, NJ
Community Counseling and School Counseling (October 31, 2012)

Rider University, Lawrenceville, NJ
Community Counseling and School Counseling (October 31, 2014)

Texas A & M University Commerce, Commerce, TX
Counselor Education and Supervision (October 31, 2014)

Texas State University, San Marcos, TX
Community Counseling, Marital, Couple and Family Counseling/Therapy and School Counseling (October 31, 2015)

University of Louisiana at Monroe, Monroe, LA
Community Counseling, Martial, Couple, and Family Counseling/Therapy and School Counseling (October 31, 2010)

Western Michigan University, Kalamazoo, MI
College Counseling, Community Counseling, School Counseling and Counselor Education and Supervision (October 31, 2014)

The following institutions received one year extensions of their programs' accredited statuses:

Arkansas State University (December 31, 2009)
Duquesne University (December 31, 2009)
Kansas State University (June 30, 2009)
Stephen F. Austin State University (June 30, 2009)
University of Illinois Springfield (December 31, 2009)
University of Nevada Las Vegas (June 30, 2009)
University of North Carolina Charlotte (June 30, 2010)
University of Memphis (October 31, 2010)

The Board accepted Substantive Change Reports from the following institutions:

Texas A & M University Commerce
Plymouth State University
St. Mary's University

Transitioning to the 2009 Standards:
CMHC and Outcomes-Based Standards
Robert Urofsky, Director of Accreditation

Two areas that have prompted a number of recent inquiries to the CACREP office have been the transition of programs to Clinical Mental Health Counseling programs and the transition to student learning outcomes. The transition of Community Counseling and Mental Health Counseling programs to Clinical Mental Health Counseling programs will occur through a phased implementation based upon when application for accreditation or reaccreditation occurs. Beginning July 1, 2009, all Clinical Mental Health Counseling applicant programs must require a minimum of 54 semester credit hours or 81 quarter credit hours for all students. As of July 1, 2013, all Clinical Mental Health Counseling applicant programs must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students. All programs currently accredited under the 2001 standards remain accredited as Community Counseling or Mental Health Counseling programs Programs are considered applicant programs in relation to the requirements stated above when they apply for reaccreditation under the new standards.

We recognize that changes take time in higher education and that programs will need to work toward meeting the standards as they progress toward reaccreditation. The changes associated with the transition from the Community Counseling standards to the Clinical Mental Health Counseling standards are additive in nature. Therefore, programs may begin to make necessary changes at any point during their current accreditation cycle without submitting a substantive change report. Mental Health Counseling programs should remain in compliance with all requirements under the 2001 standards until coming up for reaccreditation under the 2009 standards.

While Community Counseling programs may make necessary changes at any point prior to actual accreditation as Clinical Mental Health Counseling programs, it is important to note that currently accredited programs will remain accredited as Community Counseling programs throughout their current cycle. This accreditation status should be clearly communicated to students through language such as the following:

> The Clinical Mental Health Counseling program at Urofsky University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through January 15, 2010. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.) **

** CACREP gratefully acknowledges the assistance of Verl Pope in contributing to the development of this sample language

The questions raised about the transition to student-learning outcomes relate to the specialty area curricular standards and some of the doctoral program curricular standards which are written as outcome-based standards. The transition to outcome-based standards is reflective of an ongoing dialogue that has been occurring between representatives of the higher education and accreditation communities, the federal government, business leaders, and other higher education constituent groups during the recent reauthorization of the Higher Education Act. One significant theme throughout the dialogue has been greater calls for accountability from higher education institutions that student learning is indeed occurring. The student-learning outcomes included in the CACREP 2009 standards necessitate that programs document that student learning is occurring in relation to the specified knowledge and skills and practices requirements in the standards.

CACREP recognizes that it is going to take time for many programs to come up to speed in terms of full assessment and documentation of the student learning outcomes. To facilitate the transition, CACREP

has adopted a transition policy allowing programs to develop a comprehensive assessment plan which is presented for review during the self-study phase of the accreditation process. The assessment plan should address both the continuous systematic program evaluation processes detailed in the standards and the assessment of student learning outcomes processes required for each program area for which accreditation is sought.

