



THE CACREP CONNECTION

Spring 2010

After 26 Years, CACREP Stops Mailing *The Connection*

This will be the final printed newsletter published by CACREP. Beginning in Fall 2010, the newsletter will be distributed electronically. This means we can have a wider distribution network than our current printing and mailing budget allows. To sign up to receive the electronic version, please visit the web site at www.cacrep.org and find the Get Involved square on the left side of the homepage. Sign up for the e-newsletter there. Everyone on your faculty or in your program can subscribe!

Here's some interesting trivia - when was the first CACREP newsletter published? July 1984. It was written by editors Tom Sweeney and Joe Wittmer. This excerpt from that first newsletter gives you an indication that things have changed a lot in some ways, but not in others:

Unfortunately, there are ample illustrations of how mediocre to poor preparation has resulted in poor judgement, inappropriate behavior, and unsuitability as a counselor in a society oriented to accountability and competence. Not only counselor jobs, but counselor positions within systems and agencies have been lost for lack of confidence in their preparation to handle the really tough cases.

CACREP on Facebook

While you're on our homepage, why not become a fan of CACREP on Facebook? We will try not to inundate you with trivia, but we can reach a wide audience quickly with important updates on CACREP and other counselor education matters. Recent posts have focused on the TriCare recommendation and notice of training sessions.



Notes From the Chair

Craig Cashwell

“Imagine”

“You may say that I’m a dreamer
But I’m not the only one...”

- John Lennon

Before a bullet cut short his life in December of 1980, John Lennon created music that continues to thrive and inspire. My personal inspiration for using Lennon as the backdrop for this article came recently when I overheard my 9-year old daughter, Samantha, humming the tune to *Imagine*. Some things, apparently, are timeless.

An interesting story about Lennon is that his mother bought him his first guitar, a cheap acoustic, in 1957 and presented it to him with words she would repeat often. “The guitar’s all very well, John, but you’ll never make a living out of it.” Am I glad she was wrong.

Lennon’s early years were filled with many trials that I believe troubled his soul and inspired his music until his death. He was born during a German air raid of Liverpool. As a 5-year old, Lennon was forced, amidst a heated argument between his mother and father, to choose between his parents. Lennon initially chose his father, but as his mother walked away, he began to cry and followed her. Lennon would not see his father again for 20 years. Is it any wonder that he was a dreamer?

This is my last article as Chair of the CACREP Board, so I will take the license of talking about my professional dream. It seems a good time for professional reflection, for as I finish my tenure with the CACREP Board, I also look back over 20 years in the profession and look ahead to what I hope will be 20 more years (give or take).

My most over-arching professional dream is for a maturation of our profession. When I entered the profession, I had the strong sense that Counseling as a profession was in an adolescent phase. Over the years, I have watched and, at times, participated in the professional *Sturm and Drang* (Storm and Stress) so characteristic of adolescence. There are, I believe, many benchmarks that indicate our profession is indeed maturing, including:

- The passage of California Senate Bill 788, resulting in California becoming the 50th U.S. state with counselor licensure;
- Regulations implementing the Mental Health Parity and Addiction Equity Act of 2008, essentially mandating that insurance companies use the same limits and cost-sharing requirements for mental health and addiction services as are used for other services.
- Results of the Institute of Medicine (IOM) TRICARE study which recommended removing physician referral and supervision requirements for counselors’ services,

ultimately paving the way for independent practice for professional counselors under the Department of Defense's TRICARE program.

The TRICARE study is directly related to CACREP as the study recommends that counselors must be graduates of CACREP accredited Mental Health Counseling or Clinical Mental Health Programs to be eligible. In so doing, authors of the study have recognized that standards for counselor preparation are vital. Although I do realize that this recommendation would limit access for some counselors to provide these services, I also know that if this recommendation is followed, it will encourage more students to attend these accredited programs and more programs to become accredited, thereby enhancing the quality of counselor preparation in the U.S.

In addition to these recent legislative actions, the Counseling profession has long-standing roots in its credentialing and accreditation. Thirty-four years have passed since the first state licensure law was enacted in Virginia. Soon after Virginia became the first state with Counselor licensure, a fledgling organization named CACREP was founded. CACREP now accredits over programs in 242 institutions with 579 degree programs accredited. The number of new applications (i.e., programs applying for initial accreditation) remains steady and CACREP continues to grow. By strengthening the professional identity of counselor educators and implementing requirements for measurement of Student Learning Outcomes (SLOs), the 2009 CACREP Standards represent a maturation of the accreditation process.

One of the greatest challenges (and opportunities) of adolescence is that of identity formation. Who am I? What do I believe about myself, about the world, and about relationships? Although answers to many of these questions may begin to form in childhood, they find their fullest (and perhaps most lasting expressions) in adolescence. Establishing an identity, a strong sense of self as interdependent with others (i.e., "separate from" but also "connected to"), is a clear demarcation of the transition into adulthood.

Similarly, there is another level to which we must move as a profession before we mature into parity with other mental health disciplines. Simply stated, if we do not know who we are, we cannot possibly communicate this to our constituents. How easy do we make it for lobbying groups to lobby against us when we continue to struggle with identity by licensing people who come from a range of educational backgrounds and accredit training programs without a clear counseling identity? I value all of the mental health professions and see their worth in the service delivery system. I champion diversity both within and across these disciplines. At the same time, we *must* grow up and state clearly who we are as a profession. Otherwise, we will be terminally trapped in a state of identity confusion.

It is my dream that our profession will continue to strengthen our identity.

Imagine how our profession could grow.

Imagine.

A Special IRCEP Invitation to CACREP Accredited Programs

The Steering Committee of the International Registry of Counsellor Education Programs (IRCEP) invites *all* currently accredited CACREP programs to apply for listing on the IRCEP Registry. For CACREP programs that apply by September 15, 2010, an abbreviated application process is offered and the application fee is totally waived. Thus, only the \$200 annual registration maintenance fee is required at the time the shortened application information is submitted. This represents a \$1,000+ savings in both time and cost, so IRCEP encourages a timely consideration of this special invitation.

Recognizing that CACREP programs may have some recurring questions about IRCEP, the following questions and answers are provided to assist in decision-making.

What is IRCEP?

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

How does IRCEP differ from CACREP?

IRCEP has been created as a registry and not as accreditation; therefore, the process for getting listed on the registry is different than the accreditation application and review process. Also, IRCEP's requirements for being listed on the registry are not tied to the master's degree for entry-level, although registered programs must offer their curriculum at a postsecondary education level.

For a complete review of the IRCEP application requirements, interested programs should go to the IRCEP website at www.ircep.org, but remember that CACREP programs will have a shortened application process.

Who are the members of the IRCEP Steering Committee?

The IRCEP Steering Committee members have been appointed by the CACREP Board. Dr. Rebecca Stanard, a professor at the University of West Georgia, currently chairs this committee. Other members include Salleh Amat, Eugenio Bacchini, Thomas Clawson, Rick Gressard, Fidan Korkut-Owen, Sachin

Jain, Uchenna Nwachuku, Brian Sullivan, and Elias Zambrano.

Why would a CACREP accredited program want to be listed on the IRCEP Registry?

The counseling profession is globalizing. The development of the IRCEP Registry is an opportunity for creating connections between counseling programs, counselor educators and students. Since the Registry will provide links to each program listed, the Registry can serve as a resource to prospective students wishing to study abroad and to faculty who may wish to share teaching ideas, develop new areas of professional knowledge, or facilitate faculty and student exchanges.

Another important benefit of IRCEP is its ability to foster the ongoing development and global recognition of both the counseling profession and the programs that are educating tomorrow's counselors.

Our CACREP program is ready to sign on. What is it that we need to do?

Currently accredited CACREP programs will be receiving a special invitation with instructions about the abbreviated application process and the application fee waiver. The shortened process will require complete of the generic application form. In addition, CACREP programs will be asked to share information about their international activities.

Since CACREP programs will not be required to develop a full application review packet for IRCEP registration, the Registry listing will have a special designation to denote those programs that are CACREP accredited. This designation will alert individuals to visit the

CACREP website for additional information about what it means to be CACREP accredited.

Where can I get additional information if I have questions?

Send your IRCEP related questions to ircep@ircep.org or call (703) 535-5990 and ask to speak to Jenny Gunderman or Carol Bobby.

Critical Considerations for a 2009 Self-Study

Robert I. Urofsky, Director of Accreditation

The first batch of self-studies addressing the 2009 Standards has arrived in the CACREP office. These arrivals have allowed the CACREP staff to determine several areas of potential confusion, addressed below.

1) *Electronic Self-Studies*: Formatting guidelines for the submission of electronic self-studies are included in the *2009 CACREP Policy Document* on pages 5-6 (<http://67.199.126.156/doc/FINAL%20POLICY%20DOCUMENT%203.18.09.pdf>).