Assessment plans should be detailed at both the curricular experiences and overall program level in relation to assessing direct evidence of student learning. More specifically, the assessment plan should include all points throughout a student's program of study where assessment will occur; the means by which assessment will occur; the assessment measures and formats that will be utilized; processes by which remediation will occur following summative assessments; and the means by which data will be collected, analyzed, and utilized for curriculum and program improvement. In situations where measures and processes have not yet been developed at the time of self-study, programs should submit a timeline addressing when the components of the assessment plan will be developed and implemented. Programs will be reviewed in relation to the comprehensiveness of the assessment plan and the degree to which it is being fully implemented.

When site visits occur, site teams will examine actual artifacts and other means by which programs are documenting that student learning is occurring in relation to the program area standards. Programs which have not fully implemented their assessment plans at the time of a site visit may be eligible to receive a two-year accreditation, based on a full accreditation review in relation to all standards. If a two-year accreditation status is granted, the assessment plan implementation, along with any other cited standards, will be re-revaluated when the program submits an interim report prior to the end of the two-year period.

CACREP is committed to supporting applicant and accredited programs as they seek to understand and adapt to the requirements under the revised standards. Please feel free to call upon the CACREP staff with your questions.

- Requirement for supervision contracts in practica and internships
- Requirement for substantive biweekly consultation between program faculty and site supervisors, when individual or triadic supervision is provided in practica by site supervisors
- Option for taping or live supervision in practica and internships
- Modifications to program areas:
  - Deletion of Gerontological Counseling specialty area
  - Addition of Addictions Counseling specialty area
  - Merger of Community Counseling and Mental Health Counseling specialty area into Clinical Mental Health Counseling specialty area
  - Merger of College Counseling and Student Affairs specialty areas into Student Affairs and College Counseling specialty area
- Requirement for 100 hour doctoral-level practicum with minimum of 40 hours of direct service to clients
- Student learning outcomes in the knowledge, skills and practices section of the specialty program areas
- Modification in program evaluation requirements from specified time periods to continuous systematic program evaluation.

What's in a Name?
Carol L. Bobby, Executive Director

William Shakespeare immortalized this question in his play Romeo and Juliet. In Juliet's soliloquy, a timeless answer is also given.

> *"What's in a name? That which we call a rose*
> *By any other name would smell as sweet."*

Never mind that Romeo's last name is Montague. Never mind that the Montagues and the Capulets are feuding. The message in Juliet's answer is simple. Who a person is inside is more important than what he or she is outwardly called.

The same holds true for organizations. The name of an organization may not be pretty (take CACREP for example), but if the organization operates with integrity, the function becomes more important than the name.

With this context in mind, CACREP would like to introduce IRCEP – another not so pretty name – to the global counseling community.

What is IRCEP?
The acronym IRCEP stands for the International Registry of Counselor Education Programs. IRCEP is a new program process created by the CACREP to serve the professional recognition needs of counselor preparation programs globally.

What was the impetus for creating IRCEP?
IRCEP was created to respond to a growing number of requests for CACREP to expand its quality assurance review process to include non-US programs.

Why not just let international programs apply for CACREP accreditation?
The primary hindrance for many international programs attempting to do this is that the CACREP Standards were developed for use by US higher education institutions and their degree structures. Other countries do not necessarily offer professional programs at the same degree levels. For example, most countries do not offer counselor preparation at the master's degree level, which is a minimal degree requirement for CACREP accreditation. In addition, differences in language and culture can interfere with an international program's ability to meet CACREP Standards.

How does IRCEP differ from CACREP?
IRCEP has been created as a registry and not an accrediting organization; therefore, the process for getting listed on the registry will be different than the accreditation application and review process. Also, IRCEP's requirements for being listed on the registry will not be degree specific, although eligible programs must offer their curriculum at a postsecondary education level.

What other requirements must be met to be on the IRCEP Registry?
The application process will outline a number of requirements for which programs must provide documentation, including legitimacy to operate, mission and goal statements, program objectives, curricular experiences that align with IRCEP criteria, sufficient and appropriate faculty resources, a designated person for program oversight, and procedures for selecting and assessing students throughout the preparation programs.

How will programs apply?
The application process will require an electronic submission of materials that will be reviewed by IRCEP. An application fee will be required, as will an annual fee for continued listing on the Registry.

Who are the IRCEP reviewers?
The IRCEP process will initially be managed by the CACREP International Committee. This committee will consist of 6-8 individuals that will include international representation. The initial membership of this committee will be appointed by CACREP until such time as selection or appointment criteria are developed. Dr. Rebecca Stanard, a professor at the University of West Georgia, has been appointed to chair the International Committee. The committee's initial responsibility will be the launching of the IRCEP application and review process.

Why would a program want to be listed on the IRCEP Registry?
The primary purpose of IRCEP is to provide recognition to counselor preparation programs that meet the stated requirements to be included on the Registry. The Registry will also include information for each program listed (e.g., contact information, curricular offerings, structure), thus providing information to prospective students and to faculty who may wish to share teaching ideas, develop new areas of professional knowledge or facilitate faculty and student exchanges.

Are there other benefits to IRCEP?
Perhaps the most important benefit of IRCEP will be its ability to foster the ongoing development and global recognition of the counseling profession.

Will CACREP programs be eligible for listing on the IRCEP Registry?
All CACREP accredited programs will be automatically listed on the Registry, since CACREP Standards exceed the IRCEP requirements.

Where can I find more information about IRCEP?
CACREP plans to launch IRCEP in the spring of 2009. When the IRCEP Committee structure is finalized and its membership trained to complete application reviews, the URL for the IRCEP website will also be announced. This website will contain details about the registry criteria, review procedures, and fee structure. In the meantime, questions about IRCEP can be directed to the CACREP at cacrep@cacrep.org.

So, what's in a name?
Obviously, there is a lot to IRCEP. It has all of the right words to describe what it hopes to accomplish. It will operate on an *International* level. It will provide a *Registry* to the public. It will serve *Counselor Education Programs*. More important than its name, however, will be for IRCEP to function with integrity and with enough flexibility to continuously improve from the feedback it receives from the public it hopes to serve.

Thanks to all site team visitors who partricpated in CACREP visits during the 2007-2008 academic year:

Mike Altekruse	Keith Davis	Tom Hosie	Joe Morris	Cheri Smith
Donald Anderson	Mary Deck	Glenda Isenhour	Nancy Nishimura	Howard Smith
Will Barrett	Judy Durham	Jodi Jacques	Mark Nelson	Robert Smith
Frede Bemack	Wendy Enochs	Marty Jencius	Uchenna Nwachuku	Paula Stanley
Jim Bergin	Kathy Evans	David Kleist	Jill Onedera	Patricia Stevens
Susan Boes	Marchetts Evans	Bill Kline	Betsy Page	Sue Stickel
Mary Alice Bruce	Stephen Feit	Diane Kurinsky	Stephen Parker	Jerry Trusty
Janice Caron	David Fenell	William Lawrence	Pat Partin	Judith Warchal
Ida Chauvin	Ronald Goodman	Courtland Lee	Richard Percy	Janice Ward
Nola Christenberry	Don Haight	Wanda Lee	Zander Ponzo	Herbie Wartinger
Debra Cobia	Lisa Hawley	Lisa Lopez Levers	Verl Pope	Jane Webber
Kelly Coker	Donna Henderson	Bill McHenry	Kathleen Ritter	Genevieve Weber
Stephen Craig	Nicole Hill	Marianne Mitchell	Chester Robinson	Joanne White
M. Harry Daniels	Amy Hittner	Jerry Mobley	Susan Seem	Geof Yager

REQUEST FOR PROPOSALS
FOR RESEARCH ON STUDENT LEARNING OUTCOMES
AND OTHER CACREP-RELATED TOPICS

Summary

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was established in 1981 as an independent 501(c)(3) corporation to promote the professional competence of counseling and related practitioners through the development of preparation standards, encouragement of excellence in program development, and accreditation of professional preparation programs. CACREP's non-profit status allows the pursuit of this educational mission in any manner that furthers its purpose.