Please be sure to consider the following:

- a) The self-study should not contain external links. All links must be to internal documents (screen shots, PDFs, Word documents, saved web pages) included in the Self-Study.
- b) It is extremely helpful to reviewers if you provide separate links or bookmarks to individual pieces of documentation (e.g., faculty vita, syllabi). Reviewers often have to go back and forth between individual syllabi and vita many times in the course of a review and it is very difficult to navigate through these documents when all are included in a single file without links or bookmarks to each document.

2) *Application*: The application requires the submission of additional information and supporting documentation beyond the information in the Standards sections. This information includes programs of study for each program area; charts detailing core and non-core faculty who currently teach in the program, current students, and graduates for the past 3 years; and, evidence of institutional accreditation. Please see the application in the “For Programs” section of the CACREP website (www.cacrep.org) for further details on these requirements.

3) *Assessment Plan*: Standard I.AA requires programs to provide information and documentation pertaining to their engagement in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured. One of the requirements for programs responding to this Standard is the provision of a *Comprehensive Assessment Plan*. The requirements for this assessment plan are detailed in Transition Policy #5 on pp. 25-26 in the *2009 CACREP Policy Document*. The Transition Policy allows programs at various stages in terms of their development of the full specification, assessment, and documentation of Student Learning Outcomes to apply for accreditation under the 2009 Standards. At a minimum, programs must be able to present a *Comprehensive Assessment Plan*. Programs will be evaluated on the assessment plan and the degree to which they have achieved full implementation of this plan. Programs that have not yet fully implemented their plan may be eligible for a two-year accreditation and then possibly a second two-year accreditation to allow full implementation to occur.

4) *Student Learning Outcomes*: All program area standards in the 2009 Standards are outcomes-based standards, meaning that programs must ensure not only that the information is being taught but that related knowledge and/or skill development is occurring. The means by which a program accomplishes this is detailed in the Comprehensive Assessment Plan, detailed in #3 above. The CACREP Board has issued *Guiding Statements on Student Learning Outcomes* (<http://67.199.126.156/doc/Connection%20Fall%202009.pdf>). Programs should consider these Guiding Statements in developing their assessment plans and means for documenting student learning outcomes.

As always, the CACREP staff welcomes your questions and stands ready to assist you as you engage in the self-study and accreditation review processes.

Accreditation Decisions

The CACREP Board of Directors met January 7-9, 2010, in Orlando, FL and rendered the accreditation decisions listed below. The next meeting of the Board of Directors is scheduled for July 2010.

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

Argosy University Chicago, Chicago, IL

[†]Community Counseling (March 31, 2018).

California State University, Northridge, Northridge, CA
Career Counseling; Marital, Couple and Family Counseling/Therapy; School Counseling, and Student Affairs
(March 31, 2012).

Central Connecticut State University, New Britain, CT

[†]School Counseling (March 31, 2012).

Central Washington University, Ellensburg, WA

[†]School Counseling (October 31, 2015). This institution has other CACREP accredited programs.

Columbus State University, Columbus, GA

Community Counseling and School Counseling
(October 31, 2017).

Duquesne University, Pittsburgh, PA

Community Counseling (March 31, 2012) Marital, Couple and Family Counseling/Therapy; School Counseling, and Counselor Education and Supervision (March 31, 2017).

Eastern Washington University, Spokane, WA

Mental Health Counseling and School Counseling (March 31, 2012).

Florida Atlantic University, Boca Raton, FL

[†]Counselor Education and Supervision
(October 31, 2011). This institution has other CACREP accredited programs.

Jacksonville State University, Jacksonville, AL

[†]Community Counseling and [†]School Counseling
(March 31, 2018).

Minnesota State University Mankato, Mankato, MN

[†]Counselor Education and Supervision
(March 31, 2011). This institution has other CACREP accredited programs.

Portland State University, Portland, OR

[†]Marital, Couple, and Family Counseling/Therapy
(March 31, 2016). This institution has other CACREP accredited programs.

Rutgers University, New Brunswick, NJ

[†]School Counseling (March 31, 2012).

Sam Houston State University, Huntsville, TX

[†]Counselor Education and Supervision (October 31, 2014).
This institution has other CACREP accredited programs.

Stephen F. Austin State University, Nacogdoches, TX

Community Counseling and School Counseling
(October 31, 2016).