Background and Need

Throughout its history, CACREP has been a responsible partner in the development and regular review of the counseling profession's preparation standards. CACREP has further sought external review of its accrediting practices through the recognition process begun by COPA and carried on by the Council for Higher Education Accreditation (CHEA). 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.

As it may be said that accreditation makes a significant difference in terms of student learning, CACREP believes that this statement should be supported with empirical data.

Request for Proposals from Counselor Educators

This year, given the emphasis of the new 2009 specialty standards on learning outcomes, CACREP is soliciting research proposals from counseling program faculty members that focus on the use/impact of student learning outcomes in counselor education. Research on student learning outcomes is the emphasis of this year's request for proposals, however, proposals focusing on (1) supervision issues (e.g. triadic vs. dyadic supervision; or (2) other standards-related research will also be considered.

Request for Proposals from Counseling Graduate Students

CACREP is also requesting proposals this year from graduate students in counseling programs. For the graduate student proposals, CACREP is interested in a wide variety of research topics that could assist CACREP with its mission.

Qualifications of Primary Researchers

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

In addition, the primary researcher must agree to seek approval from CACREP on the use of any survey instrument and provide CACREP full access to all data collected in the course of the research project. Copyright will belong to the researchers, however, the researchers will be required to grant CACREP a royalty-free license to reproduce, publish, distribute, and prepare derivative works from the report. 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 or attends a program accredited by CACREP.

Preparation of Proposals

Proposals must be no longer than 5 pages in length (excluding appendices and references). Proposals must be drafted in Word or WordPerfect and attached to an email sent to the CACREP office no later than 5:00 pm EST, December 1st, 2008. Responses as to the status of the proposals will be sent after the CACREP Board meeting in January 2009.

Proposals must include the following: (a) a description of the project focus, plan, and timeline with a projected completion date; (b) a description of and contact information for all personnel who may be involved with the project; (c) a proposed line item budget outlining costs associated with data collection, analysis, and final report writing; and (d) a copy of the primary researcher's curriculum vita, as well as abbreviated vitas of other researchers who will be involved in the project. In addition, the researcher must address conflict of interest issues and how they will be avoided. Appendices must include a signed statement of agreement to: (a) seek pre-approval on any instrumentation used, (b) share the research data with CACREP, and (c) gain approval from CACREP prior to any publication of the research results. Lastly, the appendices must include a copy of the approval letter or form received from the primary researcher's Institutional Review Board. The researcher will be required to deliver a final report of his/her findings and results to CACREP within the time specified by CACREP.

Criteria for Review

Members of CACREP's External Relations Committee will evaluate the proposals using the following criteria:
- Importance of the research questions to CACREP: student learning outcomes in counselor education programs, supervision issues related to counselor education, and other standards-related research. The graduate student proposals will be evaluated on the relevance of the topic to CACREP's mission.
- Suitability of the methodology and any instrumentation proposed
- Originality and suitability of the plan of action, including timeline for completion
- Qualifications of the primary researcher and other people involved in the project (e.g., dissertation advisor, doctoral students)
- Appropriateness of budget requirements
- Signed statement of agreement on pre-approval items and sharing of data
- Inclusion of approval statement from the primary researcher's IRB

Joint Research Funding Award

CACREP will provide to the primary researchers up to $1500 for the counselor educator award and up to $500 for the counseling graduate student award. An accurate accounting of all expenses will be required.

Contact/Submission Information

For questions, please contact the CACREP office at (703) 535-5990:

The emailed copy must be sent to Dr. Carol Bobby, CACREP Executive Director (**cacrep@cacrep.org**) by 5:00 pm EST, December 1st, 2008.

Coming in April 2009

"How to Write a CACREP Self-study" Workshop

This hands-on workshop will cover the process of writing and submitting your CACREP application from talking with administrators to creating the final document. Attendees will be able to look at actual self-studies submitted to CACREP.

Monday April 20, 2009
9 am - 5 pm

Crowne Plaza Hotel in Alexandria, VA

Registration fee is $480 for the first faculty member and $280 for other faculty members from the same institution.

See the registration form online at www.cacrep.org

CACREP

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