University of Alabama at Birmingham, Birmingham, AL

[†]Community Counseling and [†]School Counseling
(March 31, 2018).

University of Central Florida, Orlando, FL

[†]Marital, Couple, and Family Counseling/Therapy
(December 31, 2013). This institution has other accredited programs.

University of Cincinnati, Cincinnati, OH

Mental Health Counseling, School Counseling, and Counselor Education and Supervision (March 31, 2012).

University of Dayton, Dayton, OH

[†]Community Counseling and [†]School Counseling
(March 31, 2012).

University of Medicine and Dentistry of New Jersey,

Newark, NJ
[†]Community Counseling (March 31, 2012).

University of Mississippi, University, MS

Community Counseling, School Counseling, and Counselor Education and Supervision (March 31, 2012).

University of Montevallo, Montevallo, AL

[†] Marital, Couple, and Family Counseling/Therapy
(December 31, 2011). This institution has other CACREP accredited programs.

University of Phoenix, Utah, Salt Lake City, UT
Mental Health Counseling (March 31, 2012).

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

Antioch University New England, Keene, NH
Mental Health Counseling (October 31, 2017).

Bradley University, Peoria, IL
Community Counseling and School Counseling (October 31, 2014).

California State University, Sacramento, Sacramento, CA
Career Counseling; Marital, Couple, and Family Counseling/Therapy; and School Counseling (March 21, 2014).

Gallaudet University, Washington, DC
Mental Health Counseling and School Counseling (March 31, 2012).

Gardner-Webb University, Boiling Springs, NC
Mental Health Counseling and School Counseling (March 31, 2016).

Loyola University in Maryland, Columbia, MD
Counselor Education and Supervision (October 31, 2012).

Neumann University, Aston, PA
Community Counseling (March 31, 2012).

Our Lady of Holy Cross College, New Orleans, LA
Community Counseling; Marital, Couple, and Family Counseling/Therapy; and School Counseling (October 31, 2014).

Plymouth State University, Plymouth, NH
Mental Health Counseling and School Counseling (March 31, 2015).

University of Nebraska, Omaha, Omaha, NE
Community Counseling and School Counseling (March 31, 2016).

University of Wisconsin Whitewater, Whitewater, WI
College Counseling, Community Counseling, School Counseling, and Student Affairs (March 31, 2016).

The CACREP Board has made some important decisions regarding site visits.

Moratorium on Joint Visits

The CACREP Board has placed a temporary moratorium on joint CACREP-CORE site visits, ending July 2012, to allow time for the Board to evaluate the transition to the 2009 Standards and site visits under these Standards. The Board will reconsider in 2012 the possibility of resuming joint visits.

Moratorium on 2-Person Site Visits

The CACREP Board has placed a temporary moratorium on the two-person site team option for programs submitting a single program for review. This moratorium will allow time for the Board to evaluate the transition to the 2009 Standards and site visits under these Standards. The Board will revisit this issue at a later date to be determined.

Rise in Number of Programs Added Mid-Cycle

At the January 2010 Board meeting, a record number of institutions added additional programs to their already accredited offerings.

Three doctoral programs, three Marital, Couple, and Family/Therapy and one School Counseling program were accredited.

Board Changes

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Publishing address:

1001 North Fairfax Street, Suite 510
Alexandria, VA 22314.

Telephone: (703) 535-5990

Fax: (703) 739-6209.

E-mail: cacrep@cacrep.org

Web: www.cacrep.org

Carol L. Bobby, President/CEO
Jenny Gunderman, Editor

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We said a tearful good-bye in Orlando to our outgoing Board Chair Craig Cashwell whose term ends June 30, 2010. Two new counselor educators will be joining the CACREP Board beginning July 1, 2010. They are Thomas Davis from Ohio University and Sylvia Fernandez from Barry University. Welcome! It was a tough decision because all of the applicants were outstanding. Having such an abundance of willing and talented people helps makes the CACREP Board the strong working group it continues to be.

The Board also held elections at the January meeting. The new officers for the 2010-2011 academic year are:

Chairman: Martin Ritchie

Vice-Chair: Clarrice Rapisarda

Treasurer: Charles F. (Rick) Gressard

We would also like to recognize Board member Stephen Feit who was awarded a Lifetime Achievement Award from the Idaho Counseling Association.

Congratulations to all!



1001 N. Fairfax Street, Suite 510
Alexandria, VA 22314